

2020 Annual Report to The School Community



School Name: Roxburgh Park Primary School (5485)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 12 March 2021 at 04:55 PM by Samantha Kenely (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 March 2021 at 12:50 PM by Kim Khalifa (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Roxburgh Park Primary School motto is “Achieving Excellence Together”

Our vision is for each of our students to be literate, numerate, curious and happy.

our values are Respect, Learning and Cooperation

Respect

- Yourself and others
- Listen to others with an open mind
- Respect others ideas
- Respect school property and property of others

Learning

- Be prepared and ready to learn
- Be Maintain a positive and curious mind
- Seek out new knowledge and ideas
- Seek to improve my knowledge and skills

Cooperation

- Willing to share ideas and resources, knowledge and skills
- Helpful and approachable
- Contribute positively to class, group and team discussions

Roxburgh Park Primary is committed to the education, wellbeing and safety of all our students.

We are committed to Achieving Excellence Together through our school values of Respect, Learning and Cooperation by:

- Challenging every student to achieve their full potential.
- Promoting creativity, innovation, teamwork and leadership in our students, staff and our community
- Developing within students their capacity to positively contribute to their community

Every person involved in Roxburgh Park Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the education, wellbeing and safety of all students are at the forefront of all that we do and every decision that we make. Roxburgh Park Primary is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Roxburgh Park Primary is situated in the northern suburbs of Melbourne. Established in 2002 with an initial enrolment of 180 the enrolment in 2020 was 466.4 students. Enrolments have been steadily declining over the past few years. Current enrolment in 2021 is 444.

The school SFOE (Student Family Occupation & Education) is overall LOW. The SFOE index in 2020 was 0.5763. The community is increasingly ethnically and culturally heterogeneous and socio-economically diverse. Approximately 44% of students come from a background where English is not the main language spoken at home (over 36 languages).

All teachers are Victorian Institute of Teaching (VIT) registered and the school has met the VRQA minimum standards for registration. The school has a total of 46.2 staff (30.9 EFT - Equivalent Full time teaching staff and 15.3 EFT Non-teaching staff). Staff consist of a; Principal, two Assistant Principals, Medical /Sick Bay Officer, Business Manager,

Office Personnel, Maintenance Officer, Education Support Staff, two Leading Teachers and 2 learning specialist and classroom teachers.

RPPS offers a challenging and purposeful education program. Emphasis is placed on developing children's confidence and self-esteem, encouraging home and school interaction, developing literacy, numeracy skills and providing children with the skills, knowledge and strategies necessary to use information technology effectively. Specialist classes consist of STEM, Visual Arts, Italian and Physical Education. Performing arts is being introduced in 2021. Students also have access to instrumental music and singing classes.

2020 was the third year of School Wide Positive Behaviour implementation. A restorative approach is used in conjunction with SWPBS, emphasising personal responsibility and accountability for actions and behaviours. Our future direction will continue to be a focus on building the capacity of our teachers to deliver the very best teaching to all of our students. We will also implement evidence based high-impact teaching strategies in all classrooms with a focus on a consistent instructional model. We will continue to have our Leading Teachers as Pedagogical Coaches in the areas of Literacy and Numeracy to enable them to influence the entire staff in best teaching practice. Our long term focus is on lifting our Reading, writing and numeracy achievement and learning gains.

Student wellbeing continues to be a high priority for all staff at the school. The school has funded a full time social worker, who provides Individual and group programs for PSD students (Functional Skills and Social Skills programs), Out of home Care, Aboriginal and Torres Strait Islander students and students identified as "At risk". A Wellbeing Space has been created to support students to self regulate and address sensory processing.

A before and after school care program is operated by Camp Australia to provide support for working parents

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Framework for Improving Student Outcomes (FISO)

In 2020, Roxburgh Park Primary School identified the following improvement initiatives within the FISO framework and highlighted the key improvement strategies that would underpin the focus for that year:

Building practice excellence

1. Build teacher instructional knowledge and assessment capability in effective mathematical teaching and learning approaches

- Develop teacher capacity and understanding to analyse and use student data to plan for effective goal setting
- Develop teacher knowledge and capacity to implement differentiated learning goals in numeracy

Working remote highly impacted the professional learning and support being provided to teachers. The focus for professional learning for our teachers shifted from develop teacher capacity and understanding to analyse and use student data to plan for effective goal setting to develop teacher capacity and understanding to develop teacher knowledge and capacity to implement differentiated learning in numeracy through remote learning.

Building practice excellence

2. Enhance practice excellence through targeted professional learning, coaching, collaborative planning and colleague feedback

- Develop teacher knowledge and understanding of maths sequences of learning to plan effectively
- Develop capacity of teachers to plan, assess and model excellence in teaching

Intellectual engagement and self-awareness

3. Increase opportunities for students to engage in project and authentic problem-solving learning challenges

- Develop teacher knowledge in what surface learning is and how to scaffold teaching and learning sequences towards deep learning tasks

- Expose teachers to ways in which students can actively engage and co construct their learning in maths

Focus shifted to delivering maths online. Work continued but through the leads of remote learning. Teachers effectively used professional reading and knowledge to create units of work knowing the sequence of learning. Teachers collaborated and planned units of work as a team. Coaching and support for teachers and graduates was conducted via TEAM meetings and through targeted PL teachers are sharing their knowledge and experience across the school and provide feedback to one another.

Intellectual engagement and self-awareness

4. Build teacher capacity to use formative assessment, to enable co-constructed individual student learning goals and success criteria

Due to the challenges of remote learning this goal was no longer a priority. This is a focus for 2021. We prioritised the health and wellbeing support for our staff, students and their families experiencing difficulties. We modified the delivery of health and wellbeing supports to students and their families, by adapting the delivery of remote learning.

Achievement

The following Mathematic Targets, as per 2020 AIP, were no longer appropriate because of COVID-19. the following assessments were not conducted in 2020:

- Increase the proportion of students making high and medium relative gain in NAPLAN Numeracy (Year 3 to Year 5) from 74% (three-year average 2016-2018) to 78%.
- Increase the proportion of students achieving above expected level in the Victorian Curriculum Mathematics strands by 25%, triangulated from designated norm referenced data sets.
- Increase positive endorsement for the Years 4-6 Attitudes to School Survey Factor Sense of connectedness from 81% (two-year average) to 83%.
- Increase the proportion of Year 5 students in the top two NAPLAN Numeracy bands from 12% (three-year average 2016- 2018) to 18% (three-year average).

Staff opinion survey was conducted in 2020 showing:

- Teacher collaboration / Academic emphasis: positive endorsement 2019= 37%, 2020 target = 45%+ 20% improvement
- Collective focus on student learning / Teacher collaboration: not positive 2019 = 40%, 2020 target = 20%- 50% improvement

Despite COVID-19 Roxburgh Park Primary School continued work on its Strategic Plan goal of improve numeracy outcomes for every student.

Teachers now:

- Have a better understanding of the four proficiencies and how they can be built into numeracy delivery
- Collaborate and plan units of work as a team adapting and individualising to their own class needs
- Use Professional Reading - Booker, Paul Swan, numeracy companion/toolkit as a reference to help guide teaching and learning

Leaders now:

- Allocate time for teachers to collaborate and work in professional learning teams
- Are working with staff to build their capacity towards learning goals (HIT 1) are and their impact
- Have established a School Improvement team to lead mathematics across the school. This team meets once each fortnight and is scheduled within our meeting structure.
- Have documented agenda meeting minutes that outlines the work of this team in developing capacity in Numeracy.
- Have developed a sound understanding within the leadership on how they work and how we can implement them into the numeracy workshop.
- Provide guidance through planning sessions and assessment moderation during PLC time

Future Direction:

- Delivery of planned PD early term 1 2021
- New Leading structure for Coaching - hired additional LT for numeracy coaching

- Use the improvement cycle and PLC approach to understand student dispositions in maths and how they affect their learning
- Continue to develop teachers effectively using professional reading and knowledge to create units of work knowing the sequence of learning
- Effectively use assessment tools to track student's growth to ensure movement
- Restructure-coaching model for effective teacher support for improvement
- Collaborate with DET PLC coaches to build capacity of our leaders to lead PLCs
- Continue to have Numeracy SIT team focused on improvement cycle based on data evidence as problem of practice

Engagement

The following Student Voice and Agency Targets, as per 2020 AIP, were no longer appropriate because of COVID-19:

- Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Student voice and agency from 70% (two-year average) to 74%
- Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of inclusion from 87% (two-year average) to 90%
- Increase positive endorsement of the Parent Opinion Survey Factor Student agency and voice from 80% (two-year average) from 80% to 84%.
- Reduce the proportion of students with 30+ days absence (three-year average 2016-2018) from 23% to 20%.

Opinion survey was conducted in 2020 showing:

- Student survey i.e. AtoSS & RPPS Your voice survey - engagement questions / positive endorsement
- Social engagement: At this school, I help decide things like class activities or rules. 2019 = 52% overall 2020 target 63%+ 20% improvement
- Teacher – student relations: I enjoy doing my work in class. 2019 = 72% overall 2020 target 80%+ 11% improvement

Despite COVID-19 Roxburgh Park Primary School continued work on its Strategic Plan goal of improve student voice and agency in learning.

- Teaching and learning programs, learning activities are influenced by results of student survey.
- Data indicating student growth across common assessment tasks.
- Whole school focus on Improving student attendance and lateness

Future Direction:

- Develop student leadership knowledge and capacity through school leadership program
- Review the current Student leadership structure for areas of improvement
- Review of start up - non-negotiable rules vs others
- Conduct surveys to identify students' dispositions within their learning
- Give students opportunities to voice their passions and interests each term in preparation for the following unit of work or term of learning
- Leadership to join community of practice for improving student attendance
- Conduct a whole school inquiry on improving student attendance

Wellbeing

The following Wellbeing Targets, as per 2020 AIP, were no longer appropriate because of COVID-19:

- Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Effective classroom behaviour from 73% (two-year average) to 80%.
- Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Motivation and interest from 86% (two-year average) to 88%.
- Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Resilience from 81.5% (two-year average) to 83%.
- Increase positive endorsement of the Parent Opinion Survey factor for Promoting positive behaviour from 89.5% (two-year average) to 91%.

Roxburgh Park Primary School continued work on its Strategic Plan goal to enhance each student's capacity to be

happy, healthy and resilient:

We prioritised the health and wellbeing support for our staff, students and their families in 2020 due to remote learning. We modified the delivery of health and wellbeing supports to students and their families, by adapting the delivery of remote learning:

- Moving from set 5 sessions a day scheduled live lesson to pre recorded instruction videos so families had the flexibility to engage in learning based on family needs. These needs varied from working families and multiple children.
- Daily breakfast club supplies were prioritized into food packs and delivered to identified families.
- Wellbeing team - focused on hard to reach families, after two unsuccessful attempts the teacher would refer the family to the wellbeing team who in some cases made home visits.
- School contacted at risk students that did not engage or PSD/OOHC/Vulnerable students to identify their needs and how the school could support them to engage e.g. Hard copy packs for learning, support accessing online tools, phone calls from ES staff to connect to one on one learning.
- Teachers and ES/wellbeing maintained regular contact with parents or students using online tools, phone to help connect and check in on learning/wellbeing.
- Wellbeing Wednesday – A day focusing on wellbeing for students and their families was created during Round 2 of Remote learning. The focus on this day was to disconnect students from screens and encourage movement and wellness for themselves and with families.

Future Directions:

- Establish a response to intervention (RTI) Framework for behavior support.
- Further develop the SWPBS framework.
- Continue facilitation of the Positive Climate for learning FISO SIT group.
- Establish a Wellbeing Room to support student self-awareness, self-management, problem solving and social skills.

Financial performance and position

The school managed its staff and resources within the limitations of the Student Resource Package. The school remains in a satisfactory financial position. The Financial Performance and Position report shows an end of year surplus. The reason for the surplus is due mainly to the complexities of workforce management and student mobility. The workforce plan is finalised in November in preparation for the following year. Workforce movement and uncertainty in student enrolment create either a surplus or deficit. There was a reduction in enrolments in 2021 which will effect our budget moving forward with provisions for this reduction in future enrolments. We are anticipating once our budget is reconciled in April to maintained a very sound financial position throughout 2021. The school also will receive additional funding in 2021 to fund the tutoring program.

For more detailed information regarding our school please visit our website at
<https://roxburghparkps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 466 students were enrolled at this school in 2020, 227 female and 239 male.

60 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

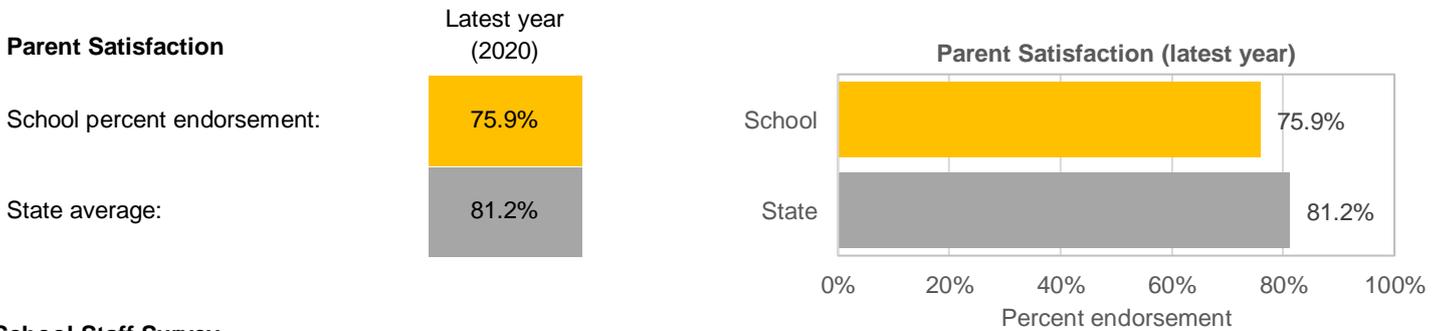
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

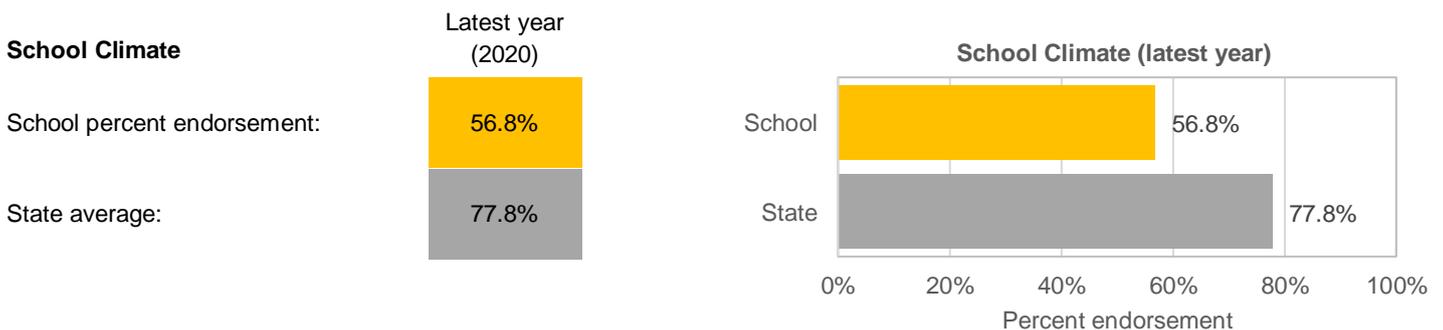


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

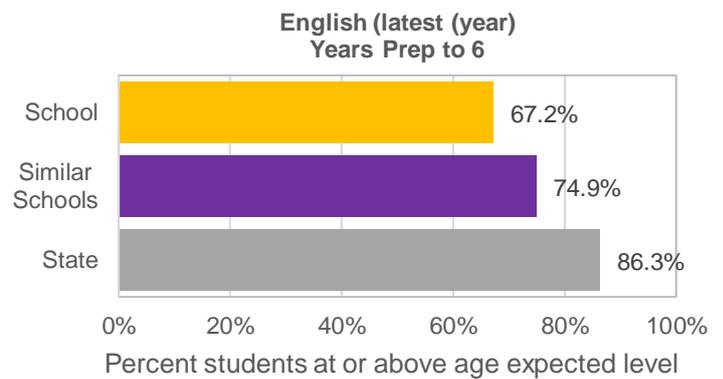
67.2%

Similar Schools average:

74.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

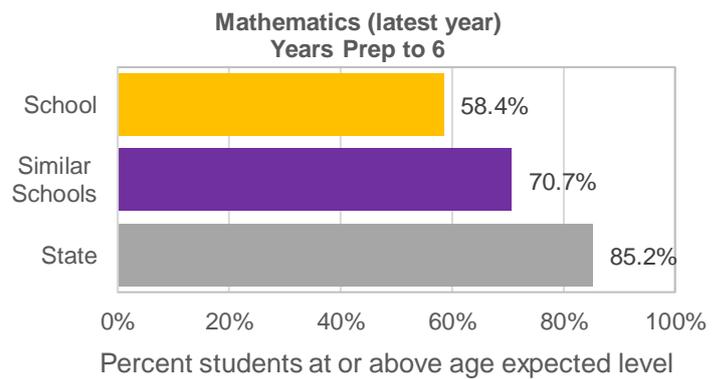
58.4%

Similar Schools average:

70.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

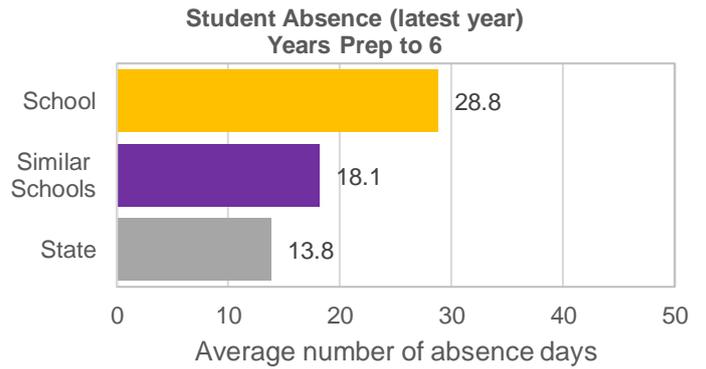
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	28.8	24.2
Similar Schools average:	18.1	17.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	88%	81%	84%	89%	88%	81%	85%

WELLBEING

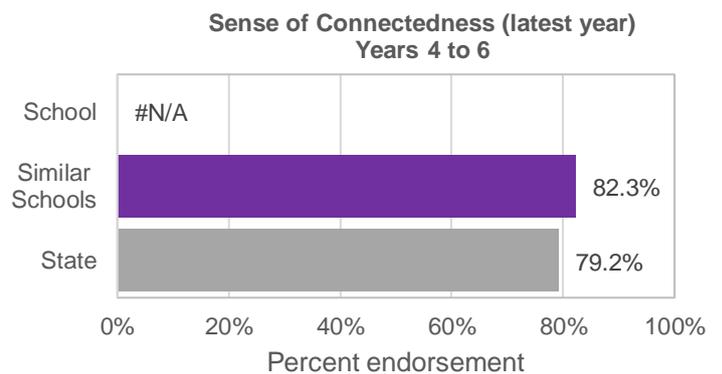
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.7%
Similar Schools average:	82.3%	84.1%
State average:	79.2%	81.0%



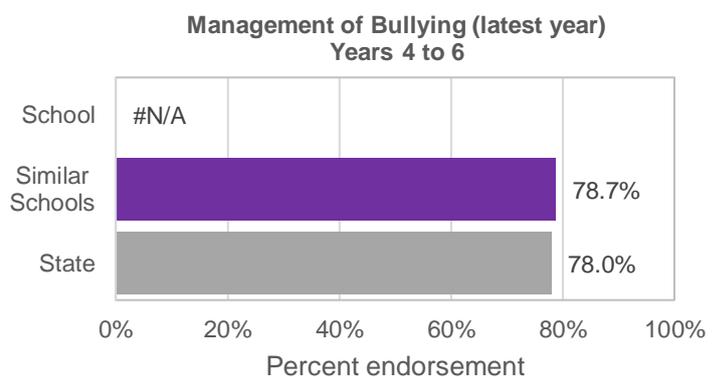
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.9%
Similar Schools average:	78.7%	81.7%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,862,948
Government Provided DET Grants	\$998,072
Government Grants Commonwealth	\$74,844
Government Grants State	\$20,786
Revenue Other	\$13,489
Locally Raised Funds	\$128,134
Capital Grants	NDA
Total Operating Revenue	\$6,098,272

Equity ¹	Actual
Equity (Social Disadvantage)	\$909,076
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$909,076

Expenditure	Actual
Student Resource Package ²	\$4,497,907
Adjustments	NDA
Books & Publications	\$2,213
Camps/Excursions/Activities	\$28,820
Communication Costs	\$10,083
Consumables	\$114,708
Miscellaneous Expense ³	\$12,605
Professional Development	\$12,263
Equipment/Maintenance/Hire	\$145,316
Property Services	\$163,369
Salaries & Allowances ⁴	\$144,677
Support Services	\$41,707
Trading & Fundraising	\$4,495
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$50,772
Total Operating Expenditure	\$5,228,933
Net Operating Surplus/-Deficit	\$869,339
Asset Acquisitions	\$39,834

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$624,513
Official Account	\$91,899
Other Accounts	NDA
Total Funds Available	\$716,412

Financial Commitments	Actual
Operating Reserve	\$107,305
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$114,327
School Based Programs	\$28,965
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$280,597

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.