

2021 Annual Report to The School Community



School Name: Red Hill Consolidated School (6249)



- 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 2021 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 27 April 2022 at 03:38 PM by Angus Wettenhall (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2022 at 10:57 AM by Glen Sullivan (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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

Red Hill Consolidated School (RHCS) is a dynamic and vibrant government school, nestled amongst the bushland of Red Hill in the heart of the Mornington Peninsula. Given the school's location and surrounding vegetation, RHCS is on the Bushfire At Risk Register. Red Hill Consolidated School's enrollment in 2021 was 619 students, with full time equivalent of 35.8 teaching staff. Where possible, single year levels operate across the school, from foundation through to grade 6. The staffing profile is varied in terms of both gender and teaching experience with 2 principal class members, 2 Learning Specialists and a Leading Teacher coordinating Student Well-being and Safety.

Red Hill Consolidated School implements a contemporary approach to teaching and learning, offering students a learning environment that aligns with the Victorian Curriculum and best practice from around the world. This approach is reflected in our school's vision: "Through the Contemporary Learning Experience framework we will provide a rich learning environment that is student centred, technology enriched, question driven, skills based and contextually relevant. We will promote creativity and provide every opportunity for students to develop the essential skills to be active participants in a global community."

The Contemporary Learning Experience (CLE) is the framework that underpins the teaching and learning RHCS students engage in on a daily basis. The CLE is characterised by learning that is Contextually Relevant, Student Centred, Question Driven, Skills Based and Technology Enriched. Each year, students at Red Hill Consolidated School investigate four Learning Explorations: World Views, Human Endeavour, Discovery, Exploration & Innovation, Understanding Ourselves and Sustainability Matters. These units of inquiry challenge students' thinking and provide an engaging vehicle through which students can learn a series of skills that can be applied to their future learning. As students move through from Year Prep to Year 6, each Learning Exploration is researched from a different perspective and with differing levels of complexity. In 2020, RHCS introduced a fifth Learner Asset, Reflector, to join Collaborator, Thinker, Inquirer and Self Manager. These 21st century skills are investigated and taught at each year level to ensure our students are well prepared for the future ahead.

Red Hill Consolidated School has developed and maintains a strong focus on well-being with consistent approaches across the school. RHCS celebrates four school values: Responsibility, Respect, Resilience and Empathy. These are visible in all classrooms and in the playground and take a focus in our lessons, assemblies and newsletter. Restorative practices are used widely to resolve issues and develop conflict resolution strategies. The Zones of Regulation and mindfulness are tools that are used to support students with their emotional literacy, self-regulation and awareness of others. RHCS is also committed to the Resilience, Rights, and Respectful Relationships curriculum and prides itself on being an inclusive school.

Specialist subjects including Science, Music, Visual Arts, Physical Education and Japanese provide extensive diversity to the curriculum. Our specialist programs also offer engaging extra-curricular opportunities including a school choir, school bands, private music tuition, a Year 6 Circus Program, community art projects, school sports including cross country, swimming and athletics, Japanese days, harmony days, a senior school science fair, pottery skills and junior school performances.

Framework for Improving Student Outcomes (FISO)

In 2021, Red Hill Consolidated School's Annual Implementation Plan (AIP) focused on the implementation of the Department of Education's Learning Priority Goals of Learning Catch Up and Extension, Happy, Active and Healthy Kids and Connected Schools. These adjusted goals were implemented to prioritise and address the impacts caused by COVID19, the extended periods of lockdown and the disruption to learning. Although some of our AIP actions could not take place or were modified due to the extended periods of lock-down and COVIDSafe restrictions, RHCS upheld a strong focus and commitment to student learning, health and well-being and worked within the guidelines and restrictions at the time to maintain strong communication with and connection to our community.

In 2021 a team of experienced and highly skilled teachers were appointed to our Tutor Learning Initiative (TLI) program. These were existing teachers at RHCS who had existing relationships and trust with our school's stakeholders and are familiar with our approaches and processes. This was instrumental to the success of this program. The TLI team identified and worked with students across the school and at all levels of ability who did not make expected growth during 2020, and supported them to catch up on missed concepts and learning. This program continued throughout periods of remote and flexible learning, shifting to online lessons.

All classroom teachers completed the Simon Breakspear Learning Sprints training early 2021 and the approach to data informed rapid teaching cycles was introduced in Term 2, despite switching to Remote and Flexible Learning. Weekly meeting time was allocated to team planning for their Learning Sprints. This approach has significantly increased the use of data to inform and differentiate teaching, measure and monitor progress and reflect upon and improve teacher practice, all driving an improvement in student outcomes.

Our approach to Remote and Flexible Learning was reviewed and modified to increase opportunities for synchronous learning. The use of Webex was used more frequently to incorporate the school's instructional model and better differentiate learning tasks. Live lessons also provided a more meaningful experience for socialisation and connection between students and with their teacher. Student well-being was prioritised throughout all periods of lockdown, but also when we returned to face to face teaching in Term 4. This included explicit lessons on emotional regulation, stress management and help seeking behaviour, as well as the introduction of soft starts and lunchtime clubs to each day when we returned to school.

Despite the extended periods of lockdown and COVIDSafe restrictions making it difficult to re-connect with our community, RHCS enhanced its methods for communication over this period. Communication with families continued through newsletters, emails, phone calls and ClassDojo. We also hosted a large number of community building events online, such as our weekly assemblies, Book Week and Footy Day parades, student led conferences, information evenings and Christmas carols and graduation.

Achievement

Red Hill Consolidated School maintained a strong commitment to teaching and learning in 2021, despite the disruption caused by the extended periods of lockdown, with a focus on all students achieving 12 months or greater growth.

Our NAPLAN results were a highlight and cause for celebration in 2021, with Red Hill Consolidated School out performing network, similar and state averages in all measures for both Year 3 and Year 5. Most importantly, a high percentage of our students maintained high and medium growth in Reading, Writing, Numeracy and Grammar and Punctuation. Pleasingly, our 2021 NAPLAN results suggest that our students are making strong growth in all subject areas. In reading, 82% of Grade 5 students made medium or high growth, with 33% making high growth. In Writing, 87% of our Grade 5 students made medium or high growth, with 32% making high growth. In Numeracy, 81% of Grade 5 students made medium or high growth, with 31% making high growth. All of these results are well above similar, network and state averages. This is recognition of the hard work and commitment of all staff to teaching and learning throughout a difficult year and circumstances.

Additionally, Red Hill Consolidated School saw an increase in the number of students achieving at or above the expected level according to teacher judgement marked against the Victorian Curriculum. According to teacher judgment in 2021:

- 90% of students worked at or above the expected level in Reading
- 89% of students worked at or above the expected level in Writing
- 90% of students worked at or above the expected level in Number and Algebra

These results show greater differentiation and more closely align to our NAPLAN results than in previous years. This can be attributed to the introduction of a PLC cycle, a number of new and purposeful assessment tools and assessment schedule and an increased use of data to inform teaching and teacher judgement.

In 2021, Red Hill Consolidated School varied its approach to remote and flexible learning to increase the use of live lessons using Webex. This allowed for learning to more closely replicate the lesson structure of a classroom. Staff utilised our instructional model during live lessons, including whole and part class instruction, mini lessons and reflection. This approach provided opportunity for greater differentiation of tasks, as well as it being a more engaging and supportive experience for learners.

Engagement

Red Hill Consolidated School provides students with an engaging curriculum through contextual and student centred Learning Explorations. To compliment our inquiry pedagogies, PLCs were introduced in 2021 to ensure all students are working at their point of need in English and Mathematics. In addition, our school offers a rich specialist program, as well as many other engaging programs and opportunities to connect learners to school. One such example and highlight in 2021 was the return of our Grade 6 Circus, where all student auditioned, learnt circus skills and organised and performed in front of a large audience of students, staff and parents, showcasing their skills and talents.

Engagement was a focus during both periods of Remote and Flexible Learning. After surveying our community, we modified our approach to remote learning in 2021 to include an increased use of Webex. Live video lessons provided learners lessons that more closely replicated those of a physical classroom, following our instructional model. In addition, these lessons allowed greater social connection between students and teachers. Our specialist program continued throughout Remote and Flexible Learning, as did our Tutor Learning Initiative, where our tutors worked online with individuals or small groups. After successfully introducing Curiosity Week in 2020, this week long inquiry into an area of interest returned in 2021. Staff scaffolded learning during these investigation, encouraging learners to follow the inquiry cycle and share their findings. Regular assemblies and celebration days continued during periods of lockdown to maintain student connectedness.

Although attendance during Remote and Flexible Learning was high during both periods of lockdown, some students and families did disengage. Every attempt was made to reconnect with these students, including emails, phone calls, modified expectations and individual video lessons. Students identified by the school as being at risk were invited to attend on-site learning. These efforts to reconnect disengaged students and families continued once we returned to school in Term 4. Mask and vaccination mandates and other COVIDSafe measures added another layer of challenge when addressing attendance.

As expected, the disruptions caused by COVID19 led to a decrease in our students' sense of connectedness. 78.2% of our students positively endorsed this factor in the 2021 Attitudes To School Survey, which was administered during lockdown. This result is lower than our four year average of 82.1%.

Wellbeing

Student wellbeing continued to be a focus at Red Hill Consolidated School during 2021, with an understanding that the periods of lockdown was a very different experience for all of our learners. Many students thrived during this period, but this was a challenging time for many of our students and families. All staff prioritised wellbeing during both periods of lockdown, but also when we returned back to on site learning each time. Staff at Red Hill Consolidated school share a collective understanding that students must feel safe, supported and happy to achieve their academic potential. Therefore, teams developed strategies to explicitly teach positive wellbeing habits and to monitor for signs that students and families were struggling. Our full time Wellbeing and Safety Coordinator supported staff with these strategies and was effective in connecting families to services and working with individual and small groups of students requiring additional support.

As expected some of our Attitudes to School Survey results fell slightly in 2021. Our student's sense of connectedness and our management of bullying showed a slight decline when compared to our four year trend. However, both were in line with State and Similar school results, with 78.2% of students positively endorsing their connectedness to school

and 80.2% of students positively endorsed our school's management of bullying. It is important to recognise that our students completed the Attitude To School Survey in Term 3, 2021, which was during a period of lockdown.

Unfortunately, despite inviting all families to take part in the Parent Opinion Survey our participation results were too low to make any judgement. The staff satisfaction in terms of school climate, according to the School Staff Survey was above the state average.

Finance performance and position

Red Hill Consolidated School maintained a sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

Budgets were adjusted to accommodate COVID-19. Red Hill Consolidated finished 2021 with a surplus. COVID-19 presented a number of financial risks, such as increased CRT costs and penalties for cancelling camps and excursions. However, these risks were successfully navigated and there were a number of cost savings with the majority of the school learning and working from home during the lockdown periods.

Fundraising was more difficult in 2021 due to the COVID-19 restrictions in place and our annual art show and major fund raiser, Art Red Hill, was not able to go ahead. However, our Fundraising and Events Committee was able to hold a number of smaller scale fund raisers.

Red Hill Consolidated School received \$24,000 of equity funding, which was used to subsidise a learning support teacher.

As a Bushfire at Risk Register School, Red Hill Consolidated School received over \$33,000 of funding in 2021 from Victorian School Building Authority to prepare for the Bushfire Season. This funding was primarily used to remove and reduce vegetation in and around our school to reduce the risk of a fire. Red Hill Consolidated School was successful in its application for an inclusive playground grant through the Accessible School's fund and was allocated substantial funds to upgrade our Gym to become our nominated Shelter In Place. Both of these works will take place in 2022.

For more detailed information regarding our school please visit our website at
<https://redhillcs.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 619 students were enrolled at this school in 2021, 284 female and 335 male.

0 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).

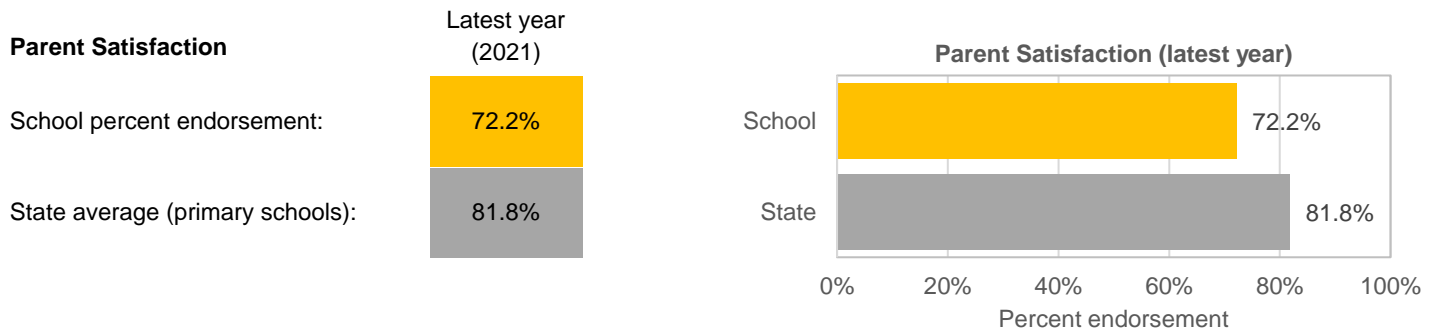
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

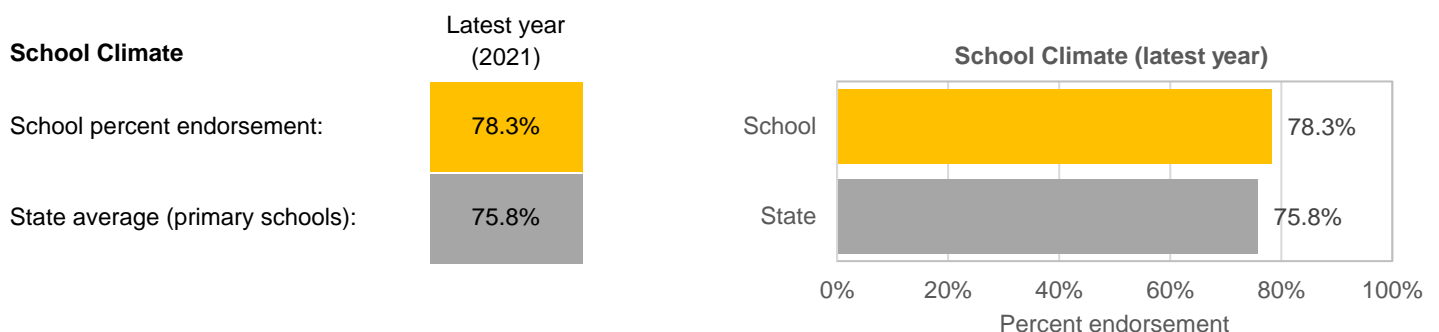


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

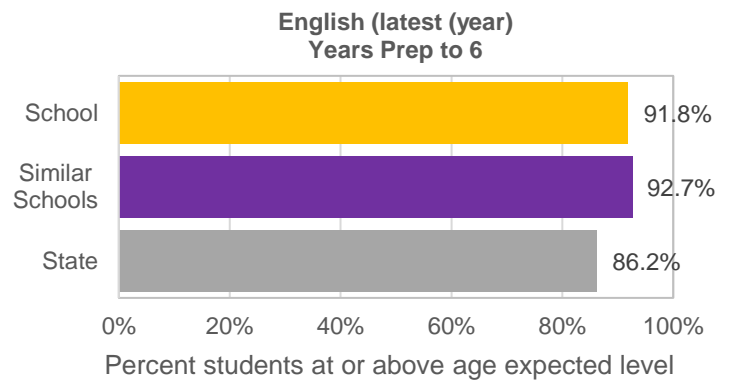
91.8%

Similar Schools average:

92.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

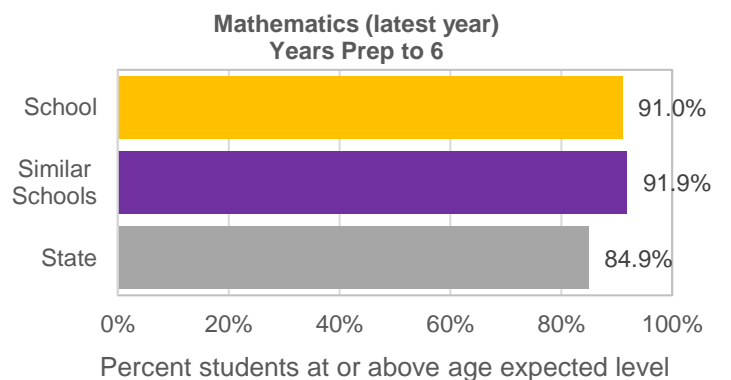
91.0%

Similar Schools average:

91.9%

State average:

84.9%



ACHIEVEMENT (continued)

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.

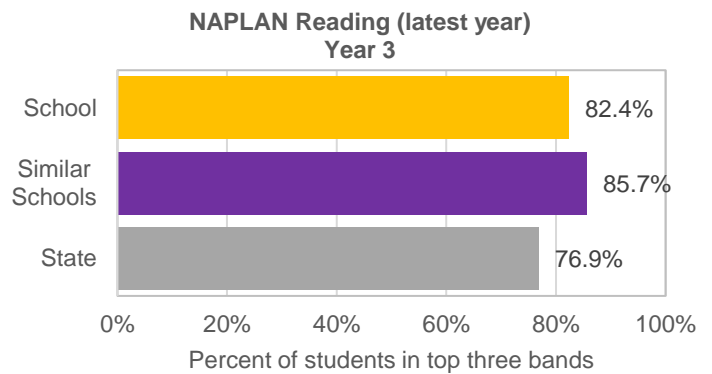
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

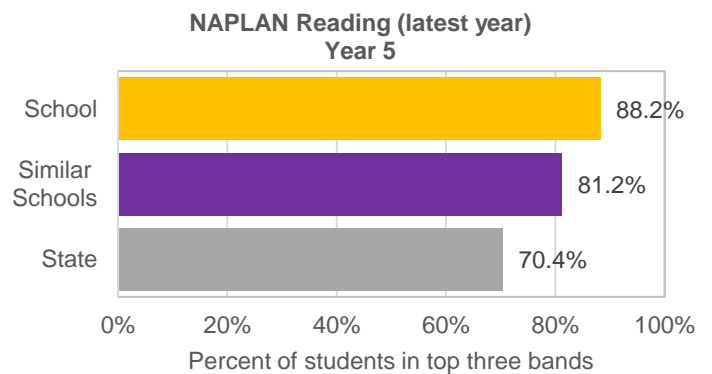
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.4%	83.8%
Similar Schools average:	85.7%	85.4%
State average:	76.9%	76.5%



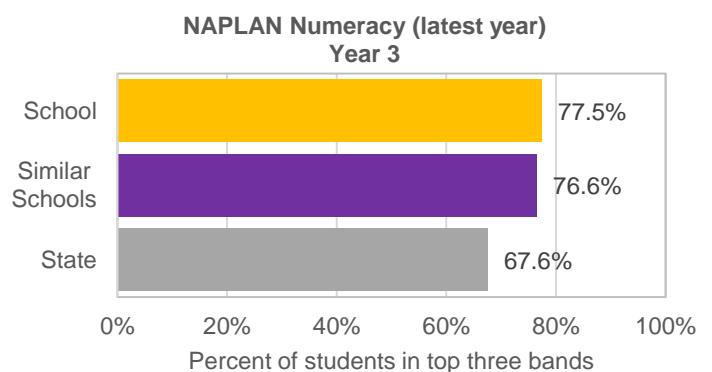
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	83.5%
Similar Schools average:	81.2%	78.1%
State average:	70.4%	67.7%



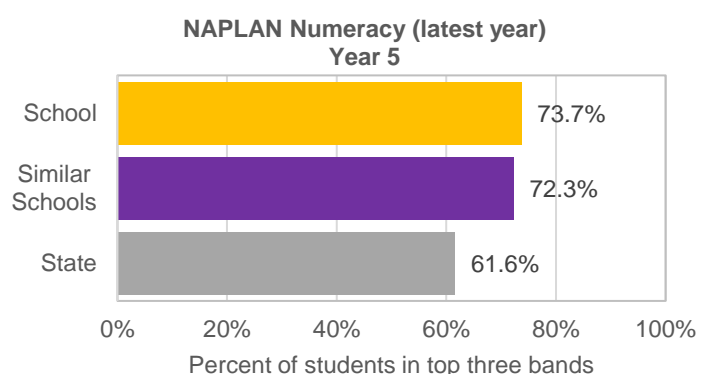
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.5%	76.8%
Similar Schools average:	76.6%	79.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.7%	72.4%
Similar Schools average:	72.3%	70.2%
State average:	61.6%	60.0%



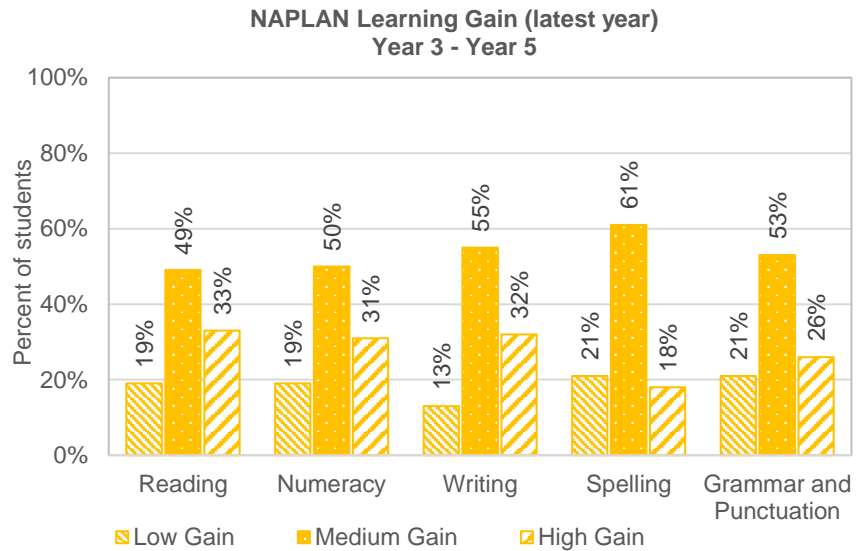
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	49%	33%	27%
Numeracy:	19%	50%	31%	24%
Writing:	13%	55%	32%	26%
Spelling:	21%	61%	18%	21%
Grammar and Punctuation:	21%	53%	26%	23%



ENGAGEMENT

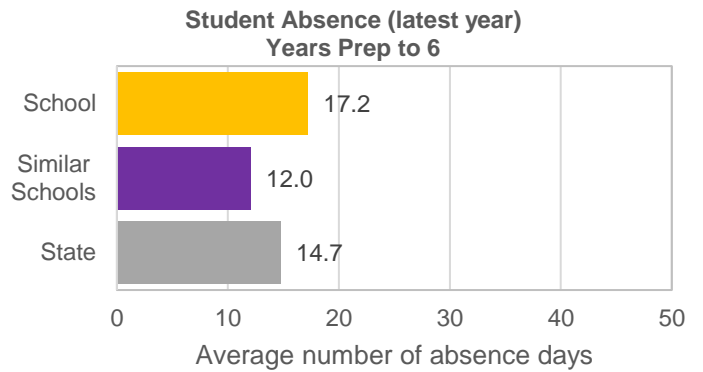
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.2	17.1
Similar Schools average:	12.0	12.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	91%	91%	90%	90%	92%	92%

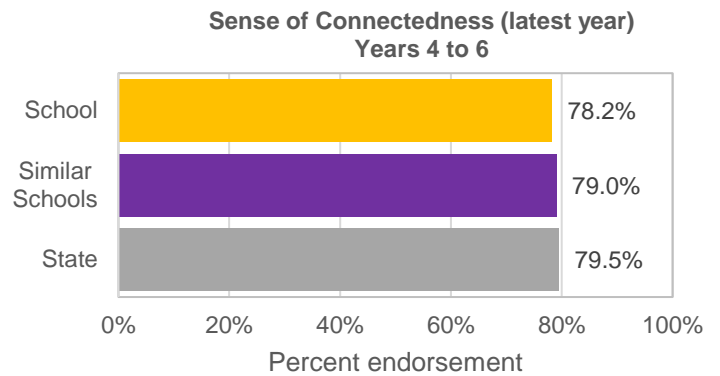
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.2%	82.1%
Similar Schools average:	79.0%	80.6%
State average:	79.5%	80.4%

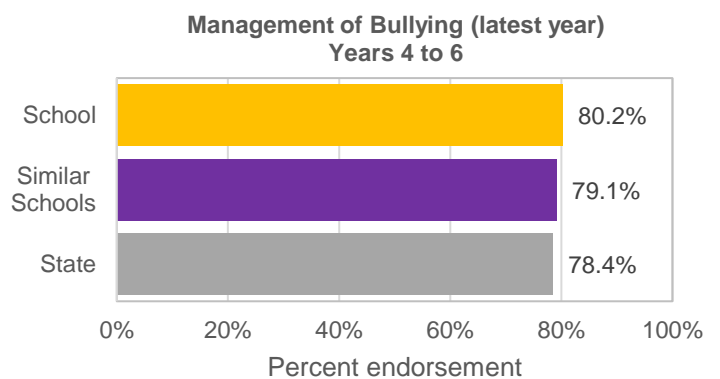


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.2%	84.9%
Similar Schools average:	79.1%	81.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$5,048,515
Government Provided DET Grants	\$678,746
Government Grants Commonwealth	\$7,002
Government Grants State	\$0
Revenue Other	\$2,875
Locally Raised Funds	\$412,163
Capital Grants	\$0
Total Operating Revenue	\$6,149,300

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,506
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,506

Expenditure	Actual
Student Resource Package ²	\$4,714,434
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$97,797
Communication Costs	\$13,746
Consumables	\$157,918
Miscellaneous Expense ³	\$17,440
Professional Development	\$25,271
Equipment/Maintenance/Hire	\$107,697
Property Services	\$75,927
Salaries & Allowances ⁴	\$69,043
Support Services	\$221,778
Trading & Fundraising	\$10,604
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$61,957
Total Operating Expenditure	\$5,573,611
Net Operating Surplus/-Deficit	\$575,689
Asset Acquisitions	\$37,636

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$437,048
Official Account	\$100,800
Other Accounts	\$66,519
Total Funds Available	\$604,367

Financial Commitments	Actual
Operating Reserve	\$136,401
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$97,114
School Based Programs	\$31,936
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$338,917
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$604,367

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.