

2020 Annual Report to The School Community



School Name: Cheltenham East Primary School (4754)



- 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 24 March 2021 at 12:33 PM by Leisel Ward (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 07 April 2021 at 04:51 PM by Angela Berry (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

SCHOOL CONTEXT

We uphold our school vision proudly: 'Cheltenham East students are empowered learners who are flexible thinkers with the skills and knowledge to respond critically and creatively to their world.' The school is ideally located in a quiet residential zone, yet it remains close to a major shopping precinct and an extensive public transport system. In 2020 we had 40 staff working in a full time or part time capacity at Cheltenham East Primary School including a Principal, Assistant Principal, Leading Teacher, two Learning Specialists, twenty classroom teachers, four specialist teachers and Educational Staff. The School finished with an enrolment of 454 students in 2020 with many of these children coming from different cultural backgrounds and backgrounds. 24% of students had English as an additional language. 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: Low

The dynamic staff are a mix of new and experienced teachers who plan, implement and evaluate programs in a collaborative and collegiate environment. We utilise our open learning environment and flexible teaching spaces which encourages team planning and collaboration. All teachers apply the agreed Whole School Instructional Model to their teaching. We continue to deliver a variety of quality programs for the children at CEPS based on the Victorian Curriculum. All classrooms display Learning Intentions and Success Criteria to focus and direct each lesson's content and goals. Students are gaining confidence with articulating what they are learning and why, as well as how to self-monitor and assess their own learning. A Science Lab and Library Resource Centre promotes our focus on scientific literacy and investigation.

The teachers and parents at Cheltenham East Primary School (CEPS) have an excellent rapport and work together, continually encouraging the ideology of our school motto, to 'Aim High'. Social and communication skills, as well as our school values of Courtesy, Co-operation, Respect and Responsibility are inherent across our curriculum, driven by our Positive School-wide Behaviour Program. A very active parent group works alongside the staff to monitor and update policies in addition to fundraising and organising special events. Cheltenham East PS values the strong partnerships we have established with the wider community.

Cheltenham East PS has proven itself to be caring and supportive and a school that prides itself on high academic standards. To ensure ongoing success we are currently promoting greater student agency from Foundation to Year 6. Emphasis is placed on the students developing sound Literacy and Numeracy skills, as well as providing happy and safe experiences through our 'CEPS Kids Are Friendly Kids' and 'Positive School Wide Behaviour' wellbeing programs. The Literacy Intervention Team work with those students requiring additional support acquiring English skills, across the school. Students participate in Italian, Physical Education, Library, Visual and Performing Arts, Science and Inquiry Learning whilst ICT is embedded throughout the entire curriculum. One of our many strengths includes the outstanding Performing Arts program which includes a whole school concert, grade performances, choir and participation in Wakakirri, a competition involving creative movement through music and dance. Our Visual Art program is renowned for being exceptional, providing students with an extensive range of experiences to improve skills relating to aesthetics, problem-solving, critical thinking and creativity. Through the Visual and Performing Arts, students are critically engaged in experiences involving empathy, social justice, indigenous perspectives, cultural understanding, ethics, equity and sustainability. We aim to provide opportunities for students to develop their understanding of the world and to nurture their identity as a child, to best prepare them for the stages beyond their primary years.

Framework for Improving Student Outcomes (FISO)

Using the FRAMEWORK FOR IMPROVING STUDENT OUTCOMES (FISO), the goals for Cheltenham East Primary School 2020 were:

1. 'Building practice excellence' by consolidating and documenting a whole school approach to the implementation of ICT

2. 'Empowering students and building school pride' by developing students as active and empowered learners
3. 'Setting expectations and promoting inclusion' by embedding the School Wide Positive Behaviour Support framework

The impact of the 2020 COVID-19 pandemic on students, staff and parents determined a change in the projected actions planned to meet the year's goals. Students, parents and staff were all placed in the unprecedented position of enabling learning from home remotely, which required new priorities and broad vision of community need to be enacted.

There is evidence to show work in each of the three goals continued throughout the year, but with different endpoints from what was forecast as outcomes. For example, Goal 1 had significant traction as the entire teaching platform pivoted online with teachers, students, parents and staff communicating online for all facets of the business of education. Goal 2 varied in its effectiveness as the student experience over Remote Learning was unpredictable. Whilst teachers delivered engaging work programs, home environments for primary aged children with working parents showed variable conditions. As a result, the capabilities of teachers to have positive impact in developing students as active and empowered learners had limitations. Goal 3 took a turn to focus on the FISO 'Setting expectations and promoting inclusion' with differentiated programs and support teachers assisting families and students online.

Achievement

ACHIEVEMENT

During remote learning in 2020 staff worked collaboratively, using collegiate expertise to increase knowledge in the field of digital technology. Processes for content planning of year level curriculum continued, but pivoted to the online delivery platform. Consequently new ways of assessment and differentiation were developed as the teaching of lessons took on an unexpected form.

As we consider the percentage of students in 2020 working at or above age expected standards in English and Mathematics, we also view our achievement against the state average results. In English, 88.1% of students achieved at or above age expected standards which was above the State average of 86.3%. In Maths, 85.3% of students achieved at or above age expected standards which was above the State average of 85.2%.

The school has taken strategic measures to positively impact learning gain in 2021, with the return of students to classroom environments supportive of best learning conditions and the addition of 4 staff employed for 2021 who facilitate the Tutor Learning program. Individual Learning Plans continue to connect parents with the learning experience for students and support the child's acquisition of goal achievement in conjunction with teachers differentiating learning in every classroom.

Reflecting on the whole school goals for 2020:

GOAL 1. 'Building practice excellence' by consolidating and documenting a whole school approach to the implementation of ICT

Leaders: clearly articulated the shared vision for teaching and learning with ICT and ensured professional development to all staff allowing the school to respond to the demands of remote learning.

Teachers: worked to explicitly teach ICT to students to follow eSmart principles for the smart, safe, responsible use of ICT.

Students: are able to identify specific examples of ICT skills and knowledge learned through 2020.

GOAL 2. 'Empowering students and building school pride' by developing students as active and empowered learners

Leaders: ensured students were the key stakeholders in the whole-school remote learning curriculum planning experience. Regular online meetings were held to address wellbeing concerns and to clarify and encourage engagement against personal goals.

Teachers: used opportunities for student agency to engage and motivate learning remotely.

Students: engaged with varying degrees of consistency and with individually effected learning circumstances.

Wellbeing impacts were prioritised across all learning levels.

GOAL 3. 'Setting expectations and promoting inclusion' by embedding the School Wide Positive Behaviour Support framework

Leaders: modelled positive and respectful relationships at all times, whilst supporting staff to use resources and effective teaching practices to ensure equity in accessing the curriculum for students.
 Teachers: modelled positive and respectful relationships with students and parents. Individual Learning Plans continued to support students requiring wellbeing and/or academic support or extension. Protocols for expectations online were established and maintained.
 Students: were able to identify the school's expected behaviours online. Agreed protocols for online interactions were established and maintained. Daily routines were established and supported by families where possible.

Engagement

ENGAGEMENT

Dimension: Positive Climate for Learning

Key Improvement Strategy: Setting Expectations and Promoting Inclusion

The Wellbeing Professional Learning Team has actively planned and embedded a consistent approach to building our students' emotional and social wellbeing, in line with our school values of Courtesy, Responsibility, Co-operation and Respect. Extending this connection, teachers have worked in teams when planning to enhance a personalised approach to student learning through Inquiry, by fostering opportunities to be curious and creative learners and thinkers which gave them greater connectedness and engagement with school. Continuing the Resilience Project into 2020 was a keystone to assisting students to bounce back whilst their experiences during the pandemic adversely affected their daily lives. The feedback we received from the community as a result of the school's position throughout 2020 to prioritise wellbeing was very positive.

Key Improvement Strategy: Empowering Students and Building School Pride

We focused efforts to improve the facilitation of 'student agency' in the CEPS - Whole School Instructional Model, to lift 'effective teacher practice' and 'teacher-student relations'. Through using a range of strategies that enable children to use the skills they learn in explicit academic instruction, to communicate their thoughts, opinions and ideas on issues which are of interest to them, many of the students experienced what it means to be a 'change-maker', with community contacts assisting in the learning process. This personalised approach was embedded through the Humanities Curriculum Scope and Sequence for all levels of the school, and encompasses Critical and Creative Thinking as well as the Civics and Citizenship areas of the curriculum.

Student Absence

Absence from school impacts student learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected. Common reasons for non-attendance include illness and extended family holidays. The school regularly promotes attendance at school via Newsletter entries and at whole-school assembly presentations. Classroom teachers contact relevant families to promote clear communication and refer to the Assistant Principal where further support is required. The Assistant Principal contacts families where non-attendance is a factor, to triage the support required and contact external agencies where appropriate. Where communication is compromised, letters are sent from the school, impressing the importance of school attendance and enhancing further communication pathways.

Cheltenham East PS currently records less absences than expected against schools with a similar Student, Family Occupation and Education. In 2020 the school average number of absence days was 8.8, with similar schools averaging 10.9. There were many and varied strategies to engage the students that teachers used to ensure students wanted to come to school rather than being away. The consistent message to parents has been "It's not okay to be away" as this creates gaps in the student's learning and they quickly fall behind. There was always follow up on students who were away for extended periods of time by leadership. The school's focus is on students being engaged with their learning with some form of accountability on parents to send their children to school.

Attendance Rate

The student attendance rate at Cheltenham East PS for each year level in 2020 ranged from 95 -96% across each year level. This is a considerable effort with consideration given to families enabling student attendance with online learning occurring from home.

Wellbeing

WELLBEING

Cheltenham East PS wellbeing results are gathered from the Students Attitude to School Survey (ATSS) for students in years 4-6; encompassing connectedness and perceptions of safety. 2020 data demonstrates 83.6% endorsement whilst similar schools (with aligned Student Family Occupation and Education) achieve 78.5% endorsement in terms of Sense of Connectedness. A similar story is viewed with the 'Management of Bullying' being 84.4% endorsed, with similar schools scoring 75.9%. This is a significant celebration of the work our staff employed in 2020, in response to the difficult learning conditions for families throughout the pandemic and remote learning.

Cheltenham East PS actively engages a number of approaches to enhancing the students' wellbeing experience at school. The whole school follows explicit weekly lessons and presents awards to those promoting our school values through the 'CEPS Kids are Friendly Kids' program. The 'Peaceful Kids' program is used to support particular students with high anxiety, whilst Mindfulness is practised in classrooms through circle time and yoga sessions. The School Wide Positive Behaviour System (SWPBS) framework has been adopted where a common philosophy and purpose has been established and staff use a common language to discuss behaviour. This framework is supported by the Leadership Team and is driven school-wide by the Wellbeing Professional Learning Team, who are responsible for its implementation by creating, reviewing and monitoring the annual action plan. This work is done in collaboration with the whole staff with input from parents, students and the community. The promotion of a clearly defined set of expected behaviours, through the consultation process with staff and students has seen the identification of positively stated examples for ideal behaviour displayed across the school. This has resulted in establishing and promoting consistent procedures for teaching and practising expected behaviours both in the classroom and out in the yard. Students use the visible 'I can' statements to reflect on their actions and behaviours. Restorative Justice is routinely used when working with children, to develop responsibility, issue resolution skills and positive independence.

The data collected from the Attitude To School Survey demonstrates our staff having a very positive view towards school climate and the parents at Cheltenham East PS are satisfied with the operational aspects of the school. Even with these positive results, the school is addressing the engagement of students and how we can more proactively plan for 'student voice and agency' to drive engagements and curiosity in learning at all levels. The school continues to follow processes ensuring inclusion across the number of students requiring learning support and with special needs (including vision impairment), through implementing Individual Learning Plans across the school, ensuring transparency where teachers and parents work together to ensure targets and goals are being met.

Financial performance and position

FINANCIAL PERFORMANCE AND POSITION COMMENTARY

The school's total operating revenue as at 31st December was \$4,019,416 comprising of the Student Resource Package, Department Grants, Commonwealth Government Grants and Locally Raised Funds. The total operating expenditure as at 31st December was \$3,917,184. The school finished the year with Total Funds Available of \$263,749. All expenditure in 2020 was kept within the proposed budget. During this year of the pandemic, our very engaged Parent Association have been unable to foster existing or further develop relationships with local stakeholders and sponsors to support our school in a variety of ways. Our Business Manager has done an excellent job of allocating funds for budgets across the school year and is to be congratulated on the reliable work done which dependably secures the school's financial management. Our Professional Learning Team leaders have effectively resourced their particular curriculum area budgets, inclusive of distributing funds for staff professional learning.

For more detailed information regarding our school please visit our website at <https://www.cheltenhameast.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 454 students were enrolled at this school in 2020, 201 female and 253 male.

24 percent of students had English as an additional language and NDP 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.

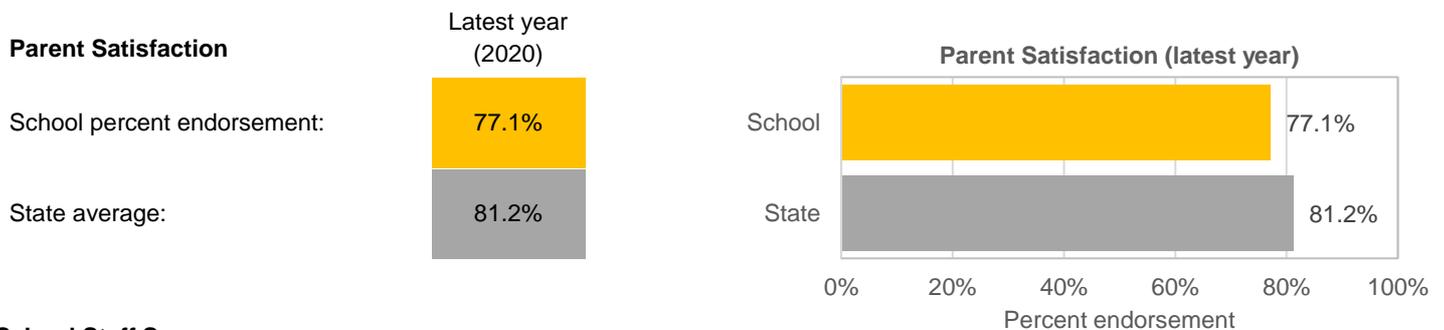
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

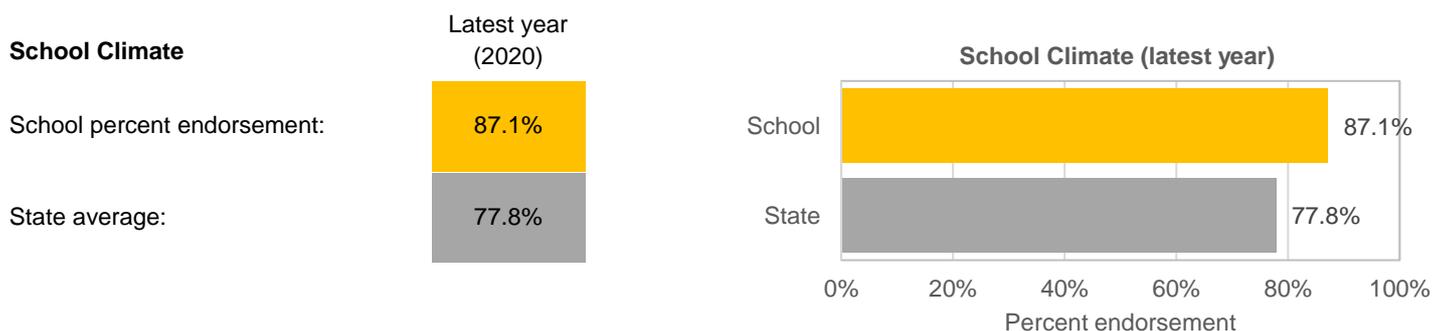


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

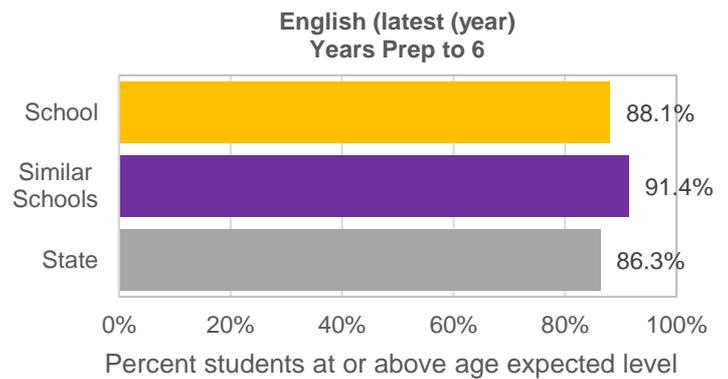
88.1%

Similar Schools average:

91.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

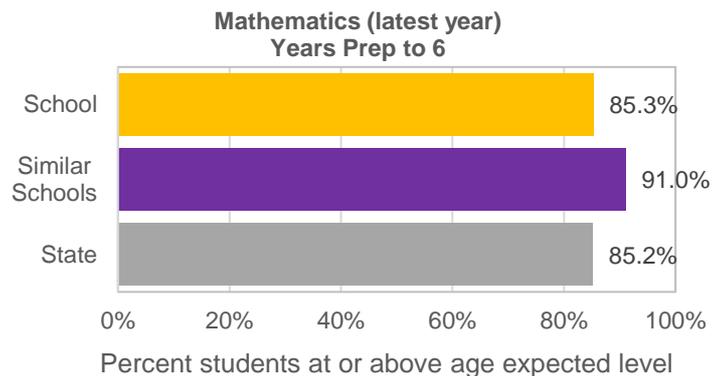
85.3%

Similar Schools average:

91.0%

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

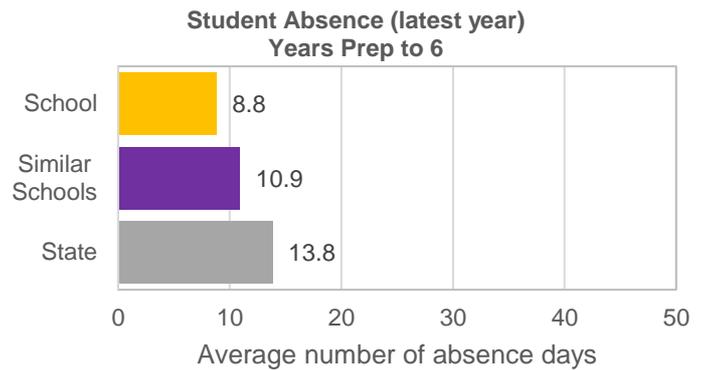
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.8	11.2
Similar Schools average:	10.9	13.3
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):	95%	95%	95%	96%	96%	95%	96%

WELLBEING

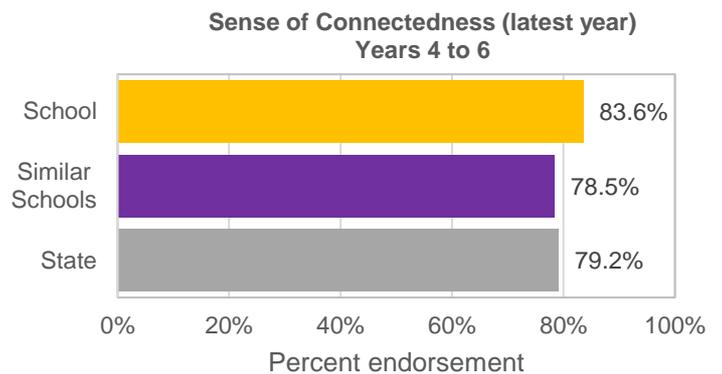
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	83.6%	78.9%
Similar Schools average:	78.5%	80.6%
State average:	79.2%	81.0%



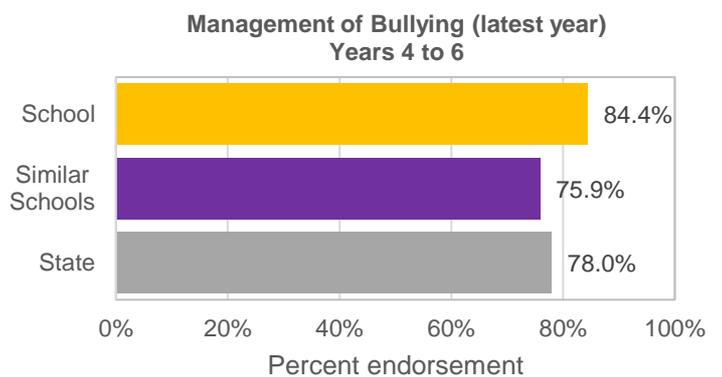
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	84.4%	82.0%
Similar Schools average:	75.9%	79.5%
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	\$3,488,126
Government Provided DET Grants	\$369,058
Government Grants Commonwealth	\$6,223
Government Grants State	NDA
Revenue Other	\$8,719
Locally Raised Funds	\$147,290
Capital Grants	NDA
Total Operating Revenue	\$4,019,416

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,091
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$20,091

Expenditure	Actual
Student Resource Package ²	\$3,467,572
Adjustments	NDA
Books & Publications	\$865
Camps/Excursions/Activities	\$33,087
Communication Costs	\$3,684
Consumables	\$114,010
Miscellaneous Expense ³	\$8,902
Professional Development	\$8,031
Equipment/Maintenance/Hire	\$58,952
Property Services	\$60,977
Salaries & Allowances ⁴	\$64,127
Support Services	\$54,252
Trading & Fundraising	\$6,693
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$36,031
Total Operating Expenditure	\$3,917,184
Net Operating Surplus/-Deficit	\$102,232
Asset Acquisitions	\$51,738

- (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	\$254,555
Official Account	\$9,194
Other Accounts	NDA
Total Funds Available	\$263,749

Financial Commitments	Actual
Operating Reserve	\$67,665
Other Recurrent Expenditure	\$3,603
Provision Accounts	NDA
Funds Received in Advance	\$26,600
School Based Programs	\$9,705
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$8,917
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$13,500
Capital - Buildings/Grounds < 12 months	\$73,759
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$263,749

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.