

# 2020 Annual Report to The School Community



**School Name: Hartwell Primary School (4055)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 15 March 2021 at 12:18 PM by Lisa Banks (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 25 March 2021 at 10:22 AM by Jenny Martin (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Our vision for Hartwell Primary School is to personalize learning for each student and to create a learning community of lifelong learners. We are committed to continuous improvement and maximizing achievement levels for all students with the development of excellence in teaching and learning throughout the school.

To realise this vision, we have identified Key Improvement Strategies that continue to 'build effective teams and meaningful relationships' and a curriculum model with a focus on 'student engagement through a personalized curriculum'. Our emphasis is to build a learning community driven by a focus on our school values of: Respect, Optimism, Co-operation, Empathy and Integrity. Thus enabling students, staff and parents to have a shared understanding and high expectations. By ensuring that each individual student at Hartwell Primary School has every opportunity to learn and succeed, we are preparing them for a successful lifelong learning experience.

We are proud to have a strong partnership with our community (staff and parents), and a high level of participation :- on School Council, as classroom helpers, in the maintenance and development of our school grounds, fundraising and social activities. We believe opportunities for the teachers to develop their skills are essential and so the results of our staff satisfaction (2019) survey, which is about school climate and professional learning, were particularly pleasing.

This puts us in the top bracket of schools in the State for staff satisfaction.

Hartwell has 46 Teachers, 3 Principal Class and 11 ESS staff. We offer 663 students an attractive, safe, stimulating learning environment. We have developed innovative and flexible teaching practices in our refurbished, modern school environment and take pride in using the collective talents of the teachers, engaging consultants to ensure our teachers have the most up to date skills and understanding to teach the curriculum and a range of modern furniture and equipment to improve students' learning opportunities.

We pride ourselves in excellence in the core subjects of Literacy and Numeracy. By incorporating a strong inquiry program in all of other curriculum areas our students develop their skills and understandings through the learning assets of collaboration, self-management, thinking, communication and research. Students at Hartwell participate in the specialist teaching areas of Science, Visual Arts, Physical Education and Health, Performing Arts, Library and LOTE (Language Other than English). We pride ourselves on developing the whole child (academically, socially, emotionally and physically) and utilise programs such as Restorative Practices, Social Skills, Respectful Relationships and The Resilience Project to promote and develop strong health and wellbeing for our students, staff and community.

### Framework for Improving Student Outcomes (FISO)

The first initiative from FISO that we continue to implement is 'Excellence in Teaching and Learning – Building Practice Excellence'. At Hartwell we believe this is the most important aspect of our work. We have a large focus on collaboration and teacher teaming and this emphasis continued in 2020. We enabled teachers to collaborate at school through team meetings held during school hours that have a clear focus on student engagement, student outcomes and goal setting. We also initiated and participated in a series of sessions with neighbouring schools, which involved middle leaders undertaking professional learning and sharing best practice. During remote learning team meetings were paramount in ensuring a successful remote teaching and learning program. Consistency and communication were a high priority for our staff, with daily planning meetings, shared documents and virtual platforms such as WeBex allowing staff, students and parents connection in a very different school year.

Our second initiative based on 'Curriculum Planning and Assessment' ensured we continued to engage external consultants for Writing and Number to lead, role model and give critical feedback and to ensure consistency with the ultimate goal of improving teacher knowledge in teaching Writing and Number and importantly to ensure consistency in teaching across the school. Continuums to guide the teaching of Writing and Number have been developed and a clear Instructional model is in use to guide 'best practice' with the implementation of the Victorian Curriculum. Two learning specialists teachers in Literacy and Numeracy are established and oversee the already strong English and Maths curriculum. Whilst we minimised many of the professional learning opportunities for the year when school returned onsite, we continued to engage with consultants remotely. This has supported our continuing development of teaching and learning in each curriculum area.

A strong focus on developing 'Student Voice and Agency' with the students was promoted during 2020. Onsite, students continued to be trained as peer mediators and develop their skills in leadership. We focused strongly on self-

management during remote learning and provided activities that allowed students to self-direct learning as appropriate. Students from Years 2 - 6 were given much more flexibility and agency with regards to choosing their work and completing it than ever before. This looked slightly different in every year level and included work menus, activity grids, podcasts etc. As well as being able to choose the order in which they completed their work students were also able to choose the way in which they could present their learning. This shift in responsibility was an exciting aspect of remote learning and demonstrated the potential of student agency with primary school aged students.

Our third initiative, "Professional Leadership – Building Leadership Teams" centered on the continued development of a coaching culture at Hartwell. This year has seen a considerable development in leadership capacity by our newly appointed team leaders and allowed us to be able to share the strong collaborative practices that were already in place by using our 'coaching' model to provide the new leaders with support and guidance as required. As we went through the year and pivoted between onsite and remote learning we ensured that there were regular meetings for our team leaders with the priority to ensure all staff were well-supported and connected together. This also ensured continuity of teaching and learning for the students, teachers and in turn our community.

The final FISO initiative implemented 'Creating a Positive Climate for Learning – Empowering Students and Building School Pride' continued to evolve and be a high focus area particularly during remote learning and ensured students had the opportunity for connection with their peers and teachers. Our strong focus on student wellbeing and the development of the whole child – academically, socially, emotionally and physically played an important role for the Hartwell community as we managed the pandemic. We will continue to implement programs to promote gratitude, empathy, resilience and optimism through our successful program and partnership with The Resilience Project. We continue to embed school wide programs of Restorative Practices, Social Skills and Respectful Relationships. Again, when reflecting on the 2020 school year our health and wellbeing programs supported students and staff to positively manage the year.

**Achievement**

At Hartwell Primary School we are very proud of our achievements in student learning. NAPLAN results (prior to 2020) indicate we have very able students and we are pleased that the school comparison shows that students are demonstrating that ability. Our student results in Year 3 Reading and Numeracy are excellent, both in 2019 and for the 2015 – 2019 period. Year 5 Reading and Numeracy results are exceptionally strong. Historically, our results in all areas are well-above the state average. This shows that our students continue to maintain their improvement as they transition through school.

Due to NAPLAN tests not being conducted in 2020, we refer to our Teacher Judgement data to focus on learning achievement. This data clearly shows that students at Hartwell achieve above expected standards for the state and in comparison to similar schools. It is pleasing that 98% achieved at or above level in both Numeracy and Literacy and this was a strong reflection of the consistency in the teaching and learning program whether onsite or during remote learning.

Our Key Improvement Strategies ensure that we continue to strengthen and maintain high quality teaching and learning for all students at Hartwell. In 2020 teachers used a wide variety of assessment, feedback and diagnostic tools to support each individual student at their point of learning. We targeted differentiated groups of students for intervention and extension in literacy and numeracy and maintained small group work during face to face teaching online. In addition our specialist and inquiry program (whilst a little more limited in 2020) provided a personalised, creative and engaging curriculum catering for a range of learning styles, interests, cross-curricular learning. ICT skills, ability and understanding have considerably increased in 2020. Individual Learning Plans are and will be provided across the school for specific short-term learning focuses for some students, identified by teachers.

In 2021 we will continue to focus on personalising student learning and increasing student agency within our collaborative team teaching model building on some of our successful practices from 2020. Our shared goal is to ensure that all students reconnect and experience expected growth in their learning. We will enhance teacher knowledge of content, assessment practices and methodologies to achieve this. We will further develop our practices and resources so students and teachers can clearly identify the 'next' learning focus. This year we are using a number of strategies to further personalise the learning program in areas of extension, for students whose English is a Second Language, to further supports students on the PSD program and provide small group tutoring for students whose learning may have been interrupted in 2020. Teachers will continue to the development of learning goals through student conferencing and seeking feedback from other teachers and the students on their lessons and teaching strategies.

**Engagement**

At Hartwell Primary School our Years 4, 5 and 6 students show a good sense of belonging, our data from 2015-2019 average of 88.6% was higher than state and similar schools (data was not collected in 2020). Overall student attendance is very good and we continue to promote the 'Every Day Counts' concept. In 2020 every effort was made to ensure all students were participating in learning and we have been delighted to see that our Student Absence Data remained stayed consistent with average attendance across at 96%. The most common reasons for non-attendance at Hartwell in 2020 was students who remained overseas and sickness. The continued use of 'Restorative Practices' by all teachers has contributed significantly to the development and maintenance of positive relationships with students, and between staff and students.

One of our Key Improvement Strategies is to improve student engagement by further developing effective learning relationships. We do this through building teacher empathy and rapport and by encouraging students to have greater involvement in, and ownership of the learning process. This is being developed through increased student voice and agency, involving student goal setting and reflective practices, and the continuation of 'three way interviews' for senior students. All continue to contribute to greater student motivation, interest and commitment to tasks.

In 2021 we will continue to build parent, teacher and student understanding of the core school values, and to promote student leadership and engagement in the learning process as equal partners. We also continue our commitment to student leadership by ensuring all Year 6 students have a realistic and meaningful leadership role.

In 2020 parents were afforded further transparency of teaching and learning at Hartwell through remote learning and in particular face to face teaching. This considerably strengthened our parent partnership process for learning. A particular focus in 2021 will be greater and more active involvement of parents in the educative process. This will be done by continuing to offer parent education sessions, ensuring regular communication about teaching and learning in all year levels and specialist areas. We hope to reconnect with our community by bringing parents into the learning environment through 'Parent Walk Throughs', parent information sessions and the further development of Individual Learning Plans and parent/student interviews. The emphasis of these activities will be on building parent knowledge and understanding of the curriculum, the pedagogy used by teachers, and how they can contribute to their students' progress.

**Wellbeing**

Hartwell Primary School has developed an approach to student wellbeing which ensures our students are cognitively successful, safe and healthy, have high emotional intelligence and are socially equipped to experience positive and respectful relationships.

Our Prep 'Ready, Set, Go' program continues to be highly successful for our students and is positively received by our parents. It prepares our youngest students for their first term of schooling. Through 'Discovery Learning' our Prep children have the opportunity to learn problem solving, independence, values and responsibility and continue to build on their pre-school experience. We continue to maintain strong links with our feeder pre-school. The Prep/Year 6 buddy system also contributes to developing the social confidence of both Prep and Year 6 students. The 2020 program for transition for our Prep 2021 students whilst interrupted, remained a high priority. One to one meetings, small transition groups and online virtual information sessions were held to ensure a positive start for school and provide familiarity for new families.

A 'Moving On Day', to familiarise students from Prep to Year 5 with their next year level was very successful and allowed a smooth start to their continuing education and a sense of confidence that there would be a return to normal school operations in 2021.

Our 2020 exiting Year 6 students were well prepared for secondary school through targeted activities and experiences throughout the year. The Year 6 graduation, together with a strong curriculum emphasis on personal development in terms 3 and 4, continues to assist with student wellbeing in the final year of primary school, and the development of confidence in each student, as he/she moves onto secondary school.

In 2021 we will continue to prioritise the wellbeing of our students, staff and community. Our school values and 'school wide positive behaviour system' will continue to provide a consistent and high standard of student expectation to support the learning program. In turn our Wellbeing Curriculum and our continued participation in 'The Resilience Project', implementation and use of the Social Skills Program, Restorative Practices and work in the area of Respectful Relationships provide a strong framework for developing the 'whole child'. We continue to build students' skills in problem solving, gratitude and resilience and in the senior school year levels continue to build awareness of the

importance of developing and using emotional intelligence.

In 2021 we will again employ two part-time school nurses to ensure that the physical and emotional wellbeing of all students is a priority.

### **Financial performance and position**

When taking into consideration the 2020 school year and response to the Covid-19 pandemic, Hartwell Primary School proved to be financially stable and utilised the budgets to ensure the teaching and learning programs and school buildings and grounds were well resourced and managed. The 2020 Financial Position includes the Student Resource Package (staff salaries). All figures are consistent with those in recent years and the school has a credit surplus due to steady enrolments and the careful management of the employment of staff.

Sadly fundraising activities in 2020 were unable to go ahead due to the pandemic restrictions in schools and we look forward to beginning these important fundraising events in 2021. As a result of well-managed budgets and previous fundraising activities we completed our financial commitment to our Co-Op Loan with Treasury Corp Victoria, completed roof and gutter repairs, maintained the upkeep of the schools buildings and grounds, ensured the health and wellbeing of the students and staff by spending \$58,000 on safe OHS Covid-19 practices.

A total of more than \$120,000 was spent on staff professional learning, which is more than the amount detailed in this report. School Council and the parent community continue to support teacher development, as they believe this is vital if we are to improve our students' learning opportunities. The school received \$5,000 equity funding which was used to provide specialised learning resources for some of our students and in particular for those students when remote learning.

Finally I would like to thank the School Council and in particular the Finance Committee for their support in 2020, especially Dongyi Zhang (Treasurer) and Jenny Martin (School Council President).

**For more detailed information regarding our school please visit our website at**  
<https://www.hartwellps.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 686 students were enrolled at this school in 2020, 347 female and 339 male.

18 percent of students had English as an additional language and 0 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.

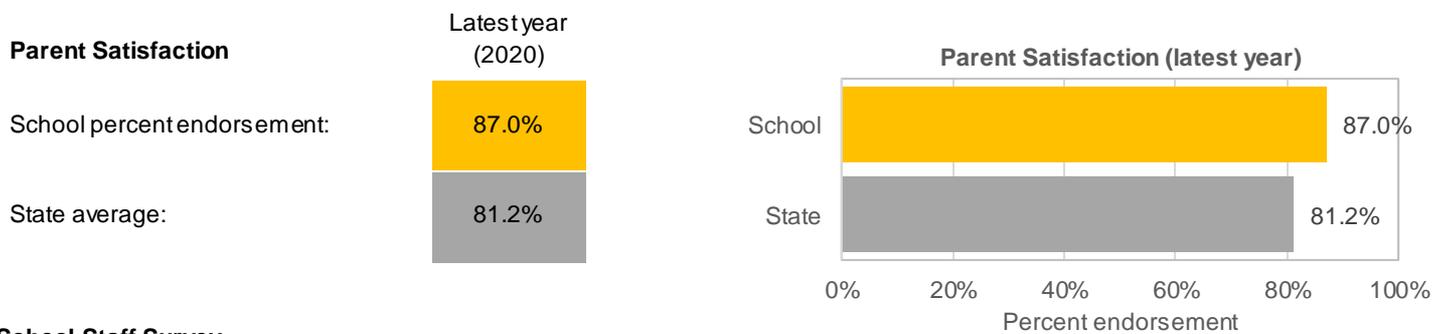
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

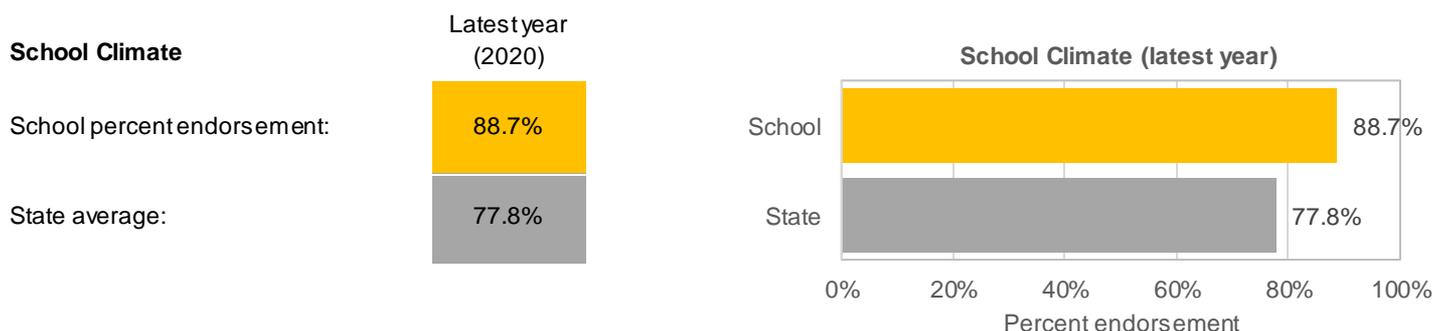


### School Staff Survey

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:

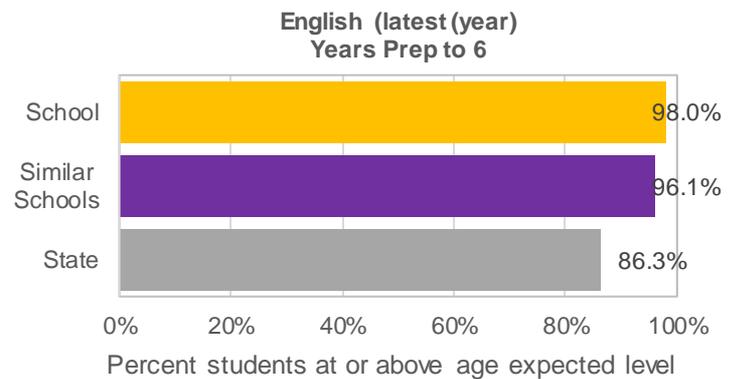
98.0%

Similar Schools average:

96.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

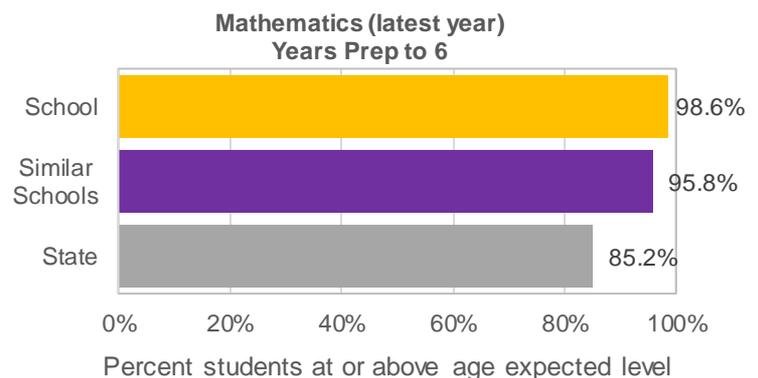
98.6%

Similar Schools average:

95.8%

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

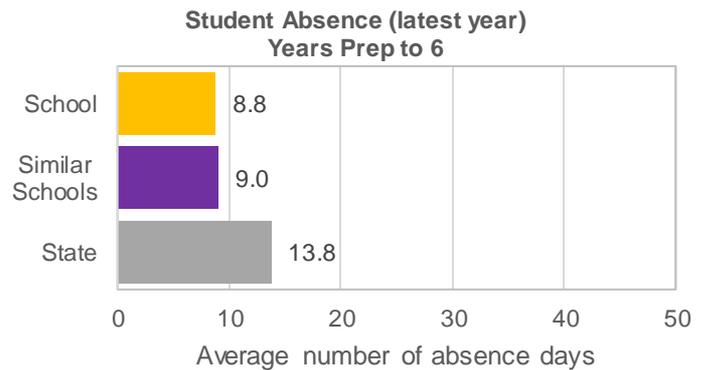
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	11.9
Similar Schools average:	9.0	12.3
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):	94%	95%	95%	96%	95%	96%	97%

**WELLBEING**

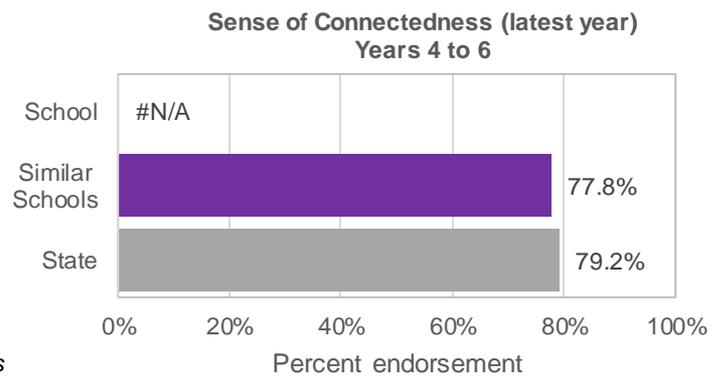
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.6%
Similar Schools average:	77.8%	81.6%
State average:	79.2%	81.0%



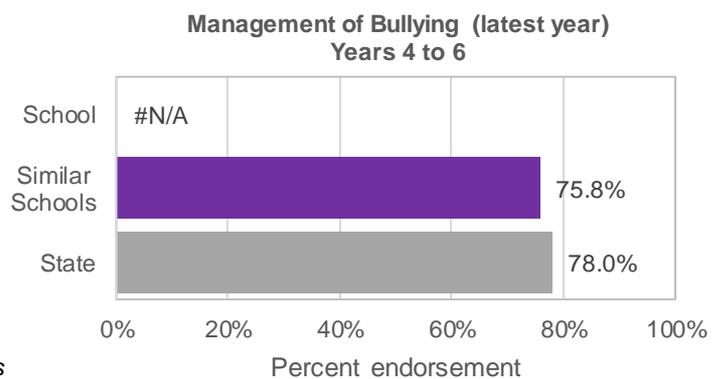
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	86.0%
Similar Schools average:	75.8%	80.5%
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	\$5,167,144
Government Provided DET Grants	\$708,899
Government Grants Commonwealth	\$6,713
Government Grants State	NDA
Revenue Other	\$12,014
Locally Raised Funds	\$626,025
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$6,520,795</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,992,996
Adjustments	NDA
Books & Publications	\$6,320
Camps/Excursions/Activities	\$76,465
Communication Costs	\$4,583
Consumables	\$134,577
Miscellaneous Expense <sup>3</sup>	\$27,415
Professional Development	\$36,222
Equipment/Maintenance/Hire	\$89,965
Property Services	\$281,079
Salaries & Allowances <sup>4</sup>	\$172,312
Support Services	\$128,494
Trading & Fundraising	\$70,317
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$47,068
<b>Total Operating Expenditure</b>	<b>\$6,067,812</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$452,983</b>
<b>Asset Acquisitions</b>	<b>\$5,692</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$604,741
Official Account	\$19,940
Other Accounts	\$16,517
<b>Total Funds Available</b>	<b>\$641,198</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$155,717
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$65,135
School Based Programs	\$135,850
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$11,495
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$478,197</b>

*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.*