

2021 Annual Report to The School Community



School Name: Hamlyn Views School (5565)



- 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 05:23 PM by Suzanne Armstrong (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 05:01 PM by Ingrid Jennings (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 Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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

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. Absence 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.

How to read the Annual Report (continued)

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 'Towards Foundation Level Victorian Curriculum'?

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

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

'Levels A to D' 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

Hamlyn Views School (HVS) is a Public Private Partnership Special Developmental School in Hamlyn Heights, Geelong and 2021 was its fourth year of operation. The enrolment criteria for students is a moderate to severe intellectual disability, with a Full Scale Intelligence Quotient (FSIQ) of below 50. Many students have additional disabilities or associated conditions including autism and physical impairments. In 2021, we had a total of 83 students, aged from 5 to 18 years, drawn from a wide geographical area that includes Lara, Corio, Bannockburn, north-central Geelong and the northern towns on the Bellarine Peninsula. Some students receive support with travel assistance, either to travel on three Department of Education and Training (DET) contracted buses, or through a conveyance allowance for travel by car.

Our school vision is 'To be an outstanding provider of inclusive education that promotes individuality, fosters innovative practices and sets high expectations for all'. Our purpose is 'To create a safe, respectful, evidence-based learning environment where a diversity of student learners feel: valued, actively engaged, challenged and supported to achieve success and maximum independence post-school'. The school values - Learning, Respect and Safety align with our School-Wide Positive Behaviour Support (SW-PBS) expectations. Our vision, purpose, values, and teaching and learning rationale - 'The Hamlyn Views Way' assist us to work collaboratively together as a school community to progress our agreed goals.

In 2021, our school workforce comprised of 1.9 Principal class officers, 17.4 teachers and 18.7 Education Support staff. National School Chaplaincy funding enabled the appointment of a School Chaplain (0.4) whilst DET funding supported the employment of a Mental Health Practitioner (0.2). DET also provided 5.1 hours of Information Communication Technology support each week. The school operated within a Professional Learning Community (PLC) structure with each Early, Middle and Later Years team led by a PLC Leader.

Our school managed the ongoing challenges presented by the Covid-19 Pandemic by being flexible and adaptable to the numerous changes required for periods of remote and flexible learning. Updated DET guidelines mid-year meant students with a diagnosed disability could access school during periods of remote and flexible learning to support their educational needs which meant up to 50% of our students were in attendance onsite most days during these times.

Teaching and learning programs provided were tailored to each student's individual needs guided by an Individual Education Plan (IEP) developed and reviewed in partnership with parents or guardians at Student Support Group meetings held each term. IEP's aligned to the Victorian Curriculum Framework or ASDAN (Years 11 and 12). Specialist programs offered included Visual Arts, Performing Arts, Physical Education, Bike Education and Learn to Swim. The Allied Health Team provided therapy support through the provision of Speech Therapy, Occupational Therapy, Physiotherapy, Aquatic Therapy and Music Therapy. Our school Instructional Model underpinned teacher's practice, whilst PLC inquiry cycles incorporated an introduction to Data Wise using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. The Data Wise approach will be further embedded in 2022.

In 2021, we maintained our CERES partnership as we continue to progress towards five star certification as a Resource Smart School. We gained a second star for the Water Module and had a focus on Biodiversity. In term four, we had five educators shortlisted in the prestigious state-wide Principals Association of Specialist Schools (PASS) Awards, with a Graduate Teacher and Primary Teacher named winners.

Framework for Improving Student Outcomes (FISO)

During 2021, we supported three DET priorities alongside a focus on goals and key improvement areas within the Annual Implementation Plan (AIP) despite the challenges of pivoting between onsite and remote learning across the year due to the continuing Covid-19 Pandemic.

Learning, Catch-up and Extension Priority/Building Practice Excellence: To improve student learning outcomes in

English, with a focus on communication.

Using DET's Tutor Initiative funding we employed (0.4) experienced specialist educators as tutors for targeted students who had made little or no progress in Speaking and Listening in 2020, aligning with our AIP English: Speaking and Listening improvement focus. Our school Speech Pathologist worked closely with tutors and teachers to ensure Alternative and Augmented Communication systems (AAC's) were used effectively in tutor sessions and extended to broader classroom practice. This goal was partially met however due to disruptions to onsite learning caused by numerous Covid-19 Lockdowns across the year. In 2022, we will continue to support, extend and embed the use of AAC's in classrooms to assist the achievement of Speaking and Listening goals and continue to provide a tutoring program for targeted students.

Happy, Active and Healthy Kids Priority.

Our focus was student mental health and reducing the incidence of suicidal ideations and self-harm. This was progressed through implementing a range of strategies including employing a part-time Mental Health Practitioner and School Chaplain, delivering Respectful Relationships curriculum and Social and Emotional Learning programs, providing Trauma Informed Practice professional learning for staff - High Impact Engagement Strategies (HIES), and Inclusion Coordinators and the Wellbeing team working in partnership with families and external supports through regular Care Team meetings. A Safe and Well grant funded 15 staff to undertake Berry Street Day One training. Several teachers completed this in term four, with the remainder scheduled to do so in semester one, 2022.

Connected Schools Priority.

The focus in this area was to increase parental involvement and engagement with the school. A number of key actions were completed; establishing a School Council Fundraising Sub-Committee, a parent liaison as a member of the Family and Community Engagement School Action team, creating a Parent Communication Plan and volunteering opportunities in the Swimming program. However, outcomes were only partially met due to the impact of the ongoing Pandemic. As parents had access restrictions most of the year due to health and safety requirements it was challenging to positively increase Parent Engagement Survey responses as opportunities to connect with them were limited.

Setting Expectations and Promoting Inclusion: To increase student engagement with their learning.

Staff embedded strong practices in School Wide Positive Behaviour support (SW-PBS) including Tier One universal interventions and the use of Positive Behaviour and Safety Plans. Covid-19 lockdowns however caused disruption to staff ability to adequately collect and analyse behaviour incident data. Data protocols will be reviewed again in semester one, 2022 within Professional Learning Communities. Planned Tier Two and Three improvement actions with the Regional SW-PBS Coach were impacted by onsite access restrictions however a Tiered Fidelity Index Assessment was completed in term four with their support, providing information to guide the development of the 2022 SW-PBS Action Plan.

Achievement

As a Special Developmental School enrolled students are funded through the Program for Students with Disabilities (PSD). All students have an IEP developed and reviewed at SSG meetings held each term with parents/carers, and other key personnel as required, such as Allied Health staff or family support workers. In 2021, SSG meetings were generally conducted via Webex with student goals based on Victorian Curriculum Achievement Standards data and parent/carer priorities. Despite shifting from on-site to remote learning for periods across the year, we were pleased with the outcomes achieved by most students, particularly where they continued to engage with learning from home.

During Lockdowns, teachers developed a written online program for families using the Seesaw app, but also made instructions with video or voice recorded messages to assist families to have another way to access learning material. This approach has continued to be used for some structured learning tasks undertaken in classrooms.

Achievement data across the whole school showed a large growth in Reading progress for all levels. Over 80% of our students showed one level or more of growth over the last two years in Reading, Writing, Speaking and Listening. In Number and Algebra, medium growth was achieved across all learning cohorts. Early Years - 60%, Middle Years - 75% and Later Years - 64%.

Commencing in January 2021, three school leaders undertook a ten week online Harvard University Data Wise course facilitated by the Bastow Leadership Institute and DET funding. This was then implemented from term two within PLCs and supported improvement actions to be based on data evidence, and school meetings conducted more efficiently using a meeting wise template. It was identified that English: Speaking and Listening classroom instruction, would be an inquiry focus across the Early, Middle and Later Years cohorts, with the Speech Pathologist supporting this improvement work.

The Early Years PLC used data to inquire into the communication that was taking place at school and home, specifically with an increased number of English as an Additional Language (EAL) students and families. Through this inquiry Early Years' staff used language translation tools to build these relationships and better support EAL students with communication both at school and during times of remote learning. Middle and Later Years PLC's focused on communication and how to embed it within curriculum planning. For example; Using Word of the Week and Core Words and ensuring planning included explicit teaching for all students. The Staff Opinion Survey indicates teachers believe we have a high level of Collective Focus on Student Learning with a result of 90.28

Learning Walks and Peers Observations took place to support monitoring the implementation of structured teaching (TEEACH) and AAC's used as Tier One Learning Interventions.

Staff continued to engage in a range of professional development (PD), generally remotely, that included DET Briefings, State-Wide Principals' Conference, Principal Network Meetings, Regional Principal Forums, PASS Meetings, Specialist School Community Of Practice and Respectful Relationships Cluster Meetings. Several middle leaders attended Bastow Leadership Institute EVOLVE and ASPIRE leadership programs.

Other professional learning included DET initiatives and specifically targeted internal and external PD sessions related to AIP improvement goals and key financial and strategic management. This included the initial rollout in term four of the Disability Inclusion Initiative in the Barwon Region that aims to increase support for students with a disability through a range of measures. This includes the new Disability Inclusion Profile that will replace the PSD, and expanding school access to support that promotes inclusion for all. In term four, two experienced teachers were appointed to a shared Inclusion Outreach Coach (Learning Specialist) role based at our school, one teacher appointed to the Diverse Learners Hub as a Learning Specialist, and a school leader appointed to a Regional Disability Inclusion Manager role.

Engagement

The SW-PBS Action Team led by the Leading Teacher (Student Engagement) continued to guide the improvement focus to increase student engagement with learning. Implementation of Tier One interventions remained a priority to support a calm and structured learning environment that promotes higher levels of student learning engagement, particularly when students returned to onsite learning following periods of remote learning. A Monty Shop display window was created and a Monty Shop Trolley introduced to support Covid-19 safe practices whilst ensuring students could still access the shop to exchange the Monty dollars they had earned for displaying the school values.

During an early PLC cycle, teachers used COMPASS to analyse student behavioural data for different cohorts across the school. Transitions were identified as an area for improvement and initial strategies introduced within each PLC to help reduce triggers for these behaviours. Less opportunity was available to continue to address Tier Two and Three strategies due to disruptions to onsite learning so these will be prioritised in 2022 through professional learning and a further PLC inquiry cycle. Re-visiting all three tiers of SW-PBS, along with TEAM TEACH refreshers, will be important in 2022 to support the induction of an expected large number of new teaching staff due to the movement of teachers into Regional Disability Inclusion roles, Parental Leave, and student enrolment growth resulting in the need for additional classes.

To support student learning engagement during remote learning teachers provided students with differentiated learning tasks digitally via SeeSaw and through project based learning. For example, setting the table at mealtimes, assisting with meal preparation or creating a shopping list for household groceries. They also made opportunities for students to

connect online with their teacher via Webex to support understanding and engagement.

The Parent Opinion Survey result for overall General Satisfaction with our school in 2021 was much lower at 52.4% than the previous year's result of 93%. This may have been due to only 12 responses to the Survey from a possible 82 and that 25% of respondents gave a neutral response.

The student absence result of 21.8 average days in 2021 continued the pleasing downward trend of the past three years and was a significant reduction from the 2020 result of 24.4 average days. Student attendance data is reviewed on a regular basis by the School Leadership Team, with any unexplained absences followed-up. Ongoing concerns are addressed through SSG or Care Team meetings that may involve external support workers. Reminders are provided to parents/carers in the school newsletter about the importance of school attendance and the processes in place to support this at our school. This includes being sent an SMS message via Compass if the school has not been notified of a child's absence by 11:00am and letters sent to home where absences have not been explained as per our Student Attendance Protocol. Due to the vulnerability of students with complex medical needs during the Covid-19 Pandemic, some continued to engage in remote learning when others returned onsite.

Student leadership opportunities were provided with Green Team and Student Leadership Group members although practical activities were limited due to periods of remote learning. Student leadership roles will be expanded in 2022, with the introduction of a Primary and Secondary Green Team, School Captains and Secondary Student Representatives on the School Council.

In 2022, we plan to appoint a Leading Teacher (Inclusion) to support and promote within our school community the implementation of the Disability Inclusion Profile and engage with families as they transition to this new student funding process.

Wellbeing

The health and wellbeing of students remained an important priority throughout the year including when students were adjusting to a return to onsite learning. Care Team meetings and outreach continued to ensure students had access to the supports they needed, particularly as there was often less access or availability in the community due to reduced services or in-person supports, as a result of the Covid-19 Pandemic. Across the year there was increased demands and workload for school leaders and staff, pressure from external services, and fears and anxiety expressed by families about Covid-19, including during reports of positive cases onsite. Additional support was provided to school leaders by key Regional Staff and Complex Matters when required. Despite these challenges, staff generally remained resilient whilst responding to continual changes within the learning environment, and addressing any concerns or complaints.

The school's newly appointed Chaplain and Mental Health Practitioner helped address and support the wellbeing needs of students, particularly our focus area of reducing the incidence of students reporting significant mental health concerns. The mental health and wellbeing of staff was also prioritised during staff meetings and PD sessions whilst DET funded an Employee Assistance Psychologist to attend onsite for four sessions during terms one and two which staff could voluntarily access.

A Health and Wellbeing Action team was established to support the health and wellbeing of the whole school community. A range of initiatives were facilitated, including innovative staff wellbeing activities such as creating a Wellbeing Wall Jigsaw and a Wellbeing Table with a choice of wellbeing products.

During remote learning periods teachers made weekly wellbeing phone calls to check-in with students and their parents/carers. Food packages were sent home to vulnerable families and this continued also once back onsite, with food items provided from the Foodbank and Breakfast Club program. Student wellbeing was carefully monitored through the Wellbeing Team, with students at-risk identified and prioritised, and was a particular focus each time students returned to onsite learning.

The school's two Inclusion Coordinators facilitated Care Team meetings with families, along with members from the

school Allied Health and Wellbeing team and external agencies, as a wrap-around approach to supporting the ongoing wellbeing needs of students. The school often engaged the assistance of translators for these meetings to support EAL families. During the year the school also provided school reports or other important communication to families in their spoken language. Key school staff met with a Student Support Services Key Contact on a regular basis via Webex for support and guidance on any student wellbeing concerns. The Key Contact also provided PD for all staff on effective communication strategies (written and verbal) to help manage an increase in challenging conversations with parents, carers and community members.

In 2022, we plan to expand our Wellbeing Team to include a Social Worker who will have a key role supporting and addressing the wellbeing needs of students and their families.

Finance performance and position

The financial result for 2021 was a surplus of \$372,390. The surplus occurred primarily due to additional PSD funding received for students transferring to the school throughout the year.

There were no extraordinary items of revenue.

There were no extraordinary items of expenditure.

Additional sources of funding received outside of the SRP included:

- \$3,500 Creative workers in schools grant;
- \$19,012 DET funding used for 3 staff members to undertake Harvard Datawise professional development studies.
- \$8,525 Advance Program funds

The following amounts were received and committed towards expenditure in 2022:

- \$18,620 Shade Sails grant;
- \$5,000 Club Connect grant;
- \$5,000 donation from Hamlyn Heights Lions Club to purchase eye-gaze equipment for students.

Included in our financial commitments is \$48,685 held towards the future acquisition of a school bus and \$40,000 for the purchase of additional furniture and interactive televisions.

Equity funding received of \$67,062 contributed towards the employment of an Inclusion Co-ordinator, Speech Therapist and Chaplain and the provision of relevant professional development for staff.

We believe that the resources of the school have appropriately supported our students to achieve the learning, engagement and wellbeing outcomes in 2021.

For more detailed information regarding our school please visit our website at
<https://hamlynviews.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 83 students were enrolled at this school in 2021, 25 female and 58 male.

12 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).

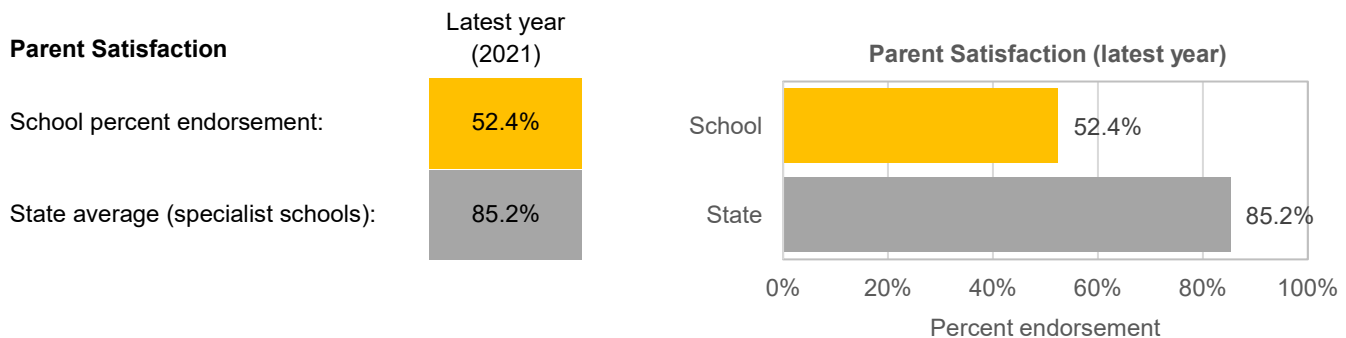
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

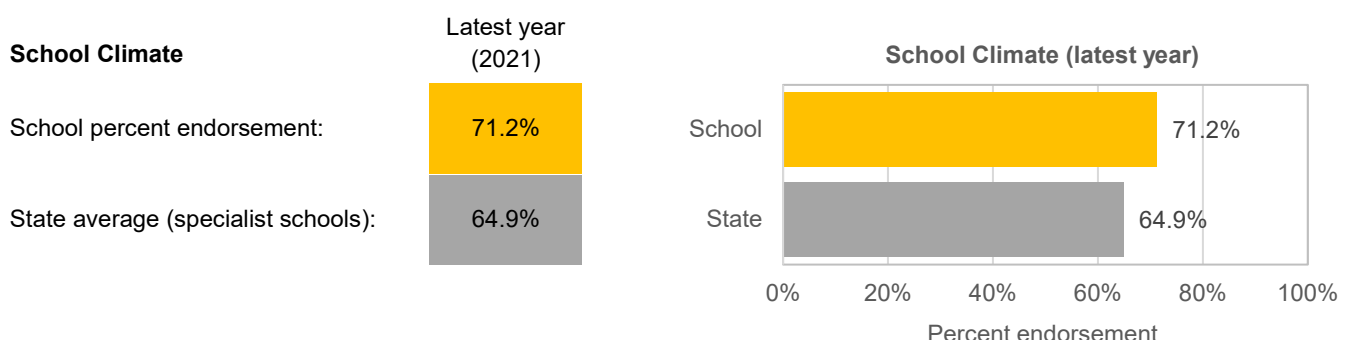


School Staff Survey

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

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

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



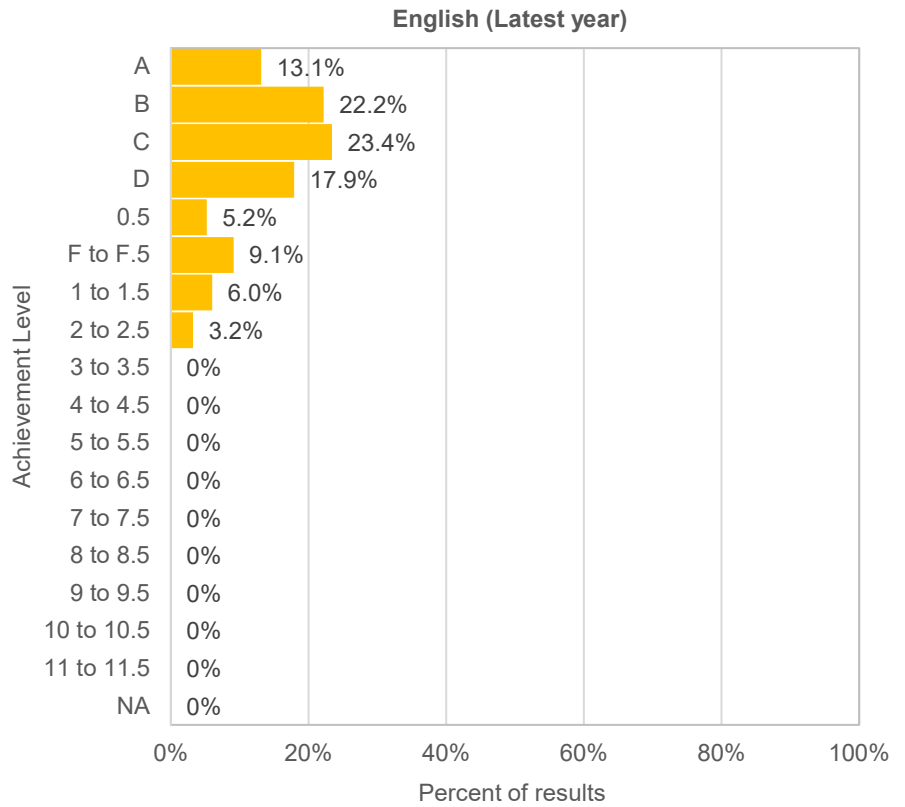
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

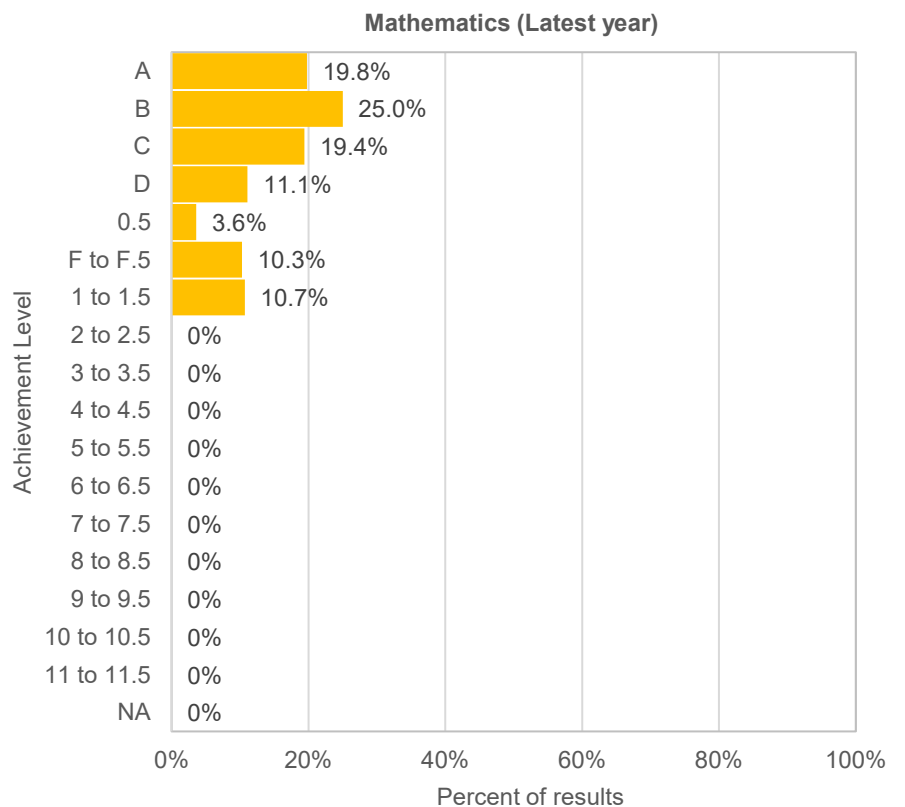
English

Achievement Level	Latest year (2021)
A	13.1%
B	22.2%
C	23.4%
D	17.9%
0.5	5.2%
F to F.5	9.1%
1 to 1.5	6.0%
2 to 2.5	3.2%
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2021)
A	19.8%
B	25.0%
C	19.4%
D	11.1%
0.5	3.6%
F to F.5	10.3%
1 to 1.5	10.7%
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

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 data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	27.7	25.9	24.4	21.8	24.3

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	NDA	100.0%	NDP	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,848,680
Government Provided DET Grants	\$524,739
Government Grants Commonwealth	\$10,300
Government Grants State	\$27,145
Revenue Other	\$9,452
Locally Raised Funds	\$31,419
Capital Grants	\$0
Total Operating Revenue	\$4,451,735

Equity ¹	Actual
Equity (Social Disadvantage)	\$67,062
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$67,062

Expenditure	Actual
Student Resource Package ²	\$3,601,959
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$1,418
Communication Costs	\$4,447
Consumables	\$50,272
Miscellaneous Expense ³	\$16,848
Professional Development	\$24,893
Equipment/Maintenance/Hire	\$41,460
Property Services	\$3,738
Salaries & Allowances ⁴	\$141,224
Support Services	\$94,622
Trading & Fundraising	\$2,850
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$526
Utilities	\$95,089
Total Operating Expenditure	\$4,079,346
Net Operating Surplus/-Deficit	\$372,390
Asset Acquisitions	\$0

- (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 25 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	\$245,664
Official Account	\$53,899
Other Accounts	\$0
Total Funds Available	\$299,563

Financial Commitments	Actual
Operating Reserve	\$78,952
Other Recurrent Expenditure	\$6,885
Provision Accounts	\$0
Funds Received in Advance	\$26,503
School Based Programs	\$68,313
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$88,685
Capital - Buildings/Grounds < 12 months	\$18,620
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	\$287,958

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.