

2022 Annual Report to the School Community

School Name: Hume Valley School (4950)



- 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 of the previous calendar year 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 02 May 2023 at 08:44 AM by Diane Bassett (Principal)

- This 2022 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 02 May 2023 at 12:35 PM by Wendy Vistarini (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Hume Valley School is comprised of three campuses catering for students from 5 to 18 years of age with mild intellectual disabilities, and associated disabilities and impairments, in the North Western Victoria Region. Our students are funded under the Program for Students with Disabilities (PSD). The school is organised into seven sub-schools that approximate the stages of learning; these include: Junior, Primary, Middle, Secondary, Senior, PreCAL, VCAL sub-schools. Our Koroit Ave Campus is the main campus, catering for students from Prep to Year 2 and Years 7 to 10 equivalent. Our Narrun Campus caters for our Primary aged students, Years 3 to 6 equivalent and is co-located on the Dallas Brooks Community Primary School site. Our Tanderrum Way Campus provides a Foundation Level VCAL program for our Years 11 and 12 students and is located within the Hume Central Senior Secondary College. The leadership profile of the school was expanded in 2022 to include three additional substantive Leading Teacher and two additional substantive Learning Specialists and middle level leadership roles were undertaken by aspirant leaders in acting sub school leadership roles, leadership of sub committees, School Improvement Teams (SIT) and Professional Learning Community (PLC) teams. Our vision and purpose is to create an inclusive, safe, respectful and engaged learning community where all students are motivated to learn and to maximise their social, personal, educational, and post school potential. Hume Valley School is committed to the provision of a vibrant child safe learning community characterised by the development of authentic relationships and high expectations. Emphasis is placed on literacy, numeracy, social competency and vocational training to equip our students to lead successful adult lives. The school values of Respect, Responsibility, and Resilience are embedded in all school policies and practices. At the centre of the school's values are the expectations that all students be ready for learning, respect themselves and others, act safely and care for their school. These expectations are explicitly documented for both staff and students in a school based matrix. The expectations are also supported by positive partnerships with all members of the school, school council and the wider community to ensure optimal educational and social outcomes. The school motto 'Achieving Potential Together' is reflected throughout the school and in our extensive partnerships with the wider community. The school population reflects a rich cultural diversity of 14 Nationalities and 30 language groups with 59 percent of students had English as an Additional Language students backgrounds. 4 percent of students were of Aboriginal/Torres Strait Islander (ATSI) background and 18 students from refugee backgrounds. At Hume Valley School we have a broad range of socio-economic backgrounds in our student population with our Student Family Occupation (SFO) density at 0.7535 and the Student Family Occupation Employment (SFOE) at 0.6024. Many families require a high level of support to address medical, social and educational needs and issues. 381 students were enrolled at this school in 2022, 119 female and 262 male students and our staffing profile comprised of 4 Principal Class Officers, 66 Teachers, 80 Education Support Staff and 4 trainees.

Progress towards strategic goals, student outcomes and student engagement

Learning

Some of our students thrived in the remote learning environment, others maintained their learning progress, and some needed extra learning support despite the best efforts of their teachers and families. In 2022 we increased our focus on numeracy through the 2022 Priorities Goal.

Our school progressed towards our strategic goals and supported improvement in learning outcomes through:

- The TLI initiative continued to be implemented across the school to students identified as 'at risk' and requiring additional support. The TLI interventions focussed on targeted numeracy intervention and support for Koorie students.
- Our Primary Maths and Science Specialist (PMSS) leaders delivered workshops for teachers on hands on learning activities and developing open ended questions in Maths lessons.
- Professional Learning Communities (PLC's) continued to operate across the school focusing on a consistent approach to assessment using the Mathematics Online Interview (MOI).
- Although Numeracy was a priority area in 2022, Literacy, Science, Humanities, Personal and Social Capabilities and PreCAL (year 10 vocational program) continued to form the core of Hume Valley School's curriculum. In addition, the school offered visual and performing arts, health and physical education, Science, Technology, Engineering, the Arts and Mathematics (STEAM), food technology, horticulture and community connections as specialist programs.
- In the later years section of the school all students participated in the VCAL and Pre Certificate of Applied Learning (PreCAL) curriculum using the outcomes set, and all students followed a vocational pathways program that tailored subject material to prepare students for post-school options. Students undertook Work Skills program with the opportunity to participate in structured workplace learning as well as individual learning activities.

- Teaching and learning remained personalised for each individual student using an Individual Education Plan (IEP) and there is a common instructional model for teaching and learning using the Gradual Release of Responsibility (GRoR) model. In 2022 Sub School Leaders and Learning Specialists continued to support teachers to understand and implement these practices across the school through demonstration lessons and work program feedback.

Wellbeing

With the return of our students to onsite learning in 2022, student wellbeing was a high priority and our emphasis remained on effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable. Our school progressed towards our strategic goals and supported improvement in wellbeing outcomes through implementing the following actions:

- The Wellbeing and Therapy teams members were allocated specific roles and sub-schools to enable consistent student support and high-quality wellbeing and therapy programs. These teams provided professional learning, student support, case management, behavioural consultancy and therapy.
- The Student Wellbeing Team focussed on responding to signs of student distress and emerging mental illness through professional development. The appointment of our new Mental Health Practitioner supported staff capability in identifying students requiring mental health support.
- Our Student Wellbeing Team increased in size and range of expertise to support 'at risk' students with a range of Tier 2 and Tier 3 interventions and programs as appropriate. Families of at risk students received regular communication and support from the school.
- Therapy support was further enhanced in 2022 through the introduction of art therapy programs to support students' with their emotional regulation, confidence, and self-esteem.
- The leadership team, together with the SWPBS leader, continued to embed a whole school approach to SWPBS and trauma informed practice to support student wellbeing.
- Mental Health and Wellbeing leaders provided high quality support to teachers and students in the classroom.
- Teachers implemented a range of interventions in their classrooms to support student wellbeing incorporating Health, Positive Behaviour Support Trauma Informed Practice and Respectful Relationships.
- The leadership and wellbeing teams continued our partnership with the Northern Centre of Excellence in Student Engagement (NCESE) to further enhance trauma informed practice across the school to support student wellbeing.
- To address student absences, our school leadership and wellbeing teams developed an 'immediate school action plan' to identify our most vulnerable students. Student attendance was closely monitored and targeted support was provided to individual students and their families, where student attendance or school refusal was an issue.
- An onsite partnership established with McKillop Family Services- Early Help Team provided wellbeing support for students and their families at risk.

Engagement

At the beginning of the 2022 school year students returned onsite and after two years of disruption due to onsite and remote learning, student engagement in classroom, community based and vocational training learning programs was deemed a priority. Our school progressed towards our strategic goals and supported improvement in engagements outcomes through the school initiatives, student programs and partnerships listed below:

- The TLI initiative continued to be implemented across the school for students identified as 'at risk' and requiring additional support. The TLI interventions had particular focus on targetted numeracy intervention and support for Koorie students.
- Our Community Connections programs were successfully re-established to enhance student engagement and the Active Schools initiative was highly successful in engaging our students in active play/leisure activities across the school during recess and lunchtimes.
- Our extensive excursions and camping programs recommenced with a focus on real life learning, personal and social capabilities and we were successful in obtaining funding to support students to attend several Positive Start camps.
- A STEAM Learning Specialist was appointed to establish a STEAM program with a focus on integrating Digital Technologies through the lens of Science Technology Engineering Art and Mathematics (STEAM).
- A range of school wide events and celebrations were held throughout the year and were very well supported by our families. Some events were held both onsite and via Webex to enable as many families as possible to attend e.g our NAIDOC Week celebrations
- In addition sub-schools provided both onsite and remote options for parents/carers/students to engage in Student Support Groups (SSG) through Webex/Google Meets/and telephone.

- The appointment of the SWPBS leader was strategic in maintaining our whole school approach to SWPBS resulting in our school achieving Silver Accreditation.
- The leadership and wellbeing teams continued our partnership with the Northern Centre of Excellence in Student Engagement (NCESE) to further enhance trauma informed practice across the school to support student engagement. Staff training in Trauma Informed practice continued.
- To address student absences, our school leadership and wellbeing teams developed an 'immediate school action plan' to identify and support our most vulnerable students,
- The Student Representative Council promoted student voice across the school.

Other highlights from the school year

Highlights of the 2022 school year included:

- Exciting news .. in the May State Budget, our school was provided with \$8.523 million of funding to undertake a major upgrade to replace relocatable buildings with permanent buildings/classrooms at our Koroit Avenue campus.
- Term 3 saw the completion of our highly successful 2022 School Review.
- It was with great pride that we received state-wide recognition and SILVER ACCREDITATION for our School Wide Positive Behaviour Support program.
- Our partnership with Mackillop Family Services' 'Early Help Program' was established onsite at HVS to provide AMAZING early help for a number of families to support the wellbeing and development of children from birth to 18 years.
- The recommencement of our extensive range of onsite and community-based learning and vocational training programs, including camps, excursions and swimming program.
- Introduction of our highly engaging and successful STEAM (Science, Technology, Engineering, Arts and Maths) program including school wide projects, challenges and competitions for our students.
- Ongoing intensive support provided to our students by our wellbeing and therapy team members. Therapy support was further enhanced in 2022 by the introduction of art therapy programs to support students' with their emotional regulation, confidence, and self-esteem.
- Our range of engaging school wide events, which were very well supported by our families, included Footy Day, Jump Rope For Heart, Athletics Day, ATSI Day and NAIDOC week celebrations, Mother's Day and Father's Day activities and the HVS Achievement Awards. Our special events culminated in the very popular end of year celebration day to acknowledge the achievements of all our students throughout the year.
- The annual VCAL theatrical production, attended by students, families and staff, was titled 'Intergalactic Breakfast War', an original sci-fi spectacular.
- Students continued to have an active voice in the running of the school through the Student Representative Council. Elected SRC Members attended regular meetings to discuss relevant issues and also helped organise a number of whole school events including Footy Day, Athletics Day and the End of Year Awards
- Upgrades to our buildings and grounds included the installation of additional shade sails and the very popular new play equipment on the Narrun Campus.
- The 2022 PreCAL (Year 10) and VCAL (Year 12) graduation ceremonies, celebrating the efforts and achievements of the graduating students.

Financial performance

In 2022, we prioritised our resources to successfully implement DET initiatives, the key improvements strategies of our Strategic Plan and Annual Implementation Plan and to respond to emerging issues or initiatives important to the school. School council and principal class members were responsible for the allocation and monitoring of school funding and expenditure throughout 2022 and the school finances remained in surplus.

Ongoing development of the Narrun Campus continued with the installation of new playground equipment and a CCTV system. Successful shade sail grant applications resulted in the installation of an additional shade sail structure on each campus. School staffing numbers were increased to cater for the growth in student enrolments. The leadership profile was expanded to include two additional substantive Learning Specialists. Special payments were allocated to leadership positions undertaken by aspirant leaders in acting sub school leadership, structured workplace co-ordination roles and an additional Learning Specialist to implement the PMSS initiative. Additional teachers were employed to fill classroom teaching roles and provide our range of specialist programs.

Additional Education Support staff were employed to provide administration support and assist an increasing number of students with highly complex support needs. We continued our partnership with the AGA traineeships program providing onsite traineeships for four education support staff. Staff replacement costs continued to be significant, including leave replacement and coverage for professional development activities and Professional Practice Days (first semester only). 2022 Equity Funding was allocated to address our priority goals of Learning, Wellbeing and Engagement. further embed the SWPBS and trauma informed practices, including Trauma Informed Practice Professional Learning for all new staff and the employment of additional Wellbeing and Therapy staff including two art therapists, an additional wellbeing teacher and a 0.4 psychologist. The (0.6) Mental Health Practitioner funding was subsidised to employ a full time Mental Health Practitioner.

Significant financial expenditure was again reallocated to purchase ICT equipment to replace devices provided to students during remote learning periods. Targeted funding e.g. MIPS funding, Respectful Relations, Career Education, Sporting Schools, Swimming in Schools VETiS and PMSS were allocated to the designated programs. Funding was also allocated to the development of a new school website to be functional in term 2, 2023.

The Fundraising Committee in 2022 allocated funds raised to special events for the end of year student celebrations. Significant funding was allocated to the appointment of an OH&S leader, provision of OH&S resources, OH&S training and online First Aid training for staff, Playground Safety Inspector Training, plus additional equipment and resources to meet the physical needs of students as identified by the therapy team. Funding was also allocated to the completion of Building and Grounds projects such as remodelling of existing spaces to cater for therapy programs onsite at the main campus, the installation of a shed at the Tanderrum Way Campus and continued provision of school maintenance and maintenance personnel through Raphcon Pty Ltd.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$13,815,133
Government Provided DET Grants	\$1,546,538
Government Grants Commonwealth	\$12,930
Government Grants State	\$4,700
Revenue Other	\$87,521
Locally Raised Funds	\$115,146
Capital Grants	\$0
Total Operating Revenue	\$15,581,969
Equity 1	Actual
Equity (Social Disadvantage)	\$525,613
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$525,613
Expenditure	Actual
Student Resource Package 2	\$11,962,954
Adjustments	\$0
Books & Publications	\$2,323
Camps/Excursions/Activities	\$148,227
Communication Costs	\$52,425
Consumables	\$220,471
Miscellaneous Expense 3	\$32,749
Professional Development	\$71,150
Equipment/Maintenance/Hire	\$140,270
Property Services	\$371,593

Salaries & Allowances 4	\$21,027
Support Services	\$660,380
Trading & Fundraising	\$31,630
Motor Vehicle Expenses	\$32,436
Travel & Subsistence	\$6,394
Utilities	\$85,684
Total Operating Expenditure	\$13,839,711

Net Operating Surplus/-Deficit **\$1,742,257**

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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$386,722
Official Account	\$82,469
Other Accounts	\$0
Total Funds Available	\$469,191

Financial Commitments	Actual
Operating Reserve	\$263,430
Other Recurrent Expenditure	\$5,076
Provision Accounts	\$0
Funds Received in Advance	\$153,669
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$7,000
Total Financial Commitments	\$469,175

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.

For more detailed information regarding our school please visit our website at
<http://www.humevalley.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 2.0 (FISO 2.0).

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 363 students were enrolled at this school in 2022, 114 female and 249 male.

48 percent of students had English as an additional language and 5 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).

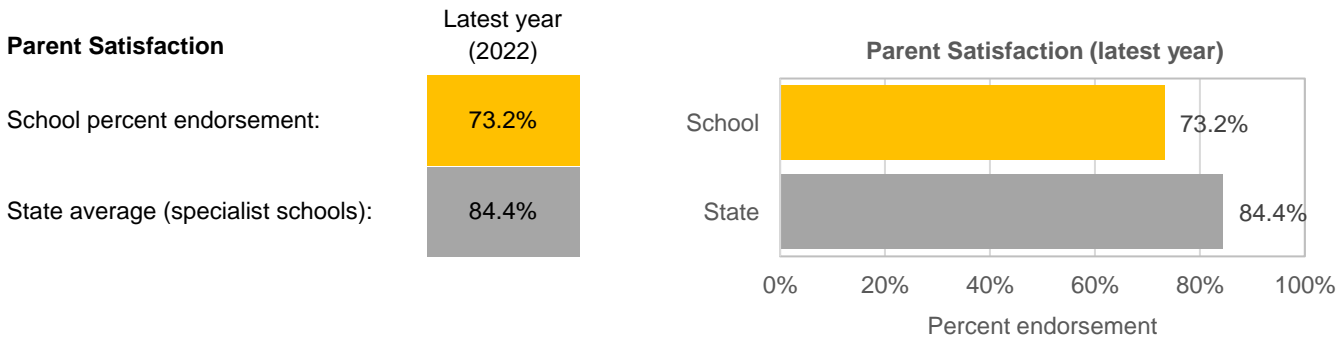
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

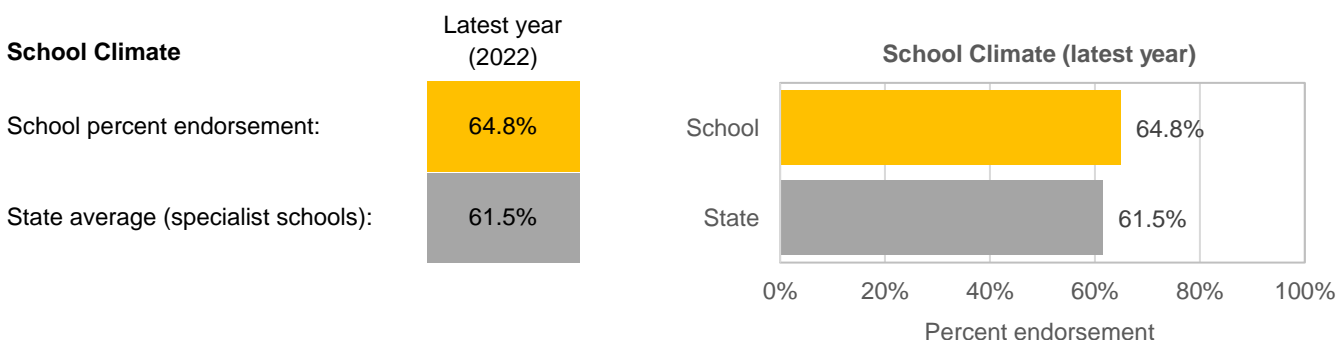


School Staff Survey

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.



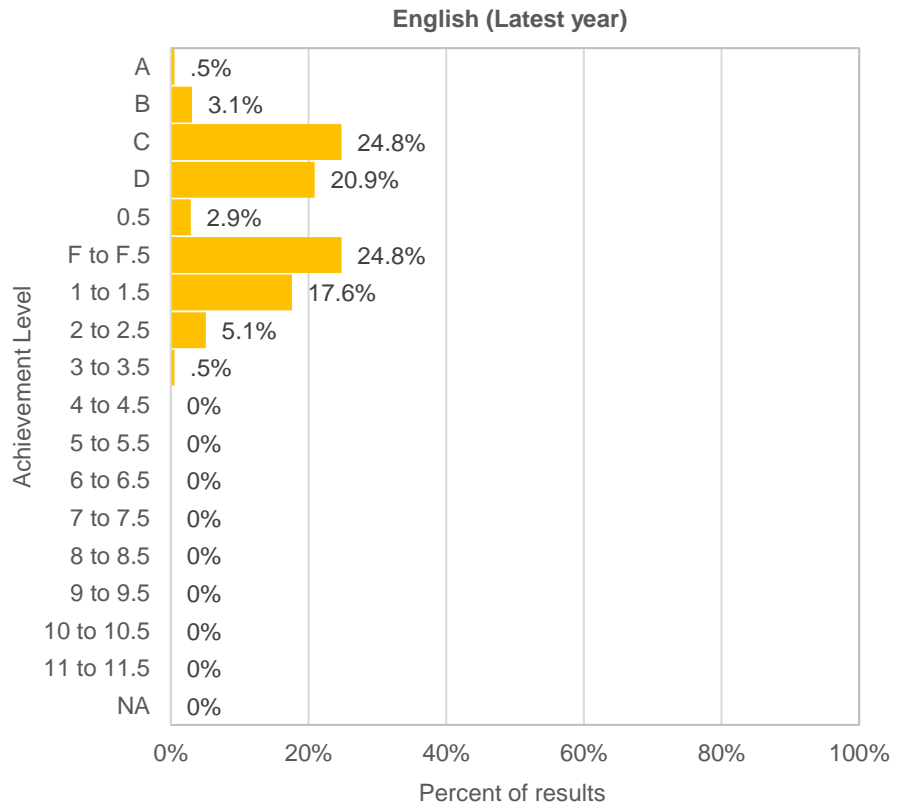
LEARNING

Teacher Judgement of student achievement

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

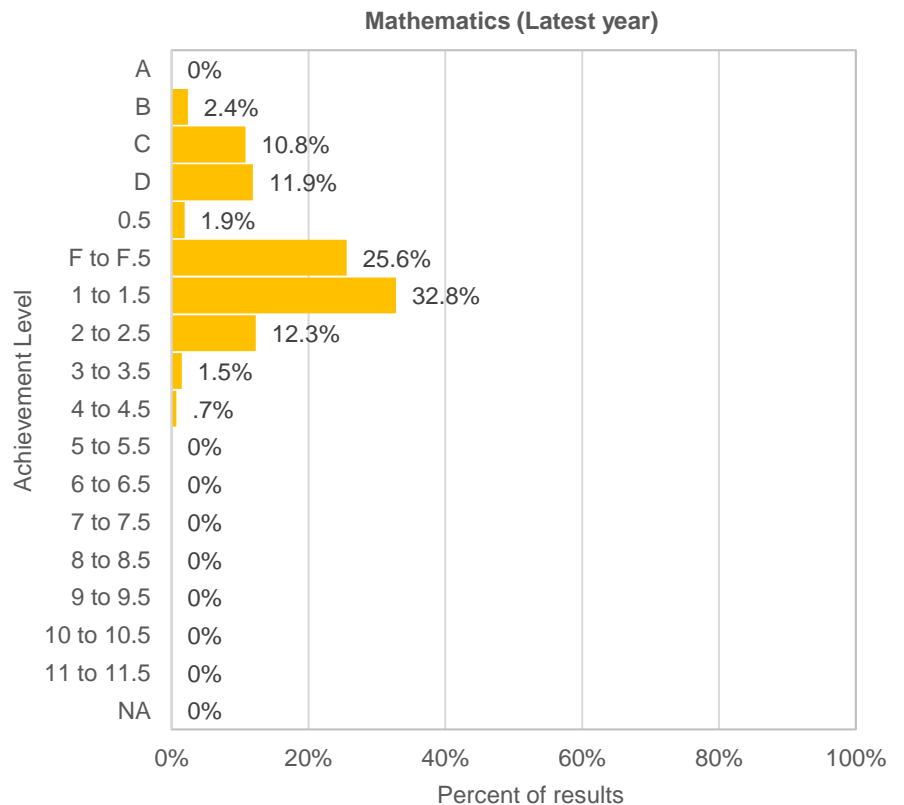
English

Achievement Level	Latest year (2022)
A	0.5%
B	3.1%
C	24.8%
D	20.9%
0.5	2.9%
F to F.5	24.8%
1 to 1.5	17.6%
2 to 2.5	5.1%
3 to 3.5	0.5%
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 (2022)
A	NDA
B	2.4%
C	10.8%
D	11.9%
0.5	1.9%
F to F.5	25.6%
1 to 1.5	32.8%
2 to 2.5	12.3%
3 to 3.5	1.5%
4 to 4.5	0.7%
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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	41.0	35.5	38.4	49.3	41.2

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:	97.3%	100.0%	100.0%	96.4%	97.5%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$13,815,133
Government Provided DET Grants	\$1,546,538
Government Grants Commonwealth	\$12,930
Government Grants State	\$4,700
Revenue Other	\$87,521
Locally Raised Funds	\$115,146
Capital Grants	\$0
Total Operating Revenue	\$15,581,969

Equity ¹	Actual
Equity (Social Disadvantage)	\$525,613
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$525,613

Expenditure	Actual
Student Resource Package ²	\$11,962,954
Adjustments	\$0
Books & Publications	\$2,323
Camps/Excursions/Activities	\$148,227
Communication Costs	\$52,425
Consumables	\$220,471
Miscellaneous Expense ³	\$32,749
Professional Development	\$71,150
Equipment/Maintenance/Hire	\$140,270
Property Services	\$371,593
Salaries & Allowances ⁴	\$21,027
Support Services	\$660,380
Trading & Fundraising	\$31,630
Motor Vehicle Expenses	\$32,436
Travel & Subsistence	\$6,394
Utilities	\$85,684
Total Operating Expenditure	\$13,839,711
Net Operating Surplus/-Deficit	\$1,742,257
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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$386,722
Official Account	\$82,469
Other Accounts	\$0
Total Funds Available	\$469,191

Financial Commitments	Actual
Operating Reserve	\$263,430
Other Recurrent Expenditure	\$5,076
Provision Accounts	\$0
Funds Received in Advance	\$153,669
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$7,000
Total Financial Commitments	\$469,175

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.