

2020 Annual Report to The School Community



School Name: Niddrie Primary School (5410)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 21 March 2021 at 07:59 PM by Sarah Dalton (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 29 April 2021 at 03:55 PM by Jess Spring-Brown (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Niddrie Primary School was established in 1961 to serve the educational needs of the urban development of Niddrie and Airport West. This well-established residential area is adjacent to the Calder Freeway and is well served by public transport.

Niddrie Primary School aims to maximise individual potential, to develop learning skills and attitudes, and to give each child the opportunity to become a worthwhile and happy member of society. The school is committed to providing a safe and secure environment in which learning can be enjoyable, while at the same time ensuring that all children can achieve success. We hold 3 clear values that assist us to maintain our school ethos. They are: Respect, Resilience and Learning.

We are a warm and welcoming school that is focused on delivering a comprehensive learning program to our students to prepare them for the next stage of their learning. We pride ourselves on the breadth and truly differentiated curriculum delivered by the school, with a focus on learning at point of need for every student.

The 2020 school population was 315 students. We have had an influx of enrolments from within our school zone which is an indication of the demographic change and development of Niddrie and Airport West. The backgrounds of students reflect a cultural and socio-economic diversity. The school has Student Family Occupation (SFO) index of 0.41. Niddrie Primary School has a rich mix of students with various backgrounds that come together to provide a healthy interaction of cultures and histories. The school has 32 staff members who work in varying time fractions from 0.4 to 1.0 (2 Principal Class, 23 Teacher Class, 6 Education Support Staff and 1 Business Manager) In 2020, the school has 14 classrooms; three Foundation classes, five year 1/2 classes, three year 3/4 classes, and three year 5/6 classes. Specialist programs operated in PE, Science, Italian and The Arts (including visual and performing arts). Support and extension programs in English and Mathematics are provided throughout the school with a highly experienced 'Targeted Learning' teacher.

School facilities include an administration block and staff room, thirteen air-conditioned and heated classrooms, well-equipped specialist areas, a multi-purpose hall, an Art / Craft / Science room, canteen, music room and Parent Club room. The school grounds are attractively maintained with areas for passive and active play. We have recently upgraded our play space areas. We have a large synthetic play space area with multiple zoned gaming areas and a junior basketball court, a synthetic passive play areas with large seating and trees for shade and our main basketball court is entirely protected by an enormous shade structure and the surface is covered with an all-purpose synthetic material. Our school oval is also covered with synthetic grass, enabling year round use. We have a junior playground area and a senior playground area. Our classrooms are fitted with interactive televisions or televisions with mirroring capability. We have two trolleys of iPads which enable 1:1 iPad in the Foundation to Grade 2 areas through timetabling. We also have 25 laptop computers in the grade 3/4 area which enable 1:1 laptop use through timetabling. We have a 1:1 Bring Your Own Device (BYOD) iPad program for our grade 5 and 6 students.

Opportunities are provided for students to develop leadership skills through a number of programs. Our school leadership group, class captains, house captains, The "Un-Wasteables" an environmental group, and our Foundation Buddies program provide valuable avenues for students to become involved in school life. Our student leaders participate in a GRIP leadership course each year where they have the opportunity to learn new and important leadership skills as well as getting to meet other student leaders from other schools. A number of longstanding traditions contribute to a stable yearly routine that serves the community and students by promoting enthusiasm and parental involvement at a variety of levels within the school. Some examples of these popular events are the 'Wakakirri' Performing Arts festival and Art Show (held on alternate years), the Grade 3/4 Dance/Drama Performance 'Juniorkirri', the Energy Breakthrough program (formally known as RACV Energy Breakthrough), Junior School Athletic Sports, the Annual Cross Country day and the annual Foundation -2 end of year performance. Our focus on environmental issues and programs has been both award winning and extremely effective in drawing our community together and broadening our perspective on the world we live in. We are actively involved in programs such as Niddrie Clean-Up Day and our annual Footy Day (raising money for charities such as Challenge and Nick's Wish) to name but a few. Niddrie Primary School also provides an excellent camping program. We offer three day camps in years 3 and 4 and

also in grades 5 and 6, with age appropriate camp activities.

The school has strong links with local community and sporting clubs (tennis, football, cricket, athletics, cub scouts, gymnastics, Taekwondo and basketball) as well as the immediate neighbourhood. Strong links also exist with the Niddrie Campus of Essendon Keilor College, Rosehill Secondary College, Buckley Park College and the East Keilor RSL. Our school is located in the South Western Victoria Region and we are a member of the Moonee Valley Network of schools. We work collaboratively to ensure that the focus of schools in our network always remains on the enhancement of student learning.

Like all schools in Victoria, Niddrie Primary School was impacted by the COVID-19 pandemic. This resulted in remote learning for all students from Foundation to Grade 6 throughout 2020. Technology was utilised to deliver a learning program through the use of Office 365 OneNote Classroom and Webex. Students at risk or students whose parents are essential workers attended onsite with a limited number of staff.

Framework for Improving Student Outcomes (FISO)

It was identified through our data sets that building practice excellence, evaluating impact of learning, curriculum planning and assessment, empowering students and building school pride and setting expectations and promoting inclusion should provide our focus for improving student outcomes. Many of the noted foci were delivered, however, some of the associated AIP actions and professional development plans were modified to suit remote learning. We worked towards improving our growth in the area of English and Mathematics. We utilised data to inform and differentiate student learning and utilised technology platforms such as Webex and Youtube for increasing student voice, engagement, well-being, and resilience. The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data and focused on the goals outlined in our Annual Implementation Plan. All student data (NAPLAN, PAT, Teacher Judgements, On Demand, School Performance Reports and Opinion Survey data) is shared at staff meetings, curriculum team meetings and leadership meeting and discussed to identify common themes and develop strategies to improve future results.

The equity money provided (\$45,000), was utilised to place an experienced, skilled teacher to spend allocated time (Grades Prep-2) working with individual students on reading goals, as well as modelling lessons and providing immediate feedback to staff after viewing their lessons. Equity money was also used to support training around specific literacy teaching practice for our staff as well as resources directly linked to this staff training. This teacher was utilised to implement catch-up during remote learning and term 4. Support for students in term 4 was increased, totaling a 1.4 staff allocation to support students transitioning back to school.

We continued to develop our School Wide Positive Behaviour Support (SWPBS) model and ensured that it was entrenched in school culture. The promotion of 'student voice' continued through our Student Leadership program designed to promote leadership and school awareness. We have also identified resilience (one of our school values) as an area of focus. Staff undertook Respectful Relationships training and this is will continue to remain a focus for student wellbeing, engagement and agency.

Achievement

Niddrie Primary School offered a remote learning program that involved student completing self-directed tasks and attending Webex face-to-face sessions daily for content delivery. Effective assessment, regular feedback, and differentiated teaching were built into the remote learning program.

Niddrie Primary School continues to improve student learning by consolidating a whole school approach to teaching and learning. We are developing a reputation for high expectations of student achievement in these areas, as indicated by our positive and promising student achievement results. We strive for continuous improvement and have aligned our curriculum planning documents with priorities outlined in the Victorian Curriculum. We acknowledge the vital role played by the teacher in student learning and therefore tailor adult professional learning to meet individual and whole team needs. Highly motivated and skilled teachers are able to provide stimulating, relevant, and appropriately

challenging programs for all students at Niddrie Primary School.

Teacher assessment of student achievement in English and Mathematics show that we are above the mean for Victorian Government schools and similar to schools, given the background characteristics of their students. NAPLAN results show that we perform within the range similar to other government primary schools.

Our school shares a common belief about the teaching of literacy and numeracy. We have implemented additional support programs and employed supplementary education support personnel, targeting identified students and attending to their particular individual learning needs. We have a school wide instructional model that is used to support the delivery of our lessons. All teachers have been involved in regular professional learning around our instructional model with a specific focus on reading in 2020.

Teachers regularly reflect on their data, working closely with their professional learning communities (PLCs), seeking to improve student outcomes and to refine their teaching. There is collective responsibility for student achievement across our staff, and teachers have opportunities each week to discuss the needs of individual and cohorts. Our future goals are to build on high quality practices by developing consistent approaches to the delivery of the curriculum within the classroom and to build a guaranteed and viable curriculum for reading which identifies essential learnings and differentiated student goals. There will continue to be an emphasis on data which will drive the teaching and learning in our classrooms. The focus for staff professional learning will be reading and an additional focus on formative assessment to drive our classroom delivery.

Engagement

Students at Niddrie Primary School are motivated and engaged in their learning. The student attendance record at the school is consistent with other Government schools. Students are acknowledged for high attendance while non-attendance is monitored closely.

Students are regularly recognised and acknowledged for their achievements. The use of ICT through collaborative activities has given students scope to be more connected to their learning. Our data shows that our children in grades 4 to 6 have a sense of connectedness to school which is above similar schools and state averages. Enrichment programs have been developed for students working well above the expected level. Student Support Groups (SSGs) are established for all students in the Program for Students with Disabilities, in Out of Home Care, Aboriginal or Torres Strait Islander students, and for an individual students deemed 'at risk'. Individual learning plans (ILPs) are in place for all of the noted students and are adjusted in consultation with parents. Participation of students in student leadership forums has increased with a focus on student voice and active participation in school activities.

In 2021 student engagement will be further supported by:

- Building teacher capacity to effectively implement 21st Century pedagogies.
- Empowering students' to take responsibility for their own learning through increasing student voice and agency.
- Refining our SWPBS (School Wide Positive Behaviour Support) practices that closely align with the Personal and Social Capabilities in the Victorian Curriculum and DET Resilience, Rights and Respectful Relationships curriculum.
- Activating student voice and ownership in and beyond the classroom.
- Continuing to embed ICT into curriculum programs.
- Proactively monitoring of attendance.

We will continue to strengthen partnerships with parents and promote positive parent involvement with the school by increasing opportunities for parents to participate in the school's programs and activities.

Wellbeing

Niddrie is recognised in the community for the care and support they provide to all children. We have worked hard to maintain our status in the community and will continue to do so in 2021. During Remote and Flexible Learning all families were contacted by staff for a 'check-in' to ensure they were connected to the school, coping with remote learning, and were able to ask questions or offer feedback in relation to the teaching and learning. Schoolwide data sets and prior knowledge of learners were used to identify children requiring extra supports during remote learning. Key staff members were assigned to track, monitor and communicate with these families on a regular basis during the lockdown.

The Student Attitudes to School Survey results indicate that students have a positive view of our school in terms of teachers, curriculum, and peers. Our grade 4 – 6 average indicates that the students have a connectedness to school that is higher than other schools. 82.7% of students also have a strong belief that the school effectively manages bullying. This is an endorsement of the school's focus on valuing each individual and putting a high premium on appropriate extracurricular activities that involve each student.

We follow the School Wide Positive Behaviour Support (SWPBS) approach. This is a whole school approach to creating an environment which encourages effective learning through the development of a positive, calm and welcoming atmosphere. It encourages positive feedback to students and endeavours to teach the necessary skills for social behaviour. We recognise that learning social skills and socially acceptable behaviours is a process which everybody moves through at a different pace. Learning appropriate social skills is seen in the same light as learning how to read or complete maths. We will continue to collect data that supports our SWPBS approach and how we manage our acknowledgements, identify hot spots in the school and accurately record our minor and major behaviours. Children feel safe at our school and our data shows that our management of bullying is well above Victorian Government School and similar schools.

We have numerous school-based programs and procedures to ensure ease of transition into and out of the school as well as from grade level to grade level. Our future plans aim to enhance levels of involvement with the childcare centres and preschools in the area with offers of shared resources, visitations and planning. Strengthening the in-school transition processes in order to track students' progress and to identify the particular learning needs of students will continue to be an area of focus in 2021. Our goal is to provide experiences for all students that enhance readiness and enthusiasm to continue the next step in their learning, including starting school, moving between year levels or into secondary colleges, in a resilient, confident and enthusiastic way. The school continues to have ongoing positive relationships with the local preschools. An intra-school transition program occurs in Term 4 where all year levels link with the following year's students and teachers. This program prepares students for their entry into the next year level. The focus of this program is developing a sense of belonging, learning about expectations of the new year level, and developing a cooperative team approach to learning. Year 6 students participate in all relevant transition programs offered by local secondary colleges. Year 5 students visit (upon invitation) or are visited at the school by the colleges. The school continues to review its transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings.

Financial performance and position

The financial position of the school at the end of 2020 indicated a healthy surplus. A small equity funding grant was used to provide time for an experienced teaching staff member to provide specific targeted teaching to small groups or individuals.

The operating position of the school at the end of the year was very positive due to diligent budget monitoring and planned spending. Surplus money has been budgeted to go towards major building works in 2021.

The school successfully attracted a \$500,000 amenities upgrade grant at the end of 2020. The school intends to complete a building Master Plan in 2021.

For more detailed information regarding our school please visit our website at

<https://niddrieps.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 324 students were enrolled at this school in 2020, 159 female and 165 male.

11 percent of students had English as an additional language and 4 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.

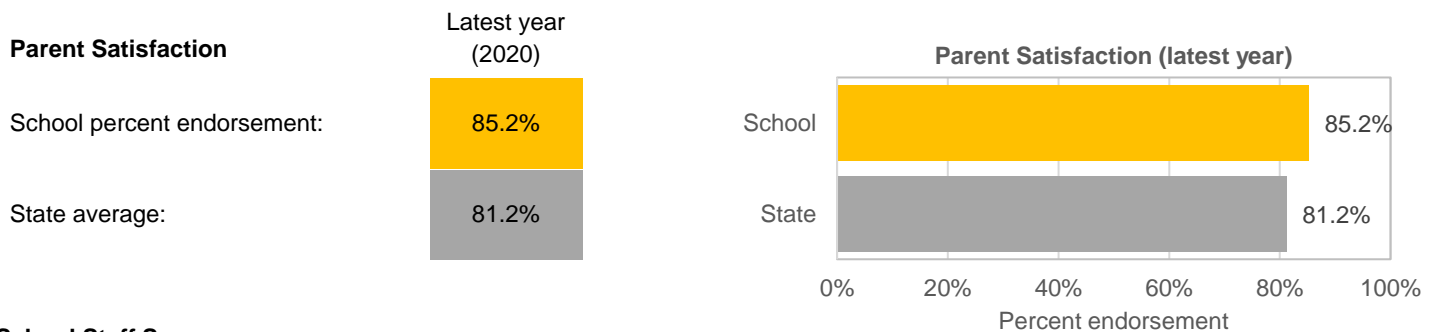
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

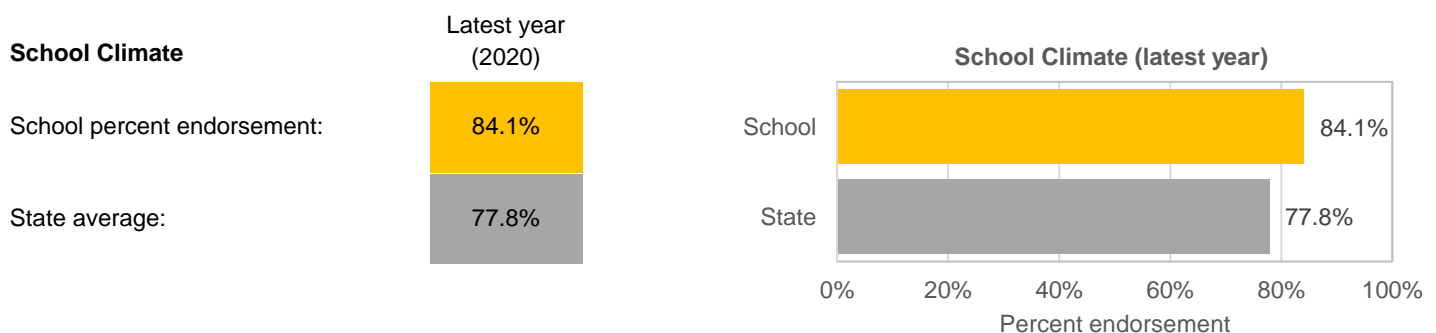


School Staff Survey

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:

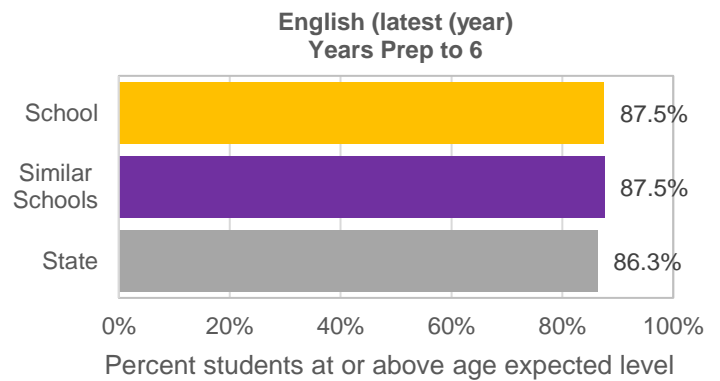
87.5%

Similar Schools average:

87.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

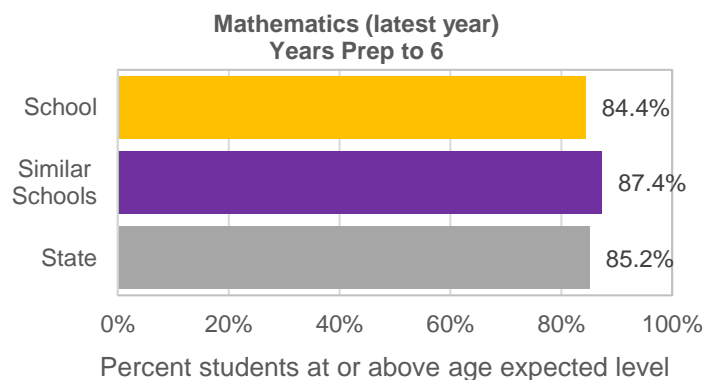
84.4%

Similar Schools average:

87.4%

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

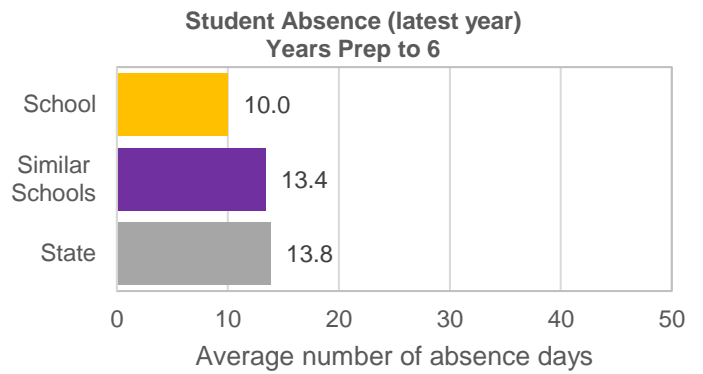
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.0	15.0
Similar Schools average:	13.4	14.7
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%	96%	95%	95%	94%	95%	95%

WELLBEING

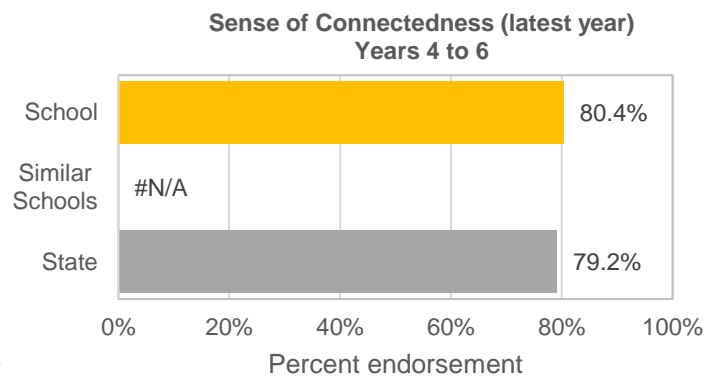
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.4%	85.3%
Similar Schools average:	NDP	81.1%
State average:	79.2%	81.0%



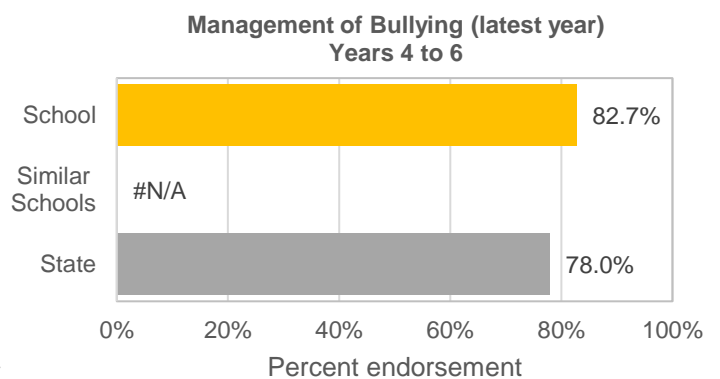
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	82.7%	86.4%
Similar Schools average:	NDP	81.1%
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	\$2,904,586
Government Provided DET Grants	\$364,679
Government Grants Commonwealth	\$3,200
Government Grants State	NDA
Revenue Other	\$9,826
Locally Raised Funds	\$156,176
Capital Grants	NDA
Total Operating Revenue	\$3,438,467

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,292
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$45,292

Expenditure	Actual
Student Resource Package ²	\$2,619,970
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$8,470
Communication Costs	\$7,233
Consumables	\$71,218
Miscellaneous Expense ³	\$7,688
Professional Development	\$5,788
Equipment/Maintenance/Hire	\$25,694
Property Services	\$81,009
Salaries & Allowances ⁴	\$146,219
Support Services	\$35,223
Trading & Fundraising	\$19,052
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$25,716
Total Operating Expenditure	\$3,053,280
Net Operating Surplus/-Deficit	\$385,187
Asset Acquisitions	\$2,108

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$449,819
Official Account	\$25,382
Other Accounts	NDA
Total Funds Available	\$475,201

Financial Commitments	Actual
Operating Reserve	\$60,057
Other Recurrent Expenditure	NDA
Provision Accounts	\$7,794
Funds Received in Advance	\$35,371
School Based Programs	\$149,454
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$70,176
Capital - Buildings/Grounds < 12 months	\$45,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$107,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$484,851

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.