

2020 Annual Report to The School Community



School Name: Ascot Vale Heights School (5109)



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

Attested on 24 March 2021 at 08:04 AM by Colin Schot (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 24 March 2021 at 08:11 AM by Tony Charles (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.

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. 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.

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 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).

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. 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 '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 a disability 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

The school has recently changed its name from Ascot Vale Special School to Ascot Vale Heights School.

The school's vision, " Every student, every day to be given the opportunity to be the best they can be" is central to everything we do as a school. The school strives to ensure that all students have access quality teaching and learning opportunities and resources and facilities required to engage and support each student in their learning and personal development.

The mental health and wellbeing of every student is a high priority. The school continues to adopt the school wide positive behaviour framework to identify and develop support systems for students requiring additional support with their mental health and wellbeing needs. The school has also implemented Resilience, Rights, Respectful and Relationships Program to support all students. This program promotes the social and emotional skills of students in order to provide positive health and wellbeing outcomes.

The school's values of Respect, Responsibility, Commitment, Cooperation and Honesty are integral to our work staff and the students and our engagement with the school community.

Located in Melbourne's North West, Ascot Vale Heights School offers a unique and innovative learning environment for students aged from 5-18 years with mild intellectual disability. Ascot Vale Heights School is organised on a Primary Secondary and Senior Secondary Learning Centre Model. The school is home to a wide range of students from diverse nationalities and cultural backgrounds.

The school has a staff complement of 3 Principal Class, 2 Leading Teachers, 16 teachers and 24 Education Support Staff and currently has an equivalent full-time enrolment of 111.6 students.

The teaching and learning programs are tailored to meet the individual needs of students with Individual Learning Plans established for each student. The teaching and learning of the school is driven by data that is used to determine priority learning goals for students and to report on progress. The curriculum of the school is aligned with the Victorian Curriculum framework.

The school delivers curriculum through a variety of engaging, hands-on contexts for learning. Some of these programs include:

The Stephanie Alexander Kitchen and & Garden Program, Visual Arts, Learn to Play, Interschool Sport, Camps, Work Experience, Camps and Horticulture.

The school has one to one iPad program and has introduced Multi-Media and Coding to connect students to these new pathways to become independent learners.

The school has an excellent VCAL Foundation Studies Program and has recently introduced ASDAN to meet the needs of students that find it difficult to complete VCAL. These two certificates offer the senior secondary students an opportunity to complete an accredited certificate on leaving school.

Ascot Vale Heights School promotes and recognizes the need for the students to have the skills, confidence, and capacity to be employable, independent, and responsible citizens on leaving school.

Framework for Improving Student Outcomes (FISO)

To deliver improved learning outcomes for the students at Ascot Vale Heights School. The school focused on the Framework Improvement Student Outcomes (FISO) initiative on building the capacity of the leadership team to model inclusive practice so that students succeed in their learning and are supported with their mental health and wellbeing needs.

The delivery of flexible and remote learning was new learning for the students, the staff and parents and carers. It presented challenges and opportunities in supporting students learning from home or accessing the onsite learning program.

The Seesaw Digital Learning Platform was instrumental in supporting the onsite learning of students through the delivery of learning tasks and activities to support the seventy-five percent of students learning from home during hard lockdown.

Student Support Group Meetings were conducted via Webex, as were classroom group or individual chats that were conducted by school staff. School communications with parents and carers was a high priority during this lockdown in checking in on students and the family’s mental health and wellbeing needs.

Resilience, Rights and Respectful Relationships has been embedded into the school’s curriculum and taught explicitly in the classrooms of the school. The school has a strong commitment to developing social, emotional, and positive relationships that will reduce anti-social behaviours and support the health and wellbeing needs of students.

The Professional Learning Community (PLC) initiative and the weekly professional learning forums are the two school key drivers to build the knowledge and instructional practice of all staff. This work has been highly effective, as reflected by the staff in the school’s staff opinion survey results.

The school has targeted curriculum planning and assessment as a critical area for further work. This work has focused staff on engaging with the curriculum in the development of units of work, and I can statements in English and Mathematics.

The school has worked extensively to develop formative assessments to target student areas of need, develop interventions and drive instructional practice occurring in the classrooms.

Increased staff knowledge of the curriculum, increased use of assessment and data to support intervention and learning has improved the practice excellence of the staff.

Student voice and agency is facilitated through weekly meetings of the Student Voice Team and the use of student exit tickets to provide feedback to teachers on lessons delivered to the students.

The school was well-positioned to make some significant gains in the area of practice excellence, curriculum planning and assessment which was reflected by the capacity of leadership and staff to deliver student learning. This work delivered significant student growth in the learning modes of English in 2020.

Achievement

The school has made a significant effort to track the progress of students in the key learning areas of English and Mathematics. The school in the Annual Implementation Plan for 2020 set significant learning targets that were challenging but achievable in these two key learning areas.

The student data collected for the following curriculum areas has been based on teacher judgement and the, “I CAN Statements,” achieved by the students in 2020 against the Victorian Curriculum.

The figures tabulated in tables and are percentages of the student cohort in each of the Victorian Curriculum levels. English: Victorian Curriculum Level Growth

Reading and Viewing

The level growth recorded for pre foundation levels (23%) and post foundation levels (24%) was a terrific result and a strong testament to the work that has been put in by staff to support students in this mode of English. The strong learning growth achieved by students in reading and viewing against the achievement standards in the Victorian Curriculum was amazing given the disruption to onsite learning due to the pandemic.

Speaking and Listening:Victorian Curriculum Level Growth

The level of growth recorded for pre foundation levels (30%) and post foundation levels (20%) was the strongest learning growth achieved by the students in all the areas of the curriculum for this annual report. The ability to communicate and listen is a high priority for all students. This result and reflects the increased priority being given to student voice and agency and the greater awareness of staff of the crucial importance of this mode in the development of the communication skills of students.

Writing :Victorian Curriculum Level Growth

This mode of English recorded the lowest growth of the three English modes.The level growth achieved in this mode reflects significant student learning growth attained by the students in pre foundation (20%) and post foundation (21%)

In summary, all three modes of English achieved strong learning growth and attainment by the students against achievement standards in the English Curriculum.

The results achieved in Reading and Viewing, Speaking and Listening and in Writing reflect the work that has been put by the staff to build their literacy knowledge, instructional practice and develop authentic online literacy experiences for the students during flexible and remote learning.

Mathematics:Victorian Curriculum Level Growth

Statistics and Probability

The percentage of students attaining level learning growth in pre foundation levels (13%) and post foundation levels (14%) is significant and is similar to the results achieved for the other mathematics modes.

Measurement & Geometry

The level growth recorded for pre foundation levels (14%) and foundation levels (15%) is in line with the level growth of the other two mathematics modes.

Number and Algebra

The level growth recorded for pre foundation levels (14%) and foundation levels (15%) in Numeracy and Algebra is consistent will the level of growth achieved for all three mathematics modes.

The three mathematics modes are significantly down on the levels of growth achieved for the English modes of level of growth. There are a number factors that may account for this levels of growth recorded in mathematics. The impact of flexible and remote learning, increased focus on literacy during this time and the professional development priority being centered on literacy.

The results achieved are still significant, as it cannot be assumed or expected that many of the students in any of the curriculum areas would move up a level in a year.

Student learning in 2020 for the school's additional needs students was hugely disrupted as students, parents and carers and staff coped with the challenges of dealing with COVID-19 and the transition to learning from home. There were a few students that excelled in learning from home, but many of the students struggled as well as parents in keeping the students on task and motivated to complete the learning tasks that were provided. The majority of students

struggle to work independently and are not able to stay on task without support. The implication of this was that the school did not attempt to cover all areas of the curriculum in depth, but to provide learning tasks that were engaging, fun and could be completed without too much parent and carer assistance. The school also supported up to 25% of the most vulnerable students onsite and provided an alternative program to meet the needs of this diversified group students.

Staff and parent and carer skills in utilising Webex and the Seesaw Digital Platform improved considerably and enabled daily communications with the students and the parents. Seesaw was the key platform to post learning tasks and for students to post their work.

Parent feedback was over whelming positive on what the school did to support the students learning from home and in catering for the significant percentage of students attending the onsite learning program.

Engagement

Student engagement in learning is critical if students are to attain deep and sustainable learning. Ascot Vale Heights School strives to provide an educational environment, which is engaging, stimulating, safe and challenging where students are acknowledged and celebrated. In 2020, the school continued to explore diverse contexts for learning based on student strengths and interests. The Stephanie Alexander Kitchen Program continues to offer authentic and applied learning opportunities within individual and small group contexts. Parent overall satisfaction (78%) with the school is a strong endorsement of the work of the school in the meeting needs of the students.

The staff have strongly endorsed (83%) parent and community involvement in the school as with trust in parents and students (72%)

School-Wide Positive Behaviour Support (SWPBS) provides the framework for the staff to engage and connect with students in the school. Parent endorsement for promoting positive behaviour (87%) reflects the work that the school has done, as it provides a transparent process where data can be gathered to review and identify where changes are required to engage the students in learning. The school continues to promote and support this program through the work of an active SWPBS committee.

The school continues to have a strong focus on increasing the engagement and involvement of our parent community. Parent participation and involvement in the school (72%) reflects the impact of COVID-19 and the limited opportunities for parents and carers to engage with the school in 2020.

There has been a high level of engagement of parents and carers in the Student Support Group (SSG) meetings through Webex in 2020. These SSGs continue to play an essential role in the school for both teachers and parents in the learning partnership between the school and the home. The school will continue to promote the importance of these meetings to the school community and set high expectations for student learning.

The Seesaw digital platform has made a significant difference in the engagement of parents in their child's learning. The school has now embedded this digital communication platform as the major communication portal for parent and school communications. This portal provides a constant flow of information between school and home and has certainly enhanced the parent and teacher partnership in the school.

The Compass Portal has continued to provide the platform for parents to report their child's absence, access student reports and arrange SSG meetings.

Student level of engagement in their learning is high as reflected in their sense of connectedness (79%), level of student voice and agency (84%) and the opportunity to experience differentiated learning (91%). Students have said the learning taking place in their learning environments is stimulating (87%). These percentages are a strong endorsement by the students of their engagement and connectedness in the school.

There has been an increase in the average absence days in 2020 (26) compared to 2019 (24.1) This is a significant

increase in the student absent rate from the previous year and reflects the increase in the number of students that had extended periods of absence (30+ days) due to parent and carer concerns with the COVID-19 and the implications for their child. The school's absent percentage 20 + days (19%) was a big improvement over the (44%) registered in 2019 and there was also slight decrease in the (30+) days absence from (32%) in 2019 to 30% in 2020.

The school will continue to focus and prioritise the importance of students being at school. Long Term absenteeism continues to be of concern for a few students that have extended school absence due to travel, illness and long periods of absence. COVID-19 had a major impact on the absent rate of students in 2020. The school has thorough processes in place to monitor this and continue to work closely with families to support school attendance by daily contact with students that are absent from school.

The school continues to maintain the facilities to ensure our students and staff have access to a safe, vibrant and stimulating learning environment.

Wellbeing

The school goal is to build an inclusive learning environment that nurtures the wellbeing of every student. To support the achievement of this goal, the school has implemented the Rights, Responsibilities, Respectful Relations Program (RRRR) and has established a Student Voice Team. These two actions of the school have provided students with the opportunity to use their voice and agency, understand and know their rights, responsibilities, and the importance of respectful relationships. These programs are integrated into the school's curriculum and delivered in all classes of the school.

To support the implementation of these two initiatives, staff have had access region and school-based professional learning programs and the school teams that lead this work in the school.

The school's Compass Portal provides a database to support the interventions that may be required to support student(s) wellbeing needs. The school implements the Student Attitude to School Survey to provide students with a voice and opinion about what is happening in the school. An outcome was a request for a change of school name, which is now in process.

The school has a student wellbeing coordinator who is also responsible for child safety in the school. The critical role of the school's coordinator is to support staff, parents and students in meeting the wellbeing needs of students at the school.

The school will continue to implement SWPBS and RRRR alongside the Personal and Social Capabilities learning area of the Victorian Curriculum.

The school will continue to allocate sufficient resources, provide and support staff with professional learning and continue to promote these critical programs so that students have the support and the know-how to deal with theirs and others behaviours and the responsibilities of their actions as outlined in the RRRR program.

The school has appointed additional classroom support and allied health staff to support the learning and wellbeing needs of all students. The breakfast club is now well established to support students in need of this opportunity and has been well attended.

Financial performance and position

The school has had an excellent financial performance that has generated a healthy surplus for the 2020 calendar year of \$352,735. This surplus will be used for additional staffing and further resourcing of school programs. The school has an 87% collection rate for the excursion levy and a 58% parent and carers paying the student levy. The percentage of levies collected again has declined from the previous year due to the Coronavirus pandemic. The School Allocation Budget for 2020 was ratified at the council meeting in May. Budgets allocated are entered into CASES21 software that tracks receipts and expenditure of items against budgets. The total expenditure for 2020 was \$763,104. This total was spent on school curriculum resources, programs, school facilities and utilities and the employment of casual staff to replace staff leave. The salaries component was \$3,911,261.

In 2020, Ascot Vale Heights School received:

A donation was received from Hotels Association of \$5,000 to spend on the VCAL students to enhance their outdoor space.

Riverside ladies Gold Club donated a total of \$3,300 throughout the year, although they could not hold their charity gold day, one of the ladies made masks and the profit went to the school.

We received a Sun Smart Grant of \$636 for the purchase of a hat for each primary school student.

A grant of \$30,000 was approved for purchasing of specialty equipment for a student who needs assistance in relation to wheelchair and specialty desks and Rifton Chair.

Various donations totalling \$400 was made from various entities to support the Breakfast Club Program.

In June, we received a donation of \$2,000 from the Herbert Allen Bequest to support the camping program.

Unfortunately we could not attend camp in 2021, so they have kindly allowed us to carry forward this money for the 2021 school year camp.

The Departments Facilities section granted the school \$10,000 to put towards the Schools Maintenance System for repairs to school buildings (through the SMP portal).

The breakfast club has also received almost \$2000 from a parent and the grandparent of a staff member.

In 2020, the school purchased:

New stools for the art room were purchased at a cost of \$2,500.

A Rifton chair and modified table and specialty sensory chair was purchased to support one room for a child in a wheelchair.

The school also purchased stationery packs for remote learning (lockdown due to COVID-19). These packs totalled \$3,800.

In March, the shade sail was erected in the Foundation play area. This was money donated from Hotels Association over the past 4 years (total \$20,000)

In June, the carpet was replaced in rooms 9 and 10 and the café foyer. Also the vinyl replaced carpet in the eating area of the kitchen at a cost of \$5,000.

Windows were installed in all solid doors as part of the Child Safe initiative at a cost of \$2,670

The school erected a new fence in the carpark of the school costing \$2,195.

In November, synthetic lawn was installed in the courtyard play area outside Rooms 1 & 2 at a cost of \$10,000. The fibreglass roof panels were also replaced in this area at a cost of \$9,900 (using the grant from the SMP from the Department).

Painting of the old library, Principal class offices and the VCAL rooms were done at a cost of \$7,000.

Carpets were replaced in certain rooms at a cost of \$23,000.

Two new split systems for the OT/Speech Office and Room 9 classroom were installed at a cost of \$6,000.

New front gates replaced faulty ones at a cost of \$3,267.

Sensory shed for the playground was erected to house sensory play equipment, costing \$2,500.

Carpentry of library storage cupboards to house music equipment and painting of cupboards cost \$5,000.

Teaching staff were engaged in a Smart Spelling PD at the start of the school year costing \$6,800.

New art room tables were purchased to accommodate all students. They are adjustable and were installed at a cost of \$6,000.

For more detailed information regarding our school please visit our website at
www.ascotvaless.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 109 students were enrolled at this school in 2020, 39 female and 70 male.

32 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

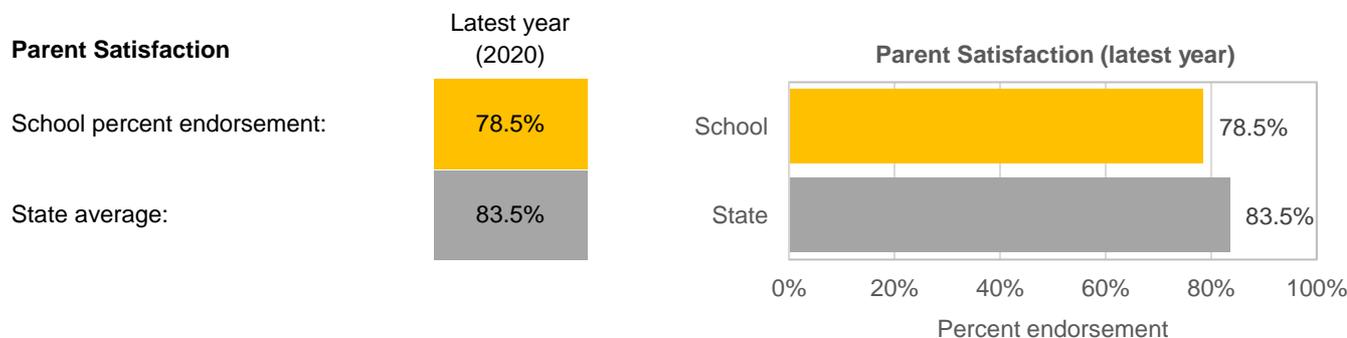
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

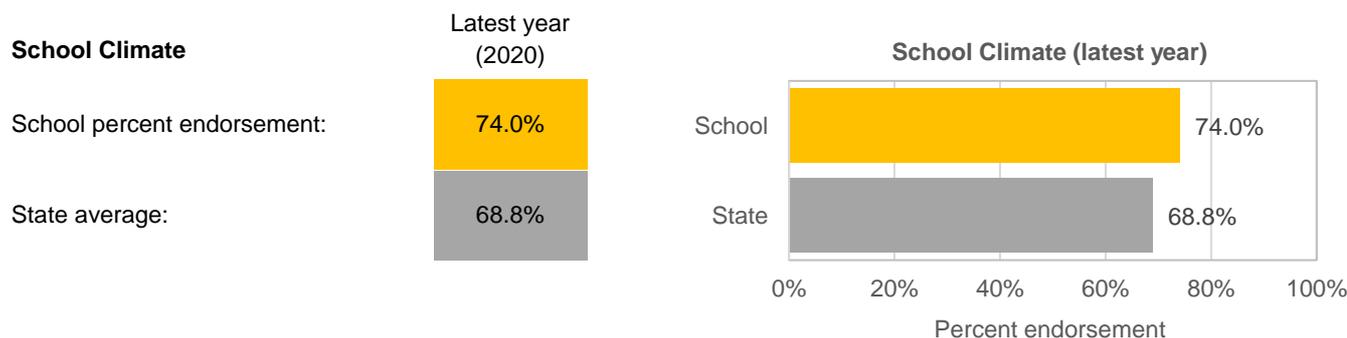


School Staff Survey

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.



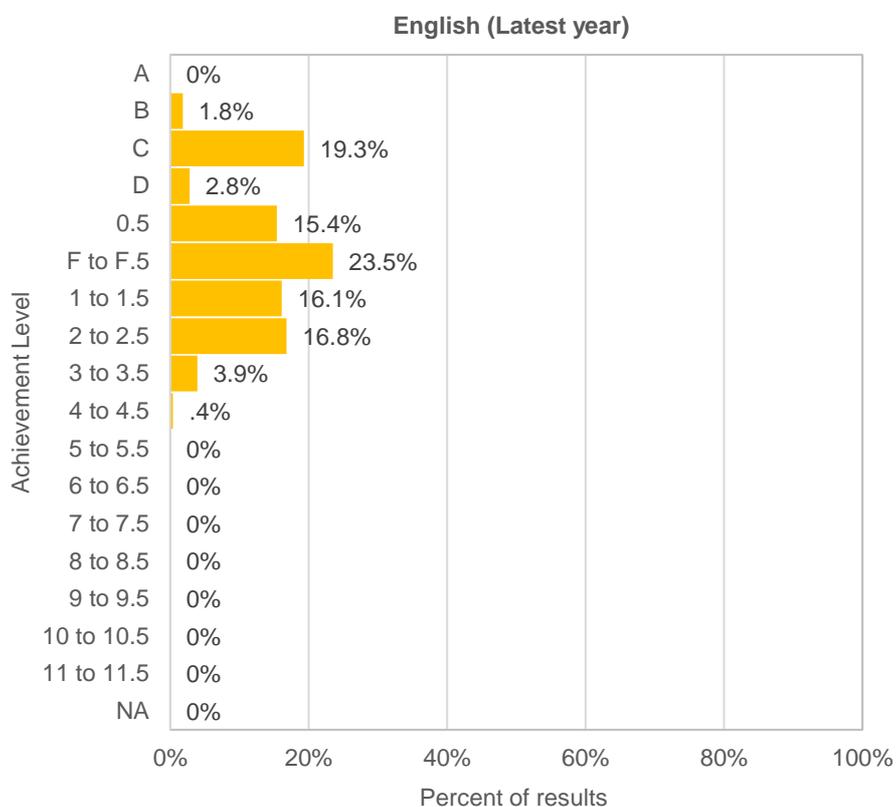
ACHIEVEMENT

Teacher Judgement of student achievement

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

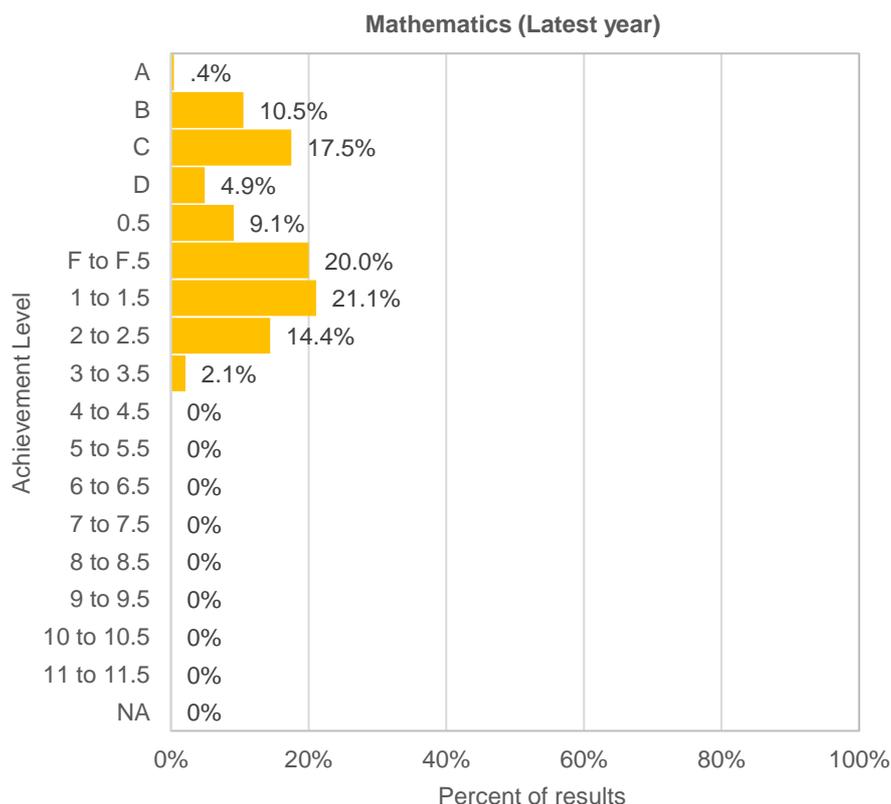
English

Achievement Level	Latest year (2020)
A	NDA
B	1.8%
C	19.3%
D	2.8%
0.5	15.4%
F to F.5	23.5%
1 to 1.5	16.1%
2 to 2.5	16.8%
3 to 3.5	3.9%
4 to 4.5	0.4%
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 (2020)
A	0.4%
B	10.5%
C	17.5%
D	4.9%
0.5	9.1%
F to F.5	20.0%
1 to 1.5	21.1%
2 to 2.5	14.4%
3 to 3.5	2.1%
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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	22.3	19.1	24.2	26.0	23.0

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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	93.8%	100.0%	98.4%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,377,703
Government Provided DET Grants	\$649,526
Government Grants Commonwealth	NDA
Government Grants State	\$13,011
Revenue Other	\$58,414
Locally Raised Funds	\$58,723
Capital Grants	NDA
Total Operating Revenue	\$4,157,377

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,077
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$34,077

Expenditure	Actual
Student Resource Package ²	\$3,271,975
Adjustments	NDA
Books & Publications	\$775
Camps/Excursions/Activities	\$6,134
Communication Costs	\$15,718
Consumables	\$70,753
Miscellaneous Expense ³	\$31,802
Professional Development	\$11,269
Equipment/Maintenance/Hire	\$154,112
Property Services	\$117,585
Salaries & Allowances ⁴	\$284,277
Support Services	\$121,849
Trading & Fundraising	\$8,598
Motor Vehicle Expenses	\$1,854
Travel & Subsistence	\$1,366
Utilities	\$34,235
Total Operating Expenditure	\$4,132,303
Net Operating Surplus/-Deficit	\$25,074
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 02 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	\$227,064
Official Account	\$38,146
Other Accounts	NDA
Total Funds Available	\$265,210

Financial Commitments	Actual
Operating Reserve	\$128,174
Other Recurrent Expenditure	\$2,172
Provision Accounts	\$564
Funds Received in Advance	NDA
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$480,910

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.