

2020 Annual Report to The School Community



School Name: Echuca Twin Rivers Primary School (5516)



- 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 31 March 2021 at 10:16 AM by Julie Hommelhoff (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 28 April 2021 at 07:20 PM by Deborah Flett (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

Echuca Twin Rivers Primary School is a school created as of a merger between Echuca South and Echuca West Primary schools. All staff at Echuca Twin Rivers School (ETRS) are registered with Victorian Institute of Teaching (VIT). The school meets the VRQA minimum standards as part of a VRQA Pulse audit in September 2018. ETRS undertook its review in 2020.

Echuca Twin River PS is located in the Parkview Estate in the new development area of Echuca West. Our school is Stage 1 of the Echuca Education Precinct built on the site. Stage 2 is the completion of The Centre, 5 / 6 Classrooms and the Echuca Twin Rivers Specialist School. Both the primary school and specialist school share a new full court Gymnasium, administration building and other facilities as well in the future.

Echuca Twin Rivers PS has a student population of 253 students from Grades Foundation to Six. The school has two Principal class staff, 1 Learning Specialist, 16 teaching staff and 12 Education Support staff. The school is a new architectural designed building that promotes inclusive education and team teaching with flexible learning spaces – the building caters beautifully for our students and teachers.

A Koori Education Support Officer provides families with additional support. An extensive Kinder to Prep transition program is offered to ensure our new students feel connected to our school with our Pre-School Playgroup Program with the Shire of Campaspe and Save our Children Support group being held each week.

Echuca Twin Rivers Primary School strives to create a cohesive, inclusive, challenging and supportive learning environment, encompassing all members of the school community based on the school's trademark values of Respect, Resilience, Responsibility, Inclusion and Academic Excellence.

Framework for Improving Student Outcomes (FISO)

In 2020, the ETRS AIP focused on the FISO model priorities of Excellence in Teaching & Learning & Positive Climate for Learning

The Goals & Key Improvement Strategies for 2020 at ETRS included:

- Maximising the learning outcomes & achievements of every student in English & Mathematics
 - Establishing Professional Learning teams that reflect the DET PLC framework
 - Developing an agreed, consistent school wide instructional model for teaching Literacy & Numeracy
 - Scope and sequenced curriculum across levels of learning
- Establishing a positive, safe & inclusive learning environment that reflects the agreed values of ETRS – respect, resilience & inclusion
 - Developing a school wide approach towards promoting student safety, management & Well being
 - Regular opportunities for sharing & celebrating student & school achievements planned to build pride & connectedness through school assemblies, classroom presentations & newsletters

To support the implementation of these KIS at ETRS in 2020, a Learning Specialist in the area of Teaching & Learning was appointed. PLC leaders were assigned to the P-2 and 3-6 levels of the school. Strategic teams were established for Teaching & Learning and SWPBS/Well being.

The following items were completed in 2020:

- Development and implementation of an instructional model for reading
- PLC teams worked through five improvement cycles in Years P-2 and 3-6. Staff focused on a range of areas including increasing reading engagement through the use of Classroom Libraries, two Numeracy improvement cycles including work on number, fractions, patterns and worded

subtraction problems and two cycles on reading improvements involving several different areas including inferring, phonological awareness, rhyme production, author’s purpose and comprehension.

- A whole school Assessment Schedule was developed to be implemented in 2021. This clearly identifies the assessment type and the purpose of each assessment. Staff collaboratively contributed to identifying the purpose of the assessments.
- Current curriculum scope and sequence documents were evaluated with further work to be conducted in 2021 to develop a plan for future work in this area.

Achievement

In 2020 Echuca Twin Rivers School had a strong focus to continue to improve and enhance literacy and numeracy learning outcomes and achievements.

The school’s literacy program has been supported by extensive professional learning through the DET Bastow Education Program. Staff attended the Leading Literacy course in 2020. This enabled the school to develop a plan for the teaching of reading.

A Reading Instructional Model was developed and implemented in 2020. Staff used Professional Readings to research Instructional Models and collaboratively contributed to the development of the preferred model for Echuca Twin Rivers School. The Reading Instructional model was further unpacked and “What the teacher will do” and “What the students will do” was added to each component. The school will continue to work on embedding this framework based on current pedagogies including the High Impact Teaching Strategies, Victorian Teaching and Learning Model and use resources such as the Victorian Literacy Portal and Toolkit.

Due to COVID-19 constraints in 2020, NAPLAN data is unavailable for comparison in this report. We will therefore refer to Teacher Judgement data/results.

In 2020, 57% or more of students in Years F-4 achieved at or above expected level in Reading & Viewing. 27% of students in Years 5 and 6 achieved at or above expected level in Reading & Viewing.

In 2020, 51% or more of students in Years F-2 achieved at or above expected level in Writing and 32-47% of students in Years 3-6 achieved at or above expected level.

In 2020, 78% or more of students in Years F-2 achieved at or above expected level in Speaking & Listening and 41-60% of students in Years 3-6 achieved at or above expected level.

In 2020, 60% or more of students in Years F-3 achieved at or above expected level in Number & Algebra and 30-46% of students in Years 4-6 achieved at or above expected level.

In 2020, 58% or more of students in Years F-2 achieved at or above expected level in Measurement & Geometry and 16-50% of students in Years 3-6 achieved at or above expected level.

In 2020, 58% or more of students in Years F-2 achieved at or above expected level in Statistics & Probability and 18-48% of students in Years 3-6 achieved at or above expected level.

Echuca Twin Rivers School continues to work hard at making positive improvement in student outcomes on a range of assessments. Staff are committed to improving student learning outcomes through Professional Learning Communities. As noted in the FISO notes in the previous section, PLCs at Echuca Twin Rivers in 2020 were conducted in the areas of literacy and numeracy.

This will inform the work in the 2021 AIP and leadership structure of the school. With increased role clarity we feel that we are moving in the right direction to continue to drive school improvement.

All students with program support disability funding showed progress at satisfactory or above levels in relation to individual goals.

Engagement

Echuca Twin Rivers School (ETRS) promotes a positive and safe learning environment for our students in which all staff take responsibility for student health and wellbeing ensuring engaging and positive learning experiences. At ETRS, students rate of absence continues to be a major focus of work for all stakeholders. Outside support agencies as well as our Koori Engagement Support Officers play an integral part supporting families with regular school attendance. The school has continued to refine and monitor its attendance policy and a range of strategies have been implemented such as attendance awards, regular phone calls and attendance meetings with families in attempt to improve student attendance. All student attendance concerns are addressed by the Assistant Principal or the Social Workers following school protocol and based on Ministerial Guidelines. Based on the Review work that was carried out in 2020, improving attendance remains a key improvement strategy for the school.

The Sentral Management Tool is fully utilised to support home school partnerships and has a heavy emphasis on attendance providing up to date and accurate communication for families. Families can report absences to the school and text messages are sent out daily as to ensure correct follow up is done with all families in a timely manner when absences are noted.

Attempts to improve the overall attendance rate of ETRS in 2020 was hampered by Covid 19. The amount of time students spent offsite and the availability of technology devices along with the skill set of some parents to support their children adequately during this time, negatively affected the level of engagement with the school. This was reflected in the Attitudes to School Survey showing a significant drop in learning confidence and attitudes to attendance.

Prior to Covid 19, ETRS was well-resourced with digital technology resources and ICT infrastructure across the school. During the remote learning period, the school's resources were lent out to families to support student engagement and learning during this period. Many of the school resources were re-allocated to families under the instruction of the Department of Education with the intention of narrowing the technology gap leaving the school depleted of technology resources at the end of 2020. Technology resource replenishment will continue to be a goal for the school moving into 2021 and 2022.

Individual Learning Improvement Plans are written for children with special needs, Koori students, out of home care students and students with disabilities. Behaviour Support Plans were further refined and are employed for students who have 6 or more major behaviours in a term period. Student Support Staff Officers (SSSO) and outside agencies, supported staff, families and students formulating such plans.

School's Out, the school's Out of School Hours Care program, continued to grow and establish itself despite Covid 19 restrictions in 2020 and is a great draw card for the school and provides a very comprehensive and tailored program for its clients. The community breakfast and emergency lunch program continues to operate each school day and is sponsored by many local businesses.

Wellbeing

The 2020 Attitude to School scores for students' in Year 4-6 responses show an upward trend in several areas since 2018. This modified survey measured the sense of connectedness, classroom behaviour, teacher student relations, student voice and agency, student safety, effective teaching practice for cognitive engagement and management of bullying.

Over the past 3 years there has been an upward trend in positive responses for effective teaching time, differentiated learning challenge and school connectedness. There has been significant positive growth in the area of feeling safe at this school growing from 57% in 2018 to 70% in 2020 and managing bullying fairly from 55% in 2018 to 61% in 2020. This is a result of the commitment to School Wide Positive Behaviour Supports and the consistent approach to behaviours that are in need of correction. Teacher student relations has also seen a steady improvement across this time frame too moving from 69% to 79%.

The level of responses indicating that cyber bullying was a concern to them was alarmingly high at 53% of all respondents. Learner Characteristics and Disposition showed a significant decline in responses in 2020 in comparison to previous years along with Student Voice and Agency. This will be explored further with the students. Learning

confidence among male students continues to be significantly lower than that of their female counterparts.

The School Values, Matrix and Behaviour Flow Chart continue to be embedded in the school climate. A scope and sequence outlines the value and SWPBS focus behaviour for the week along with the Zones of Regulation or Respectful Relationship lesson for each year level across the school. There is a non-negotiable wellbeing hour across the school each Monday and another hour allocated throughout the week as a minimum expectation.

SWPBS continues to be a staple of each assembly celebrating the achievements of students who have received a certain number of Wally stickers with certificates. These students are also celebrated in the newsletter. Video modelling and weekly lesson plans shared on the staff drive are critical elements to teaching students the expected behaviours while at school. Wally the Western Plains Wanderer came to life this year with a life size school mascot being custom made to help promote the school's expected behaviours. Wally the Wanderer appears at special events, assemblies and also makes surprise appearances throughout the term.

In 2020, The ETRS SWPBS Handbook was developed and this is used to support both new and existing staff, explaining the school's systems and processes. These documents are continually being evaluated and updated to ensure all stakeholders in the community are involved in this process and it continues to meet the needs of staff and students.

Sentral has continued to be a valuable tool in communicating behaviours and well being concerns with staff, parents and outside agencies. Sentral allows for effective data collection and analysis. This is regularly reviewed by the PLT Well being Team and informs current practices and highlights improvements and areas of concern. Weekly data is collated and communicated with all staff on a weekly basis via the staff bulletin.

The SWPBS initiative was extremely successful in 2019. One of the factors that made it so successful was the Professional Learning Team (PLT), that would meet fortnightly. The PLT had a range of members from the local community, that included parents, students, staff and community agencies including VicPol. In 2020, this dropped off due to Covid 19 restrictions and the pace in which change was happening previously slowed significantly hampering the expected progress in this area. However, our PLC Well being team successfully showcased our journey thus far on the SWPBS road to schools across the State of Victoria earlier in Term 3 which was a great achievement a major highlight for the school in 2020.

Our annual End of Year survey in 2020 showed some pleasing responses from our parent community. 100% of the parents who responded to the survey were either satisfied or very satisfied with the school. This has shown a marked improvement over the 3 year period since the school opened in 2018. 100% of parents reported that their child was well supported by the school and all respondents agreed that SWPBS was having a positive impact on the school's culture. Respondents commented positively on the support given by the school during remote learning and 87.5% would definitely recommend our school to others and 12.5% would likely recommend our school to others. There were no negative responses to this question.

The Community Connections program that involved ETRS students visiting the local kindergartens and running activities with a staff member was launched in 2019 but disappointingly in 2020, this activity was not permitted due to Covid 19 restrictions. The school anticipates this will again become a weekly or fortnightly activity for our school supporting the transition to school for the local pre-school children.

The transition between ETRS and the local Secondary College through school visits continues to strengthen with classroom teachers working closely with the Year 7 team. Last year, specialised secondary school teachers visited our school and taught subjects such as health and engaged in Student Support Group Meetings and Care Team Meetings with our school. The school developed comprehensive transition summary statements for each student moving into the secondary system outlining most recent assessment results, relevant well being notes, formal medical assessments results, behaviour support plans and individual education plans.

The co-location with Echuca Specialist School was a significant highlight for both schools in 2020. Despite the Covid restrictions in place at the time, both schools ensured they shared expertise and skills in the area of SWPBS and other shared well being initiatives. With restrictions easing, both schools are looking forward to establishing cross school

buddy programs, shared curriculum opportunities for our students along with building the capacity of our staff around behaviour management and better catering for the individual learning needs of the students at ETRS.

Financial performance and position

Echuca Twin Rivers Primary School is the merger of Echuca West Primary School and Echuca South Primary School that opened on a new site in a newly developed estate in Echuca. Echuca Twin Rivers School ended 2020 in surplus. This was mainly due to good staffing management. The 2019 deficit was partly repaid during Term 4, the remaining \$70,000 was carried into the 2021 year. The school is in a fortunate position of having a healthy cash budget. We continue to receive substantial Equity Funding from DET to support our vulnerable students. Stage 2 of the Echuca Educational Precinct was completed in 2020 with Echuca Twin Rivers Specialist School coming on site in Term 4. We share the cost of utilities and Administration expenses for the shared office space.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.echucatwinriversps.vic.edu.au/](https://www.echucatwinriversps.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 248 students were enrolled at this school in 2020, 132 female and 116 male.

4 percent of students had English as an additional language and 20 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.

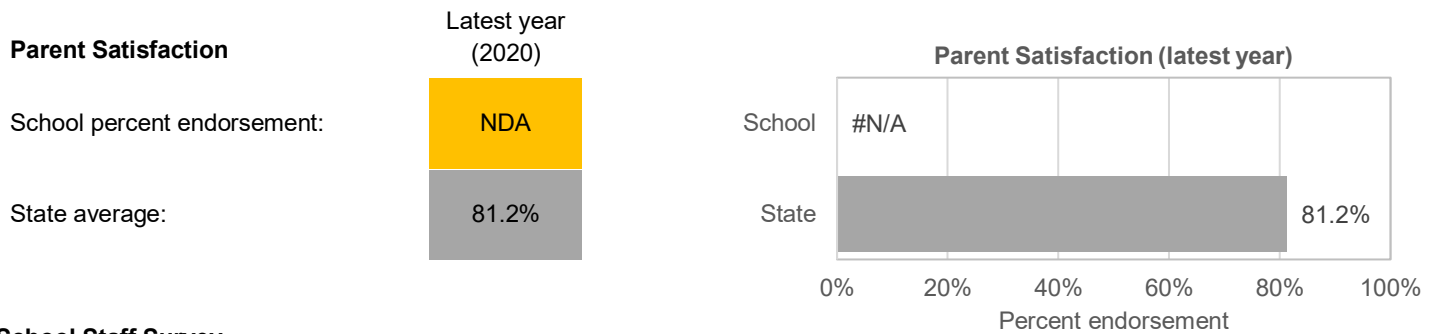
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

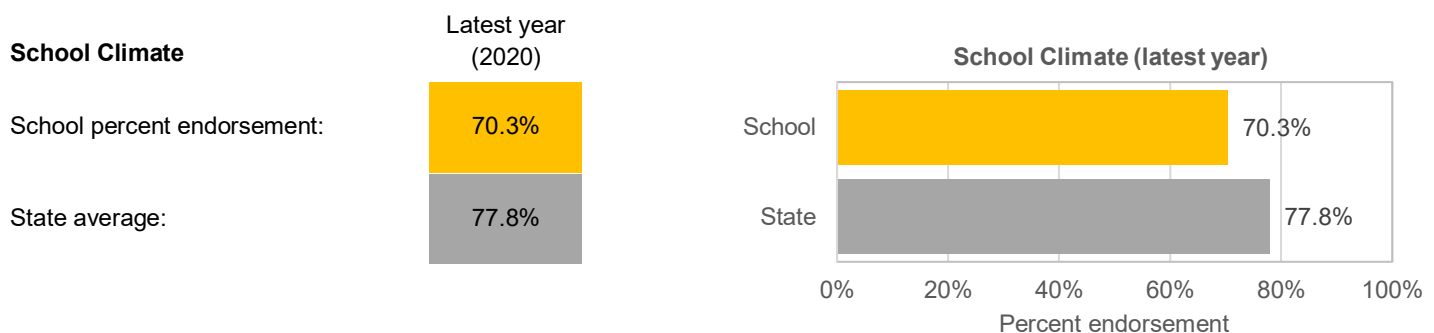


School Staff Survey

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

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

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



ACHIEVEMENT

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:

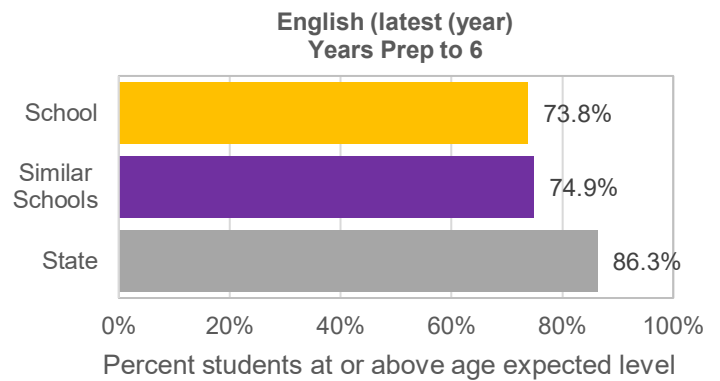
73.8%

Similar Schools average:

74.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

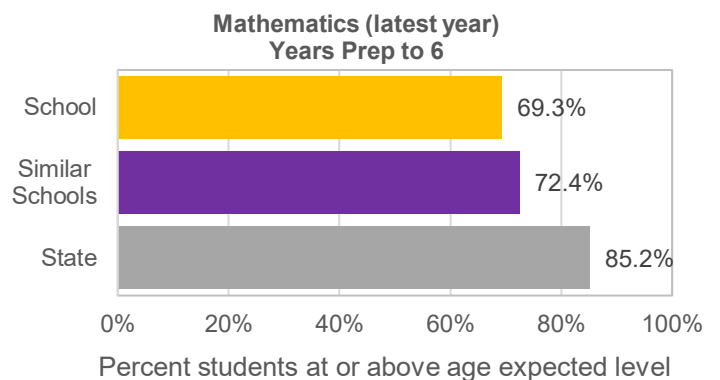
69.3%

Similar Schools average:

72.4%

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

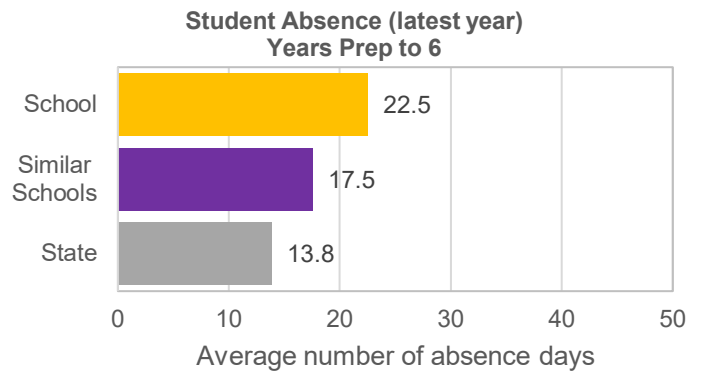
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.5	22.5
Similar Schools average:	17.5	17.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	85%	91%	87%	86%	89%	91%

WELLBEING

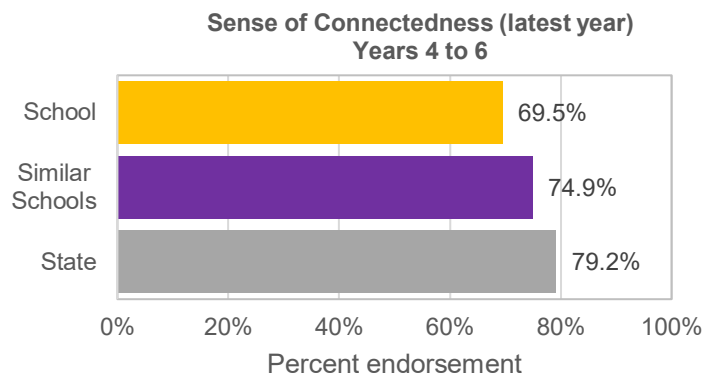
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	69.5%	69.6%
Similar Schools average:	74.9%	79.3%
State average:	79.2%	81.0%



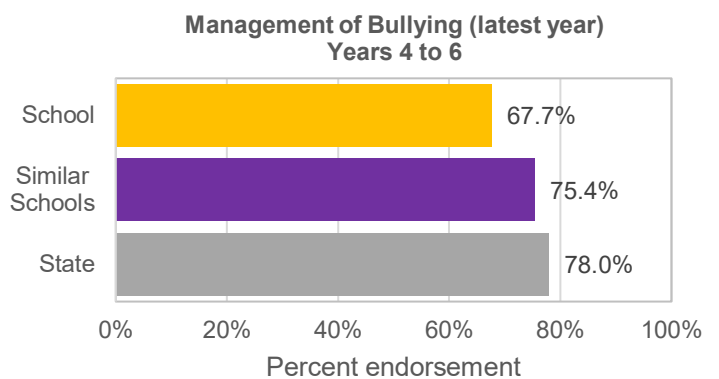
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	67.7%	66.6%
Similar Schools average:	75.4%	80.0%
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	\$2,390,614
Government Provided DET Grants	\$817,587
Government Grants Commonwealth	\$11,530
Government Grants State	NDA
Revenue Other	\$37,588
Locally Raised Funds	\$51,566
Capital Grants	NDA
Total Operating Revenue	\$3,308,886

Equity ¹	Actual
Equity (Social Disadvantage)	\$460,540
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$460,540

Expenditure	Actual
Student Resource Package ²	\$2,359,943
Adjustments	NDA
Books & Publications	\$238
Camps/Excursions/Activities	\$25,631
Communication Costs	\$19,668
Consumables	\$66,274
Miscellaneous Expense ³	\$433,059
Professional Development	\$11,874
Equipment/Maintenance/Hire	\$76,552
Property Services	\$90,252
Salaries & Allowances ⁴	\$129,570
Support Services	\$2,500
Trading & Fundraising	\$12,025
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$78,207
Total Operating Expenditure	\$3,305,792
Net Operating Surplus/-Deficit	\$3,094
Asset Acquisitions	\$11,657

- (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	\$738,305
Official Account	\$32,684
Other Accounts	NDA
Total Funds Available	\$770,989

Financial Commitments	Actual
Operating Reserve	\$155,229
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$80,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$382,479

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.