

# 2020 Annual Report to The School Community



**School Name: Mildura Specialist School (5251)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 28 April 2021 at 10:04 AM by Penny Hale (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 30 April 2021 at 09:47 AM by Connie Aldamiz (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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

Mildura Specialist School is located in the north west of the state in a rural area and caters for students aged 5-18 years with an intellectual disability either mild, moderate or severe, often with associated sensory and motor impairments. A number of students have vision and or hearing impairment. A quarter of the student cohort has a dual diagnosis of Autism and Intellectual Disability. A number of students have physical disabilities affecting mobility and complex medical needs including those who have a PEG feeding system, Anaphylaxis, Asthma and Epilepsy.

Our mission, "Striving for Independence", inspires us to create challenges for our students to be the best they can be. Within a safe, respectful and inclusive learning environment, we provide opportunities for students to develop skills for life and participation in the community.

Vision Statement:

We aim for individual responsibility, social and academic growth.

School Values

The school values are important aspects in daily life and are explicitly taught at all levels within the school.

Be Responsible,  
Be Respectful  
Be Safe

We share these goals with our parents and school community and use the common language of what we aim to do, in our school newsletter and recognition awards.

Classroom teachers - 33

Education Support - 43.4 plus Physiotherapy and Occupational Therapy Education Support staff.

Office administration: 2.2 and Business Manager

Student Engagement Coordinator

Speech Therapists: 1.6

Consultant Occupational and Physiotherapists - two days/week.

Maintenance and Grounds:

We are supported by a Koorie Education Support Officer

### Framework for Improving Student Outcomes (FISO)

In 2020 Mildura Specialist School's goal was to develop a whole school consistent pedagogical approach to teaching and learning to improve student outcomes.

The first Key Improvement Strategy (KIS) was to improve the capacity of staff to provide a consistent approach across the school to planning and teaching with a focus on reading.

Our actions were modified with the event of Covid -19. Professional Learning Community Meetings were put on hold.

We achieved the re-introduction of peer observations. Teachers developed and implemented agreed Peer Observation Protocols. Teachers met to review the process and were very positive about the outcomes. Staff have been encouraged to continue with this practice. Speech Therapists developed a My Day Book for communication with home for students with limited/no verbal communication.

Professional Learning was scheduled on the components of our Explicit Teaching Model and Learning Intentions. This was led by the Literacy Leader and Team Leaders. This was enhanced with professional reading of Clarity by Lyn Sharratt, Knowing the FACES of Learners, Chapter 2 and Collaborative Inquiry With Teachers and Leaders, Chapter 3. Several activities and discussions around the wonderings and how each is/could be applied in our setting.

Teachers consolidated their understanding of the levels of curriculum planning. They worked together to create yearly overviews, term and unit planners on agreed school templates, based on the MSS two year cycle. In 2020 the school trialled a new timetable which released teachers for more time to plan together. Feedback was sought from teachers and the timetable was modified in semester two. Overall staff were pleased to have more planning time. Our curriculum continued to be documented to reflect the teaching and learning for cohorts of students.

Teacher comments and evidence in the sensory based classrooms showed a definite move in the use of data to inform planning. Moderation of student work led to the development of both a hard copy and electronic copy of samples of moderated student work in English, Reading, Writing and Speaking and Listening. Moderation also occurred against student ILP goals for Maths, Number.

With remote learning in Term Two, teachers stayed in contact with their students via telephone calls, email and WebEx meetings. By the end of remote learning in May up to a third of students were in attendance at school. Students were provided with work packs and devices if needed. Remote learning created new opportunities for professional learning. Specialist teachers collaborated with each other and classroom teachers, used Microsoft Teams and/or WebEx Teams, to share activities for students in their subject areas. All staff completed weekly work records to document their work for the week. Education Support staff, from Early Years learned new skills with the creation of Sway Books. These were used in the classroom with students with Education Support Staff being able to see their positive impact. Teachers and Education Support staff collaborated to create visuals to use with Big Books. Education Support staff played a leadership role in the coordination of this.

Speech Pathologists and three teachers completed ROCC (Roadmap of Communicative Competence) training in 2020 for assessing, data collection and goal setting for students with complex communication needs learning to use assistive communication devices. An aim in 2020 was to increase the number of staff modelling use of communication supports as well as to familiarise students and staff with the universal core vocabulary. Staff implemented aided language modelling strategy across a variety of activities. There was an emphasis on exposing the students to the vocabulary. Staff continued to learn about editing and navigating electronic communication devices. Remote learning created an opportunity for parents and carers to engage with communication devices. The speech pathologists prepared videos about Augmentative and Alternative Communication programs and engaged in webinars for the AGOSCI conference which were very beneficial

The Speech Pathologists worked collaboratively with Teaching and Education Support Staff within the classroom to model communication device use and to coach staff through implementing aided language modelling strategy in literacy sessions. Speech Pathologists explored implementing multi disciplinary therapy sessions involving Occupational, Physiotherapy and Speech with a focus on fine motor skill and aided language modelling.

A second Key Improvement Strategy was to develop a whole school approach to monitoring, tracking and analysing student data for individual students, cohorts of students and whole school.

An action was to establish a consistent approach to data collection with the outcome being an improvement in skills to identify students individual levels related to the Victorian Curriculum and VCAL/VET.

Achievement data was collated using a traffic light colour coding system for the previous three years on ABLES Speaking and Listening, Reading and Writing and Number. Data was also collated on the same areas for Teacher Judgements. Data was further collated into 2021 class groups to be used as part of the planning process and to inform Professional Learning Community Meetings and the setting of student goals in their IEPs.

The Leadership Team continued to meet every second Wednesday to discuss students displaying challenging behaviours. The Student Wellbeing Coordinator collated data on a monthly basis to present to the team. The data helped guide team discussion and strategy development in responding to behaviours. Interventions included members of the leadership team meeting with teachers to create and review student plans.

Teachers trialled a new Tracker document to show where students are working in the curriculum. Teachers were released for 2 1/2 hours for this work. Two teachers worked on their Tracker documents and recommended changes to include codes. In response to questions from coordinators, a follow up MS Teams meeting was held to discuss how this work had progressed and to clarify the purpose and use of the document. Further recommendations were put in

place with additional consultation to achieve whole school consistency. A recommendation was for teachers to upload evidence to align with the highlighted areas of the Tracker document.

Two members of the Leadership team consulted with another local school regarding a potential new school management/reporting system. A new system was explored and plans were made to put this in place partly in 2020. This was necessary as we required a system for quick communication with parents and carers. The STAR reporting system was no longer going to be viable so a new platform was needed.

### Achievement

At Mildura Specialist School, students are assessed against the Victorian Curriculum. Education Support staff worked with teachers remotely to complete ABLES. During 2020, 67% of our students were working between Level A and F in Reading and Writing. The remaining 33% of students were working between Level 1 and Level 4. 57% of our students assessed showed growth in their Reading and Writing across 2020.

There was growth shown by 84% of students working between Level 1 and Level 3 in Speaking and Listening. 64% of students assessed are working between Level A and Foundation in Speaking and Listening of these 60% showed growth. The growth may be attributed to the Professional Learning on our Explicit Teaching Model and Learning Intentions along with Professional Learning on the moderation of assessment tasks against IEP Speaking and Listening goals.

Data for our students independent reading levels indicates that 21% of students use an Alternative Augmented Communication device. 17% of students are identified as pre-readers, 53% are reading independently between Level 1 and 19. 30% of students read independently between Level 20 and Level 30. Of the students assessed in 2020, 58% showed growth in their independent reading level.

During remote learning, classroom teachers made an initial phone call to parents/carers to establish method and frequency of contact each week. Weekly learning materials were developed to cater for student abilities and were emailed to families (or made available in hard copy for parents / carers to collect where possible). These tasks/activities revolved around team planning documents and student ILP goals. Student Support Group Meetings were conducted remotely via a phone call or WebEx. This created an opportunity for Education Support staff to be included and increased their knowledge about student learning.

#### Curriculum

The Personal and Applied Learning teachers continued to work on aligning the Horsham Curriculum with the Victorian Curriculum. Two teachers were released for a total of 6 days to work collaboratively on ensuring this curriculum would be ready for implementation in 2021.

### Engagement

#### During remote learning

Parents/carers were informed that they would be able to contact their child's teacher via email at any time (including to request an additional phone call) during working hours. For example, Mon-Wed 8.45am-4.45pm, Thurs-Fri 8.45am-3.45pm.

A daily/weekly program was put together by teachers, in collaboration with their specialist staff and communicated with families. There was an emphasis on English, Maths and Physical Education.

Students provided feedback by setting content and contributing to segments on the weekly video assemblies. This saw the inclusion of more student appealing content that connected with current social media and digital trends, which in turn created it's own enthusiasm and inspired more ideas. - School Captains presented awards in weekly video assemblies and assisted with the development of a primary to secondary transition video. - Weekly SWPBS presentations segments included in the video assemblies and school captains presented 'Safe' 'Responsible' and

#### 'Respect' awards.

The school demonstrated dedication and effort in ensuring learning was made possible to all students during the Covid 19 shut down in term two. The school accommodated multiple ways for students to obtain work. Pick up and drop off points were provided for families to collect and hand over school work and resources. In addition staff drove to outlining communities to deliver and pick up work directly from family homes. When the school re-opened offsite support was extended to a number of students who found it difficult to return to a classroom setting.

School Council Meetings were held virtually from Term 2.

#### Student Engagement and Managing Behaviours

Throughout the year data has been collated on a monthly basis across the school in relation to student behaviours. The data provided essential information on the severity of behaviour. A significant fact from the data showed behaviour regarded as extreme had been minimal throughout the year. Over the first six months, no extreme incidents were recorded across the school and data showed a decline in overall behaviours as the year progressed.

The school moved from one system to record incidents to another on Xuno in the last three months of the year. Information retrieved from the incident reports had a slightly changed focus with the new system taking effect. The new system provided easy access to data with additional information regarding the types of behaviour across the school. - Numerous planning sessions were conducted collaboratively with teachers, Team Leaders and the Student Wellbeing Coordinator to develop Stages of Escalation Plans. The plans assist staff in adopting a specific approach when working with a student that is exhibiting challenging behaviour. Plans take into account the health and wellbeing of the student.

#### Teaching and Learning at School

VCAL integrated unit involved small business enterprise ideas and activities, where decisions were made by students after their development of surveys and data collection regarding consumer preferences, research into the cost of materials and quantities needed. They also completed a graffiti wall by designing their own image for contribution and participating in discussions around options to use to enlarge onto the panels provided. Introduction of set times for moderation for cross sections of teaching staff during Semester 2. VCAL teaching staff met with Speech staff to discuss relevant methods of assessment related to pragmatics skills to assist enhance student skills in social interactions, as well as formal, work related interactions.

We continued our participation in the National Simultaneous Storytime session. This resulted in high levels of engagement.

#### Student Agency

A Student Representative Council in the Early Years and Primary section was established. Teachers exposed students to fair and just processes for responding to conflict through the implementation of the Respectful Relationships program. The school modelled environmentally sustainable practices through the use of Recycling bins and compost bins. Students were actively involved in emptying bins and identifying suitable materials to be composted.

During 2020, the Boys' group continued and a Girl's group was included to cater for a selection of students who were disengaged from the traditional classroom setting. This continued to be successful with the students being engaged and participating positively in the school community. The number of behavioural incidents for these students, has reduced, as has the number of incidences from other groups within the same team. We continue to work closely with agencies about student welfare. Collaboration between VCAL staff with staff from NMLLEN to enhance existing programs, provided to equip students with skills they need to be work ready (mock interviews, finance units). Inclusive Education Support is in the process of been established with Ouyen P-12.

Our school was invited to present to the 'Teach Meet' for the Australian Association of Special Education (AASE). Four teachers presented on topics including Art, Music, Social Skills and Sway Books. Our speech pathologist presented information about Universal Core Vocabulary.

#### Non - Attendance

A few students re-engaged with learning during the remote learning period. These students favoured the learning at home experience and were enthusiastic and coped extremely well. There were several students who found it difficult to re-engage after remote learning. Regular contact was attempted with parents and carers to maintain the relationship.

The school worked in collaboration with agencies and specialist programs to support re-engagement or to develop another educational pathway for a small number of students.

#### Special Programs:

A Dance teacher was contracted to work with students however this ceased during the remote period. The Music Program was also cancelled during remote learning. The Music Program continued via Webex until visitors could return to site.

Despite training for the Alpine Bike Camp students could not attend due to the commencement of remote learning. It was fortunate that classes were able to attend activity days at Lake Cullulleraine in Term One.

#### Translation Service

Throughout the year the school has used the Victorian Interpreting and Translation Service and engaged Language Loop phone service to support families with cultural diverse backgrounds in SSG's.

#### Koorie Literacy and Numeracy Program

Koorie Literacy and Numeracy Program was staffed, implemented and evaluated for eligible students in the Early Years.

## Wellbeing

#### Graduations

A number of fun activities were planned by teachers when school resumed after remote learning. There was an emphasis on trying to find ways for events to still be held but in a safe way. The Primary Coordinator organised a Year Six Graduation. This was a Covid safe event and was a positive way to support the transition to the secondary side of the school. The Graduation for school leavers was held virtually with speeches being rehearsed and recorded.

#### Fun Activities

The Early Years' Coordinator organised a Christmas Door competition. Nearly every door in the school was decorated. The students wrote to the judges to invite them to participate in the event.

A covid safe sporting event was also held at the end of Term Three with small groups of students rotating through events. This was enjoyed by students and helped to maintain a sense of normality.

Special activities were held for Footy Day, Summer Fun Day and Halloween,

#### Staff Wellbeing

Staff were provided with a 'thank you pack' for their work during remote learning. Staff wellbeing was a concern during 2020 due to the unprecedented circumstances. Staff were informed about supports via Weekly Updates. Several staff embraced the Virtual Gym. A highlight during remote learning was the production of a staff video. New places had to be created for staff with social distancing being in place - the Butterfly Room and Independent Living Skills Consulting Room became areas for staff to use for planning and eating. There was a deliberate effort to celebrate Education Support Staff, World Teachers' Day and Principal Day. Parents and carers were invited to email comments about staff for World Teachers' Day with many positive and heartfelt comments being made. A pupil free day was held on the last day of term - there was an emphasis on giving staff the time to finalise 2020 and look forward to 2021.

#### Parents and Carers:

During the remote learning period a number of parents and carers were identified as requiring additional support. These people were contacted at least once or twice a week to ensure they were coping with the unexpected stress. A drink voucher and chocolate was provided to parents and carers as a thank you for their support during remote learning.

## Financial performance and position



The anticipated annual result is that the school will be in surplus. Mildura Specialist School received \$4000 Respectful Relationships funding Partner School funding. A Respectful Relationships committee was formed. Teachers developed resources and implemented the Respectful Relationships curriculum.

Koorie Literacy and Numeracy funding of \$22 100.00 was received for Early Years students mid year. Leftover funds were expended early 2021.

Equity Funding amounted to \$543 327.13 with 270 604.21 (Credit) and 272 722.92 (cash) - Funds were expended on Allied Health provision, Music with a specialist providing drumming and choir, Dance, Professional Practice and Study days.

Fundraising: Easter and Christmas Raffles were held. Other events were cancelled due to Covid.

Maintenance: \$2 158.80 was received for the Maintenance Blitz Allowance.

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

**<https://www.mildss.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 198 students were enrolled at this school in 2020, 58 female and 140 male.

2 percent of students had English as an additional language and 25 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.

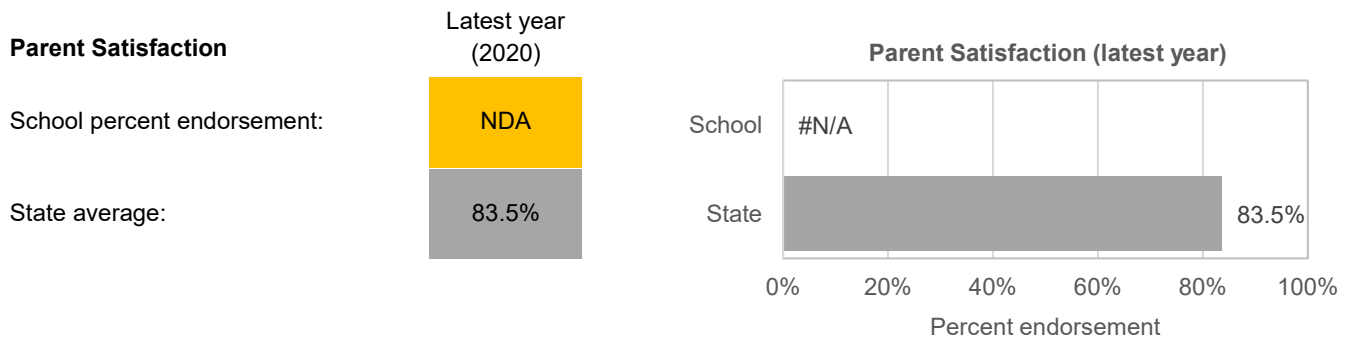
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

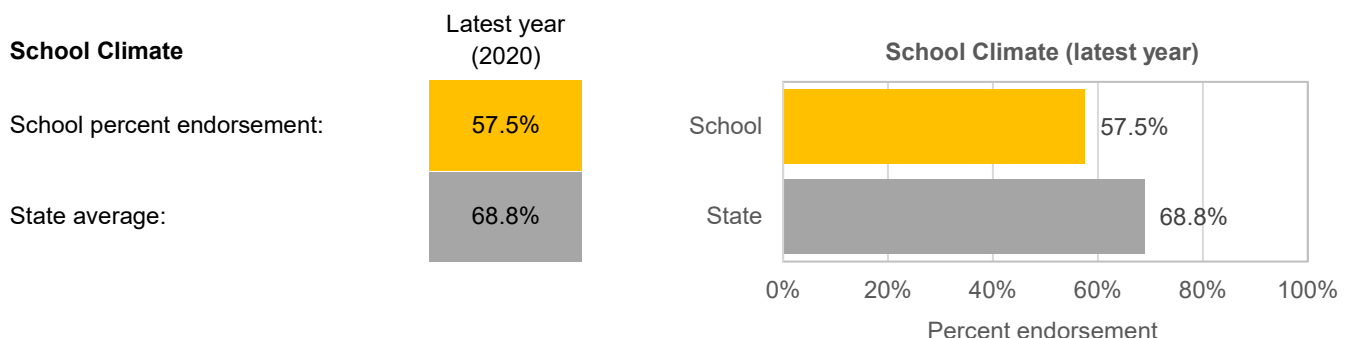


### School Staff Survey

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.



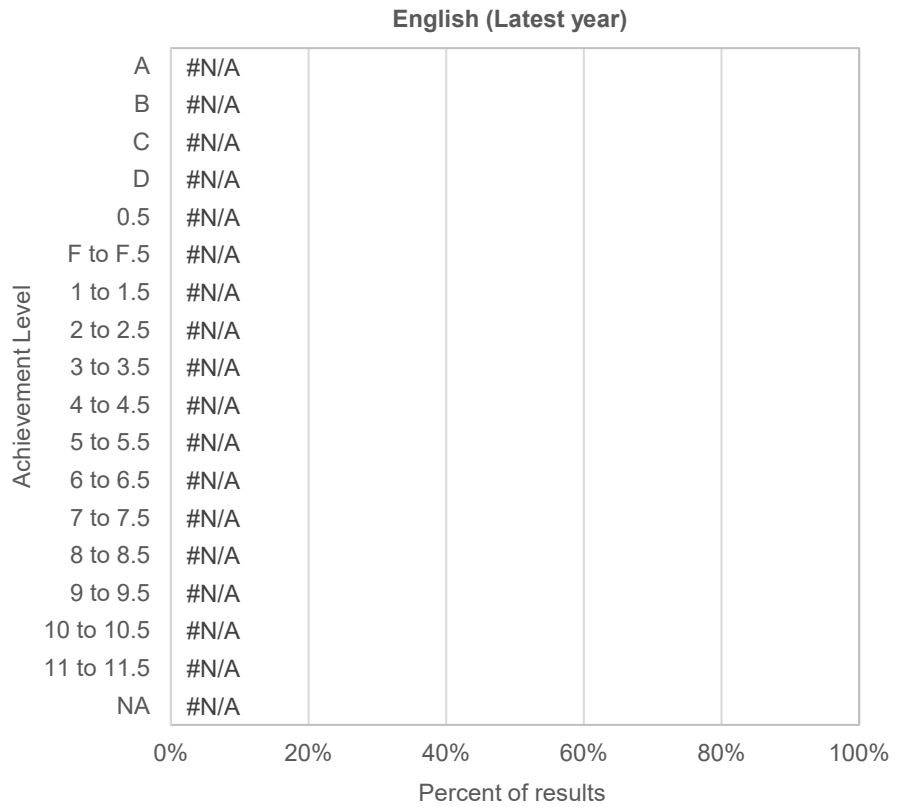
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

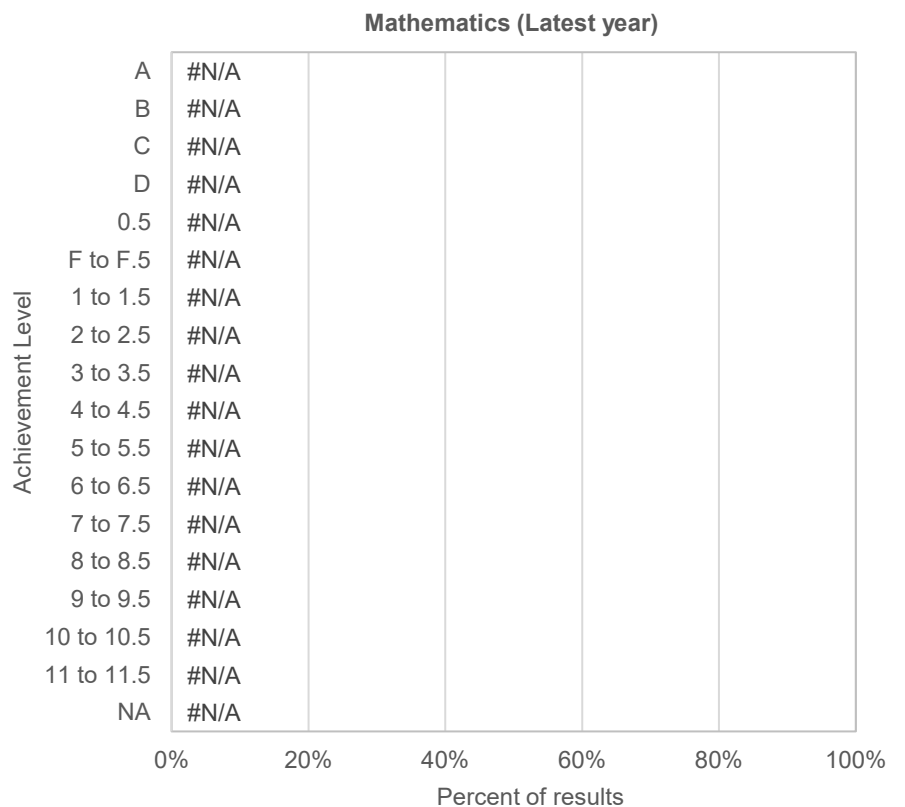
#### English

Achievement Level	Latest year (2020)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2020)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 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:	28.8	31.8	26.8	29.5	29.2

### Students exiting to further studies or full-time employment

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

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

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	92.0%	100.0%	97.9%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,518,580
Government Provided DET Grants	\$978,659
Government Grants Commonwealth	NDA
Government Grants State	\$9,725
Revenue Other	\$26,443
Locally Raised Funds	\$106,742
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$8,640,150</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$543,327
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$543,327</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,287,837
Adjustments	NDA
Books & Publications	\$2,184
Camps/Excursions/Activities	\$11,999
Communication Costs	\$10,873
Consumables	\$107,150
Miscellaneous Expense <sup>3</sup>	\$31,169
Professional Development	\$17,556
Equipment/Maintenance/Hire	\$110,692
Property Services	\$261,199
Salaries & Allowances <sup>4</sup>	\$395,415
Support Services	\$83,996
Trading & Fundraising	\$13,654
Motor Vehicle Expenses	\$5,170
Travel & Subsistence	\$2,663
Utilities	\$85,772
<b>Total Operating Expenditure</b>	<b>\$8,427,330</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$212,820</b>
<b>Asset Acquisitions</b>	<b>\$49,087</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$291,377
Official Account	\$20,562
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$311,939</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$177,615
Other Recurrent Expenditure	\$1
Provision Accounts	NDA
Funds Received in Advance	\$56,130
School Based Programs	\$49,976
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$71,234
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$394,956</b>

*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.*