

2020 Annual Report to The School Community



School Name: Yarraville Special Developmental School (5278)



- 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 19 March 2021 at 05:15 PM by Elaine Quinn (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.

To be attested by 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

Yarraville SDS is a small Special Developmental School catering for the educational needs of students aged between 5 -18 with moderate to severe intellectual disability. A large percentage of our student population also have additional disabilities and many students have a diagnosis of Autism Spectrum Disorder.

In 2020 the school's enrolment was 61, 23 students in the Primary Learning Area and 38 students in the Secondary Learning Area. 71% of students were male and 29% were female. 3% of students have an indigenous background.

The school is located in the South Western Victorian Region and the designated transport area includes most of the Cities of Maribyrnong and Hobsons Bay. This area is very culturally and socially diverse and this is reflected in the enrolment profile of the school. This school has a staff of 22 EFT comprising of 2.0 Principal class, 8 teachers, 10.8 education support staff and 1.2 Allied Health staff.

All teaching staff (Teachers and Education Support) and the Allied Health team support improvements in the following three areas: Achievement, Engagement and Wellbeing.

The purpose of the school is to engage our students in innovative and high quality education and social programs in a friendly and caring environment. The school is a place where learning is fun and our students achieve in ways which provide a basis for continued learning.

Our school community forms part of a diverse and larger community, and our focus is on the ability of our students to participate in this local community and beyond.

Our Values are :

- Be Safe
- Be Respectful
- Be Responsible

Our School vision is Excellence in Learning.

The school offers a broad curriculum but there is a clear emphasis on the achievement of improved outcomes in the area of literacy, numeracy and communication whilst building personal and social capabilities. By building a positive climate for learning and high expectations for the whole school community, we are enabling students to succeed as learners. We take collective responsibility for improving student outcomes and work in collaboration with families, experts and community members to provide every student with every opportunity to learn every day. The school considers student interests and choices to provide purposeful learning environments and authentic learning experiences where students thrive as learners. The school's School Wide Positive Behaviours Support (SWPBS) program is creating a positive climate for a safe and stimulating learning environment.

The school's Framework for Improving Student Outcomes (FISO) is in alignment with the DET FISO model. The school Improvement team and the Professional Learning teams are the key vehicles of change in instructional practice. We place relentless focus on teaching and learning and build practice excellence through ongoing professional learning and collaboration. Time is factored into both our weekly timetable and school meeting schedule to allow for this. We use ABLES (Abilities Based Learning Educational Support) tool to assess student current skill levels and aligned them to Level A-2 of the Victorian Curriculum.

Framework for Improving Student Outcomes (FISO)

Yarraville SDS focused on the following FISO initiatives in 2020:

Building Practice Excellence

1. To improve student learning outcomes in Literacy and Numeracy

- Over 70 % of students will show learning growth in Mathematics and English

Due to COVID-19, the School Improvement Team (SIT), made the decision to focus on Literacy by building teacher

capacity to improve student reading. This was based on what we felt we could continue teaching successfully through remote learning.

We did this through:

- Professional Learning for teachers facilitated by Andrea Hillbrick (Education Consultant)
- Professional Learning on Basic Balanced Literacy at YSDS for ES staff by our Literacy Learning Specialist, Kelly.
- Professional Learning on Self-selected reading for all staff by our Literacy Learning Specialist.
- Professional Learning on Assessments for all staff by Acting Principal.
- Developing a reading assessment through Teaching and Learning Professional Development
- Creating classroom libraries through securing a grant to fund book shelves and working with our ES staff to make classroom books to cater for levels A-1
- Renovating and designing the library so that it was an inviting space for students to engage with reading

Progress and highlights:

70% of students showed learning growth in Literacy (Reading and Viewing) this year through the Judgement Tool and 65.8 % of students showed improvement in Numeracy.

Positive Climate for Learning

2. To create a stimulating learning environment where students are engaged, motivated and have agency in their learning

- To improve student engagement in learning.
- Over 80 % of students will show learning growth in personal capabilities.

Progress and highlights:

81.6% of students showed learning growth in Personal Capabilities and 89.4% of students had a learning growth in Social Capabilities

Achievement

During remote learning, classroom teachers presented daily lessons such as Signing In, Morning Message, Letter work (sound blends) and Predictable Chart Writing as they would do on a regular basis in the classroom. These lessons were videoed and uploaded onto Seesaw daily. This meant that students undertook learning in a familiar format each day and were extended by the type and amount of literacy activities uploaded to Seesaw daily. Students were able to view teachers and ES staff reading a variety of books and families were encouraged to model reading daily, including reading shopping lists, newspapers, books etc. EPIC (digital library) was uploaded to all student iPads and differentiated reading tubs were readily accessible in students' classroom library when students returned to face to face learning. There was also an inviting whole school library space available to students upon their return to onsite learning.

All staff (teachers, ES and Allied Health) attended Professional Learning exploring the topic of Assessment. This provided teachers with the opportunity to share their effective practices in assessment. Through subsequent Teaching and Learning PDs, teachers have engaged in rich conversations about assessments and explored the range of formative assessments we use at YSDS, including cross checks, Seesaw teacher's notes, rubrics and performance based assessments. Teachers contributed and summarised their collective effective practices, culminating in the development of the document: Curriculum Planning and Assessment at YSDS. This document highlights the importance of HITS, formative and summative assessments and planning for the students' Zone of Proximal Development. There is a commitment from teachers to implement this so that there is consistency in the way we plan and assess our students.

Teachers also developed a reading assessment to determine the reading skills required to teach students to read. Teachers have committed to using this as a checklist so that it shows where the students are currently and where they need to go next. This assessment was completed for all students at the end of the year so that we have a benchmark of our students' reading skills in 2021.

As a result of this literacy focus, 70% of students showed improvement in Reading, while 25% of students regressed and 5% of students remained the same. Of the 25% of students who regressed, 19% did not participate in remote learning and the remaining 6% were not able focus their attention on the literacy video lesson.

Through PLCs and Teaching and Learning PDs, teachers have focused on student learning readiness, including student sensory and communication needs and knowledge of individual student, to make adjustments for individuals so that students experience challenge, success and skill maintenance during remote learning. Allied health staff made videos to support parent understanding of how to support student success of learning from home. With this in mind, teachers planned and uploaded learning tasks to Seesaw that reflected students' current skill level and included tasks that extended them. Students began working at the level set for them and were encouraged through family to try the next activity or it was modelled for them. Additionally, delivery of work varied to support students' point of need, e.g. hands on learning with a sensory focus, performance and online tasks. Feedback was often sought from families' supporting student learning at home and the feedback was used when planning the next task/learning activity.

The Specialist Team focus during the remote learning was to incorporate metacognitive strategies into the online videos. It was decided to design curriculum so that there was a link between Visual Art and Performing Art to promote engagement and consistency in approach to metacognitive strategies. The specialist team were able to communicate more directly with families and provide timely feedback to students once they had posted their work. Remote learning provided the opportunity to make collection for assessment streamlined and well documented.

The Allied Health Team (Speech and OT) created a combination of learning videos to support everyday living skills, sensory regulation, movement breaks and using Proloquo2Go to communicate their wants and needs. The AH team also linked in with the inquiry unit to reinforce content from their associated disciplines. This further scaffolded student learning and supported parents and families to assist their children through the modelled activities and instructional videos.

The collaborated approach from teachers, AH staff, Specialists and strong home-school partnerships resulted in 81.6% of students showing learning growth in Personal Capabilities and 89.4% of students had a learning growth in Social Capabilities.

Engagement

To support student engagement during remote learning, students were provided with a school iPad and weekly home packs to continue applied learning for senior students and continue to use sensory materials and manipulatives for primary students. When we initially transitioned back to school for 4 weeks, teachers used that time to support students to use the activities folder in Seesaw and upload photos/videos of their completed tasks. This had a positive direct impact on the second remote learning experience as students were familiar with what they needed to do. YSDS will continue to use the activities folder in 2021 to complete learning tasks as students responded when favourably to this mode of learning.

Visuals and social stories were provided to students and their families in preparation of each step of the changes, i.e. going into lockdown, returning to school etc. In addition, a PBS home matrix was developed and featured in the 'Principal Friday Wrap Up' video on Seesaw. This platform was used to link our school PBS matrix with the home matrix, for students to make the connections.

Families were kept updated continuously with letters, weekly newsletter and the Acting Principal's mobile phone number. Teachers contacted families via phone, WebEx or FaceTime 2-4 times a week and used direct messaging on Seesaw app, activities folder and comments on general posts to support parents/carers to complete learning tasks at home. ES staff had a roster system to deliver home packs to families living outside of our zone.

All staff had access to all classrooms on Seesaw so that they can see and comment on student progress. This had an enormous positive impact on the amount of posts from families and staff and the level of engagement of students.

In a survey conducted to assess the support provided during remote learning: 24.5% of families' responded to their experiences of remote learning and 100% of families who responded, stated "yes" or "somewhat" to 'My child/children were engaged with school through the learning videos and the home delivered tasks.

the learning from home program was effective, The learning videos exceeded your expectations. This is a very positive result as no one responded "no" to these questions. This indicates that overall the learning from home experience was a success. However, we must be aware that 77.4% of families were not represented in the survey.

Through the Parent Opinion survey, 93% of parents agreed that since the commencement of learning from home, the school has improved aspects of its remote learning delivery over time, and 7% neither agreed nor disagreed. During the second remote learning period, classroom teachers and leadership made a list of students that did not participate through Seesaw activities and the AH team contacted them directly to offer support. Our Speech Therapist was able to support families by making specific schedules for the home to establish the morning and evening routines and some first/then schedules for particular tasks that family required them to do. Our O.T. was able to develop simple 'heavy work' programs for students by using equipment from the home and provided specific self-regulation strategies for families to do with their child.

We used the feedback from parent and staff surveys completed during term 2 to inform and plan for term 3 remote learning. The main feedback from parents was that the videos were too long and too many activities per day. We implemented this feedback and reduced the length of videos and amount of activities per day.

Wellbeing

Staff, student and family health and wellbeing was a priority. Communication was the key in managing and supporting this process.

The Attitudes to School Survey showed that 70% of students felt a 'sense of connectedness' to our school. This could be attributed to families receiving the weekly newsletter, participating in the Zoom social catch ups, participating in home learning (watching videos of staff presenting lessons) and face time calls to families.

Students were prepared by providing them with a social story about Coronavirus, visuals of how to wash their hands and visuals for coughing and sneezing in the elbow. Calendars showing, school, no school (Pupil Free Days) and learning from home pictures, were sent home in the home packs so that families/students were able to cut each picture and place on calendar while at home. A daily schedule was accessible through Seesaw to inform students what they would be learning from home. This schedule included movement and sensory breaks.

A social story about wearing a mask was also developed and sent home before students returned to school and was read to them in all classrooms upon their return to onsite learning. Schedules were also provided with showed visuals of temperature taking and using hand sanitizer. This was also shown to students as they got off the bus and was modelled by adults so that students knew what the expectations regarding this. Also, the 'different ways to say hello' video and script was sent home to practice with students. (More than half of our students returned to school elbow tapping which was amazing!)

In supporting families, we focused on their individual concern and unique circumstances, such families who lived in the towers. This allowed families to receive the support needed, referrals made and relevant information shared. The domain of 'School Connectedness,' in the parent survey, was rated 88% and this was further supported with feedback to the school on the level of communication and support felt by families, 'There was good communication and support' from the principal received an 80% positive endorsement, from the teacher 90% and school in general was also 90%. The principal spent a lot of time supporting families who openly stated that they found the remote learning very challenging. It is possible that they were not represented in this survey.

100% of parents indicated that 'This school gives my child opportunities to participate in school activities.' The delivery mode chosen for remote learning supported our students' learning styles as we incorporated visuals, video modelling, photos of work samples, manipulatives and sensory activities.

Throughout 2020, staff were supported by:

Safety – Ensuring we had sufficient PPE equipment – masks, goggles, shield, overalls, gloves and sanitiser. We also ran a training session after the PPE webinar so that staff could practice the correct way to donning and doffing the PPE equipment.

Wellbeing strategies - We arranged for Jarrod Bateup a Wellbeing Representative from DET to undertake a Resilience and Wellbeing Training for all staff during first day back in Term 4. This was very helpful as it provided staff with support for their wellbeing during the remote learning period. We encouraged staff to take advantage of Wellbeing webinars provided by DET by including them in bulletins and mentioning it at staff meetings. We also provided time in

staff weekly meetings to complete specific wellbeing webinars.

Connecting - through team, learning area and staff meetings. 94% of staff felt supported by leadership and 6% felt 'neither agree nor disagree' to 'I feel supported by leadership.' No one indicated that they 'disagreed' with 'I feel supported by leadership.' 89% felt supported by their team and 11% felt 'neither agree nor disagree' to feeling 'supported by my team.'

The Principal phoned staff members weekly who lived alone or who were identified as requiring extra supports to provided wellbeing strategies, information relating to Webex Wellbeing PDs and services such as Employment Assistance Program (EAP). 69% of staff responded that they 'disagreed' to feeling overwhelmed and needing support and 21% responded that they felt 'neither agree nor disagree' to feeling overwhelmed and needing support.

Purpose – We clarified roles and responsibilities for everybody. 89% of staff stated that they had clarity in their role and 11% stated that they 'somewhat agreed' to having clarity in their role. A member of leadership attended all meetings and met twice a day with ES staff to check in and provide feedback and context for the work they were completing. 81% of staff felt connected to the school and 19% of staff responded that they 'neither agree nor disagree' to feeling connected to the school.

Continue Learning – Provided Professional Development (PD) on ICT to support the change demands of their roles. PDs were also facilitated on Augmentative and Alternative Communication (AAC), Student Voice and Agency (SVA), Reading and Balanced Literacy.

100% of staff indicated through the additional item of staff experience of remote and flexible learning during COVID-19 that:

School leaders care about staff health and safety,
School provides a safe and supportive work environment
Staff are encouraged to report staff health and wellbeing concerns.

Financial performance and position

The financial performance of the school was solid with the school managing to generate an impressive, \$690,899.13 surplus. This surplus was due to new students commencing school and sourcing grants to pay for wellbeing, teaching and learning programs. The surplus would ensure efficient running of school in 2021 if there were a large number of students leaving during the year and maintaining the school environment to be accessible and safe for all students.

Additional funding the school received beyond the SRP during 2020 is CESF \$7,300

Due to COVID-19, there were additional expenses such as employing casual staff, which totalled \$165,369 in comparison to 2019, \$108,201 plus the extra expense of PPE equipment, including face masks, hand sanitiser and gloves.

Upgrading of equipment was also required, which included the new phone system, 1:1 iPad lease, 2 air conditioners and changing all the thermostats in the main building which cost \$56,372

The equity funding \$44,744 was used to employ a Consultant to lead the literacy initiative, Leadership Team to attend a Bastow course focusing on Leading Curriculum and Assessment, developing classroom libraries with differentiated book tubs that were inclusive for all students, increased hours for the Allied Health team to begin the Learn to Play program and model and support the communication in classrooms for an extra day a fortnight.

We believe that the resources of the school have appropriately supported our students to achieve the learning and wellbeing outcomes in 2020.

\$218,000.00 of our fund were provided on the change from Day Training Centre to Special Developmental School on the understanding that only the interest be used unless further funds was needed for staff wages due to sudden decline in enrolment.

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

<https://yarravillesds.vic.edu.au/>



Draft

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 63 students were enrolled at this school in 2020, 14 female and 49 male.

38 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.

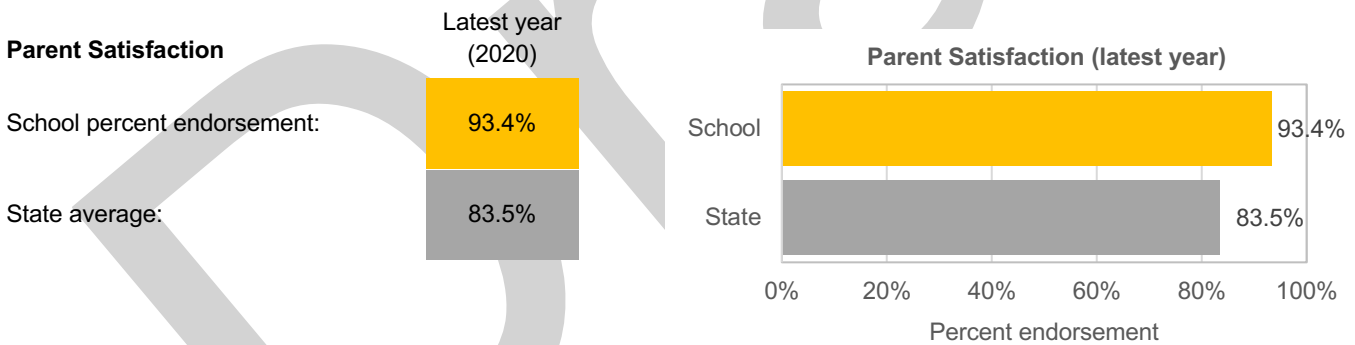
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

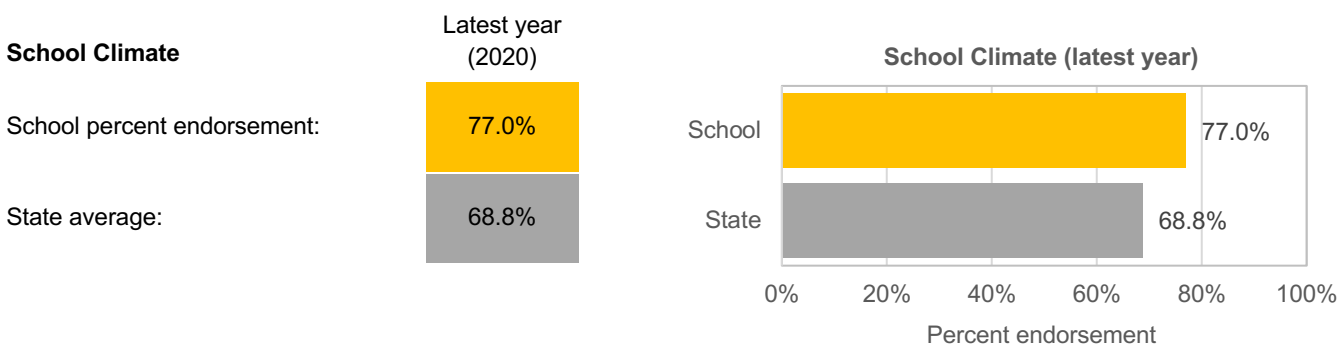


School Staff Survey

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.



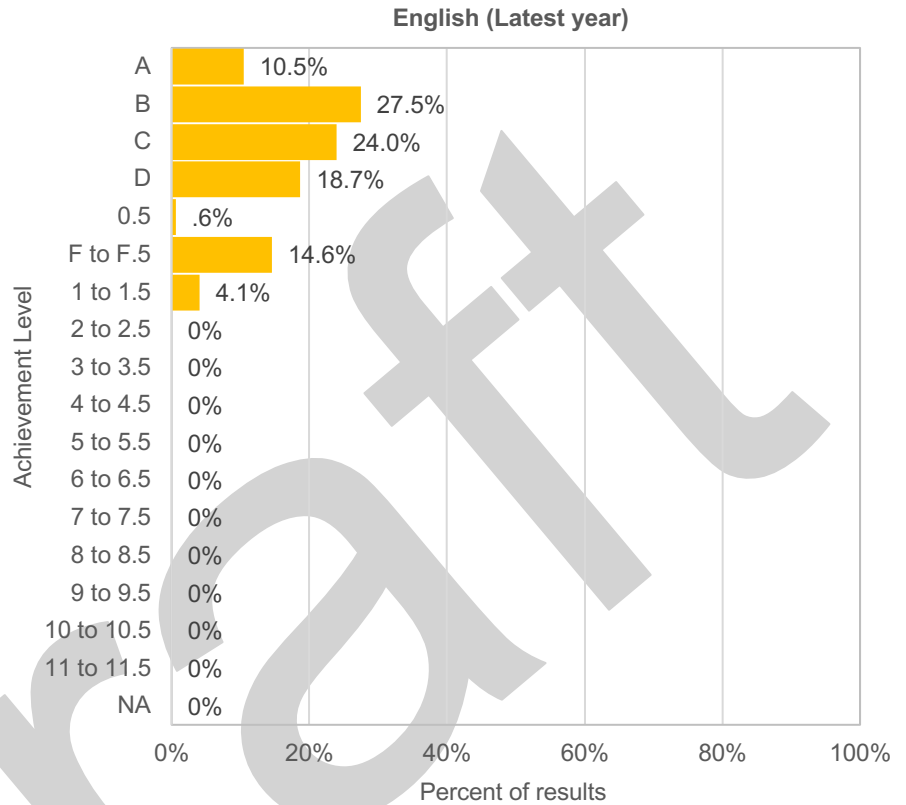
ACHIEVEMENT

Teacher Judgement of student achievement

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

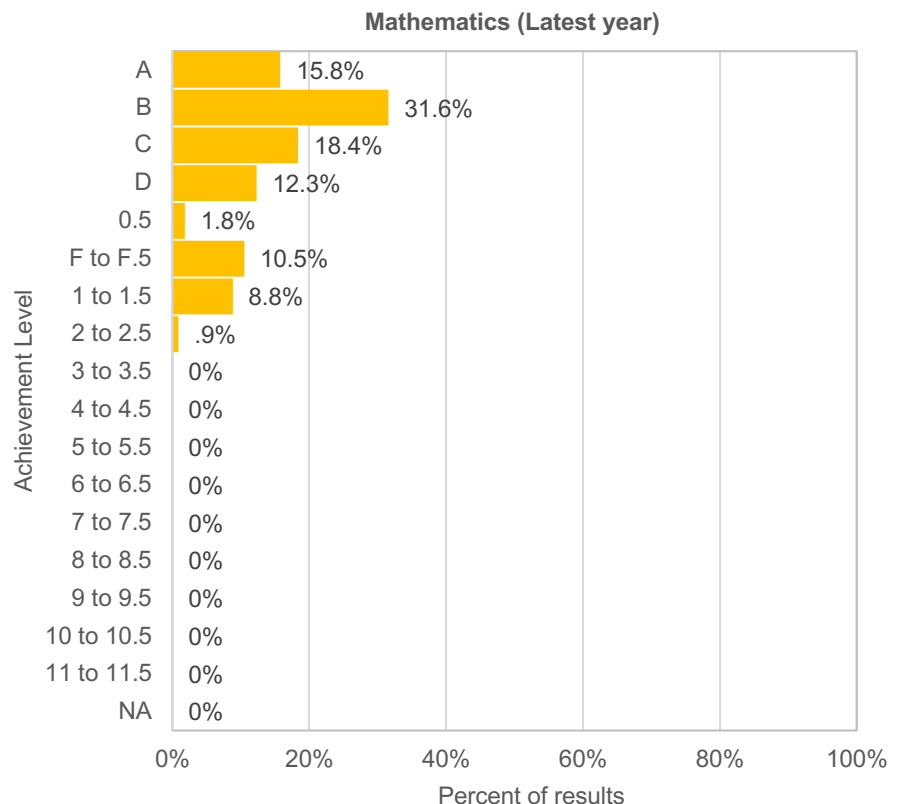
English

Achievement Level	Latest year (2020)
A	10.5%
B	27.5%
C	24.0%
D	18.7%
0.5	0.6%
F to F.5	14.6%
1 to 1.5	4.1%
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	15.8%
B	31.6%
C	18.4%
D	12.3%
0.5	1.8%
F to F.5	10.5%
1 to 1.5	8.8%
2 to 2.5	0.9%
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:	26.9	27.6	25.5	26.8	26.7

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:	NDA	100.0%	NDP	NDP	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,936,085
Government Provided DET Grants	\$735,693
Government Grants Commonwealth	NDA
Government Grants State	\$17,825
Revenue Other	\$22,048
Locally Raised Funds	\$19,776
Capital Grants	NDA
Total Operating Revenue	\$3,731,426

Equity ¹	Actual
Equity (Social Disadvantage)	\$44,744
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$44,744

Expenditure	Actual
Student Resource Package ²	\$2,258,889
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$480
Communication Costs	\$15,872
Consumables	\$36,722
Miscellaneous Expense ³	\$6,067
Professional Development	\$6,781
Equipment/Maintenance/Hire	\$37,513
Property Services	\$57,406
Salaries & Allowances ⁴	\$99,274
Support Services	\$165,369
Trading & Fundraising	\$1,102
Motor Vehicle Expenses	\$3,912
Travel & Subsistence	\$114
Utilities	\$15,553
Total Operating Expenditure	\$2,705,054
Net Operating Surplus/-Deficit	\$1,026,373
Asset Acquisitions	\$13,780

- (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	\$606,637
Official Account	\$84,259
Other Accounts	\$259,850
Total Funds Available	\$950,746

Financial Commitments	Actual
Operating Reserve	\$67,985
Other Recurrent Expenditure	NDA
Provision Accounts	\$5,000
Funds Received in Advance	\$27,174
School Based Programs	\$57,004
Beneficiary/Memorial Accounts	\$218,000
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	NDA
Maintenance - Buildings/Grounds < 12 months	\$33,331
Asset/Equipment Replacement > 12 months	\$12,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$70,000
Total Financial Commitments	\$490,494

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.