

# 2023 Annual Report to the School Community

School Name: Grahamvale Primary School (3696)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 April 2024 at 10:04 AM by Luke Simpson (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2024 at 10:05 AM by Kristie Welch (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

'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.

## 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 disabilities 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Grahamvale Primary School's vision is to provide a quality education for all students within a caring and safe environment. Our motto is 'Quality Education for All.' We encourage all students to be confident, life-long learners who are able to form positive relationships with others. The school's values of Community, Teamwork, Personal Best and Respect are reflected in all that we do. At the beginning of 2023, Grahamvale Primary School welcomed new principal, Luke Simpson and assistant principal, Karen Mellington.

As a school we continue to work towards building practice excellence, curriculum planning and assessment - implementing an agreed planning cycle and instructional models, using evidence based high impact teaching strategies and evaluating our impact on learning through ongoing moderation and reflection as part of the planning cycle.

Grahamvale Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We also acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

Grahamvale Primary School is located on the outskirts of Shepparton. In 2023 we had an enrolment of 383 students, which included 80% of students who come from Anglo Australian families, 18% from an EAL background and 2% Koorie children. All students are encouraged to be confident, lifelong learners who are able to form strong and positive relationships with others.

Our school has an equivalent fulltime staff of 25 including 2 Principal Class, 10 Education Support staff and a 0.4 Chaplain.

Teaching and learning programs address the needs of the students through explicit teaching and learning of key skills in the areas of Literacy and Numeracy based on data. Our teachers are committed to providing a high-quality education for all students to ensure student's individual learning needs are met.

Students enjoy specialist programs of Visual Arts, Physical Education, S.T.E.M., Blueearth, and Targeted Intervention and Acceleration programs. There are many opportunities for students to develop their leadership skills. All students have access to technology with students in Years Three to Six participating in the school's 'Bring Your Own Device' iPad program. The school also boasts a strong sporting culture.

Our school prides itself on working with families and its strong sense of community involvement. Our school recognises the importance of the partnership between our school, parents, and carers to support student learning, engagement, and wellbeing.

Grahamvale Primary School is continually committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

At Grahamvale Primary School, all children are valued, and their successes are celebrated. The school actively promotes and encourages all students to be the best they can be – to strive for success at all times.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In late Term 1 2023, the school took part in the school review process. With a new leadership team established from the beginning of the year, this review process was a great source of information about the previous strategic plan period.

The focus for the school's professional learning continued to be around Literacy and Numeracy, and the implementation of the whole school instructional models. A large part of our staff professional learning focused on Numeracy. These sessions were aimed at revising, revisiting and reflecting on the whole school's Numeracy scope and sequence. This involved our Numeracy Curriculum Improvement Team sourcing best practice examples, producing curriculum descriptors and creating a useable format. Year level teams collaborated to place the curriculum in the best possible learning sequence as well as documenting plausible teaching time frames for each Numeracy topic. This was ready to trial for the beginning of 2024.

2023 saw the introduction of Student Led Conferences whereby students were able to discuss their learning in Term 3 to their parents, supported by their teachers. Students were able to articulate new learnings and areas for future learning.

In 2023 our percentage of students working at or above the expected level in English and Mathematics based on teacher judgement was again above or at the same level of those from similar schools, and much higher than other schools from our Network.

**English:**

- Reading & Viewing 88% (similar schools 85%, network 74%)
- Speaking & Listening 94% (similar schools 92%, network 84%)
- Writing 86% (similar schools 80%, network 68%).

**Mathematics:**

- Measurement & Geometry 89% (similar schools 87%, network 75%)
- Number & Algebra 87% (similar schools 86%, network 76%)
- Statistics & Probability 88% (similar schools 86%, network 74%).

The percentage of our students working in the Top 2 Bands in NAPLAN was greater than our Network schools and either greater or similar to our 'like' schools and schools across the state.

**Year 3:**

- Reading 64% (similar schools 55%, network 41%)
- Writing 52% (similar schools 44%, network 31%)
- Spelling 53% (similar schools 39%, network 31%)
- Numeracy 37% (similar schools 36%, network 25%)
- Grammar & punctuation 58% (similar schools 48%, network 34%).

**Year 5:**

- Reading 38% (similar schools 39%, network 26%)
- Writing 18% (similar schools 18%, network 16%)
- Spelling 35% (similar schools 29%, network 24%)
- Numeracy 21% (similar schools 19%, network 15%)
- Grammar & punctuation 28% (similar schools 25%, network 15%).

A targeted intervention and acceleration program is provided to identified students in the areas of Literacy and Numeracy. Identified students also have the opportunity to join in a series of Numeracy Games Days facilitated by the Mathematical Association of Victoria (MAV). The school also had students identified by the Education Department to participate in the Victorian High-Ability Program.

**Wellbeing**

The school's values of Teamwork, Respect, Personal Best and Community are reflected in all that we do. The school's Chaplain supports the wellbeing of students and families through various activities and programs. The Assistant Principal liaises with the School Chaplain and SSS team to ensure all student engagement/wellbeing concerns are being addressed and strategies to support students are put in place. Teachers keep the Leadership team and Chaplain informed about any concerns regarding student wellbeing and strategies to support this are implemented.

Staff and students across the school participate in the Blueearth program, which focuses on resilience, self-umpiring and being in the moment. In 2023 we continued to build and include this into our weekly programs with new teachers being provided with professional learning in this. Teachers follow a scope and sequence in teaching the Resilience, Rights and Respectful Relationships curriculum. These lessons were implemented across all classes from F-6. As in 2022, Simone Nolan (social worker) was again employed to work with individual students and small groups of students in regulating emotions and improving self-esteem. This work will continue into 2024.

Towards the end of 2023, the School Leadership team and Wellbeing Leader completed modules in School Wide Positive Behaviour Supports (SWPBS) after our successful application. We look forward to this framework supporting our teachers and students from 2024 onwards.

Teachers provide an engaging environment to support student learning and ensure they have all the necessary resources and equipment. All staff adhere to the school's Student Engagement and Wellbeing policy. Staff provided additional lunchtime programs for our students to participate in.

A Foundation transition program was implemented during Term 4 for our new students and their families. The Principal met with each student and their family to begin the home/school partnership, discuss any developmental or wellbeing concerns and complete some basic activities. The 2024 Foundation students and their parents were able to meet their buddy on the Statewide Orientation

Day. In conjunction with the Best Start initiative, our future students were also able to access a weekly reading session with the Assistant Principal. Students were also able to borrow books from an established Best Start library borrowing program.

## Engagement

In 2023, 31% of students across our school had 20+ days of absence. This declined from 42% in 2022. This was better than the similar schools (37%) and other schools in our network (40%). Student attendance is analysed daily by office staff and weekly by members of the Leadership team. Contact is made with families to gather reasons for unexplained absences and meetings are arranged for students deemed at risk.

The Resilience Project was a new wellbeing initiative with all students participating in a workshop with students from other primary schools. Through weekly 30 minutes sessions, our students gained an understanding and appreciation of gratitude, empathy and mindfulness.

Our Junior School Council were an active group, organising many initiatives throughout the year including dress up days, a food drive with donations to Food Share, a Christmas gift appeal in conjunction with Family Care, raising money for the Good Friday Appeal, communicating with the local Men's Shed in the designing of new cubby houses to be installed in 2024, our Easter Hat parade and a silver coin drive.

There were many improvements to our school's physical environment in 2023 that led to a greater engagement of students in our yard and classrooms. The artificial soccer turf was replaced by the Education Department due to it being unsafe from tree roots and poor drainage leading to its damage in the 2022 floods. The Colourful Playground was fully replaced also. Internal improvements included the refurbishment of one of our portable buildings which will now be known as the Performing Arts room, sharing with the before and after school care program.

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## Other highlights from the school year

In 2023 there were many highlights for Grahamvale PS.

Overnight camps were attended in Years 3-6, as well as a Year 2 sleep over at school and a late stay activity evening for our Year 1 students.

After rescheduling our whole school concert due to repairs of council buildings from the 2022 floods, our amazing F-2 and Year 3-6 shows made for an entertaining evening, showcasing our creative and talented students on stage. Our sporting students had opportunities to showcase their talents on the athletics track at our whole school House Athletics day in Term 1. A Harmony Day celebration was held in Term 1, acknowledging the diversity in our community. All of these events were strongly supported by our parent community.

2023 also saw the introduction of Student Led conferences. This provided opportunity for student voice and agency as students were scaffolded by teachers to explain their learning to parents, highlighting their progress and areas for future learning.

Staff opinion survey results showed extremely positive results in many areas, as did the Attitudes to School survey results for our Years 4-6 students.

Parent engagement was extremely high in 2023 with involvement in classroom activities, sporting events, fundraising activities and school working bees.

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## Financial performance

The finance sub-committee of School Council closely monitor all program budgets during the year. Monthly finance reports are presented to School Council and this governing body monitors all financial transactions within the school. These reports provide a detailed account of the school's revenue and expenditure during 2023.

Grahamvale Primary School relies heavily on funds raised by our school community. Our Parent's Club and associated Sports Club worked tirelessly throughout the year to raise funds through initiatives, donations and sponsorship from local businesses.

In 2023 the school spent \$134,172 on Casual Relief Teachers replacing staff. The school had a credit surplus of \$132 613 at the end of 2023.

A \$100,000 credit to cash transfer was approved to contribute to external and internal improvements of the school's facilities.

# 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 2.0 (FISO 2.0).

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 383 students were enrolled at this school in 2023, 199 female and 184 male.

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

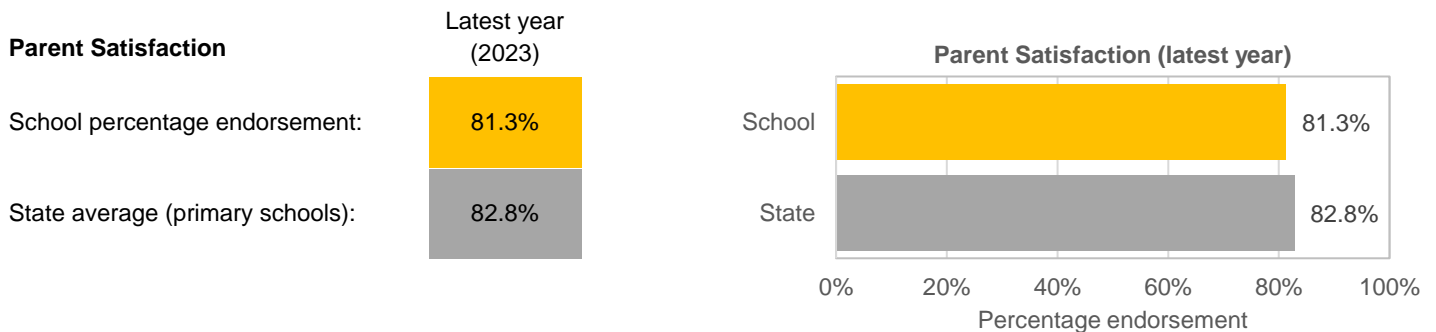
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

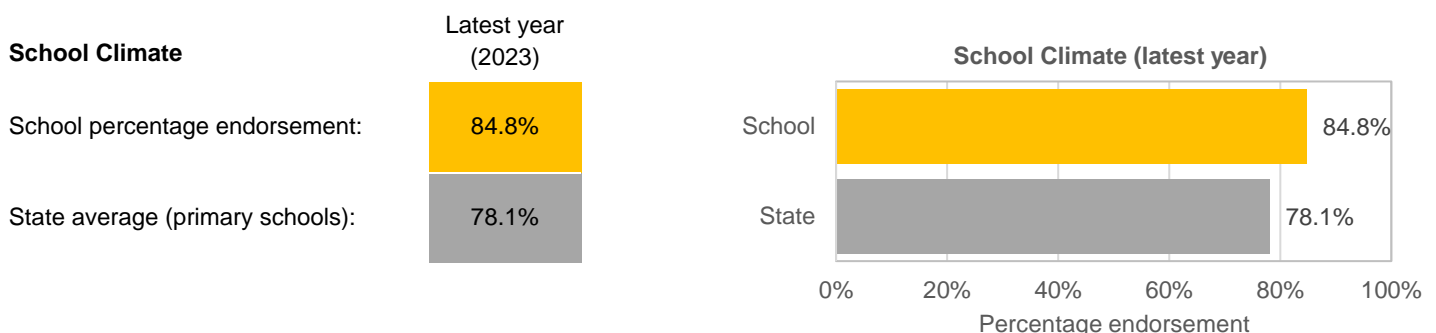


### School Staff Survey

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.





## LEARNING

**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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

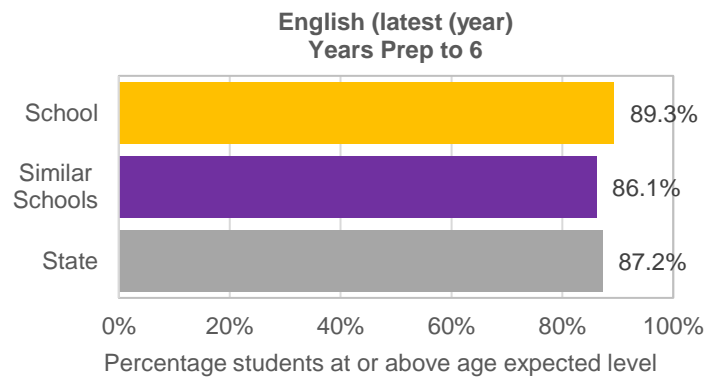
89.3%

Similar Schools average:

86.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

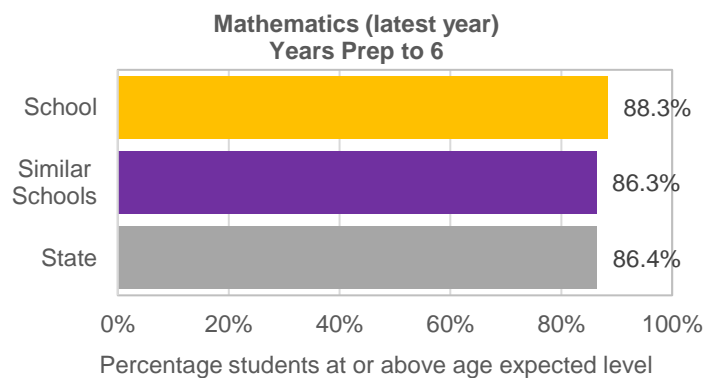
88.3%

Similar Schools average:

86.3%

State average:

86.4%





## LEARNING (continued)

**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.

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.5%

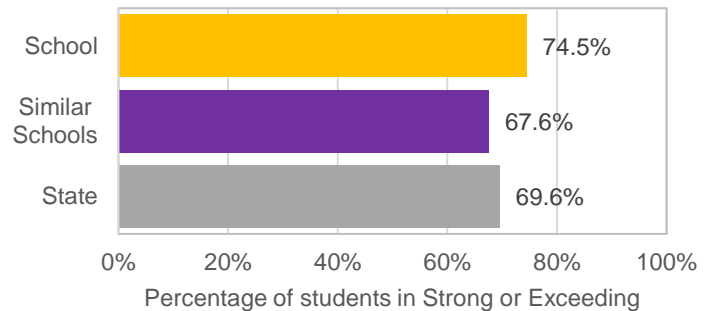
Similar Schools average:

67.6%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.5%

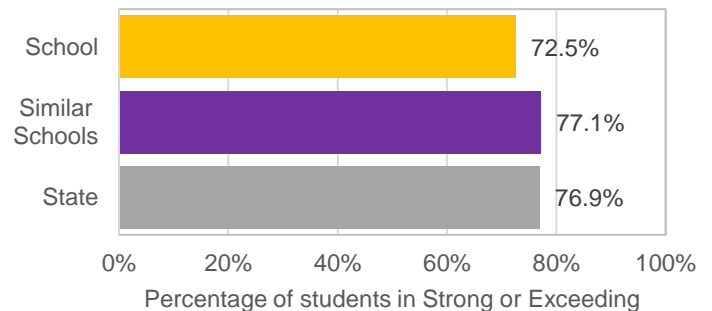
Similar Schools average:

77.1%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

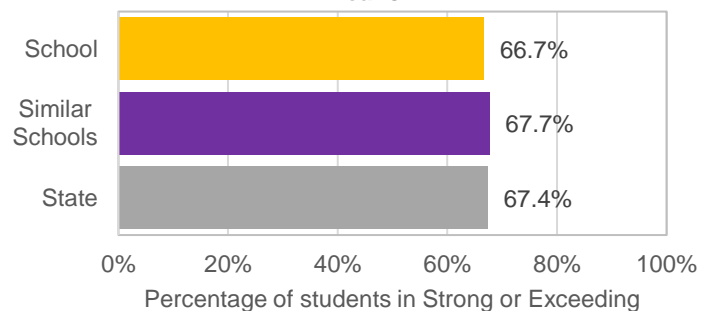
Similar Schools average:

67.7%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

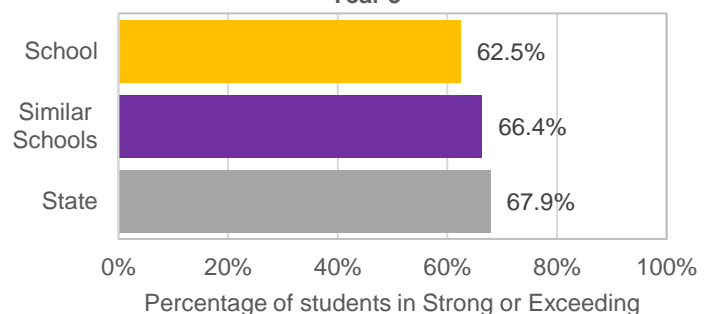
Similar Schools average:

66.4%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## LEARNING (continued)

**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.

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

78.2%

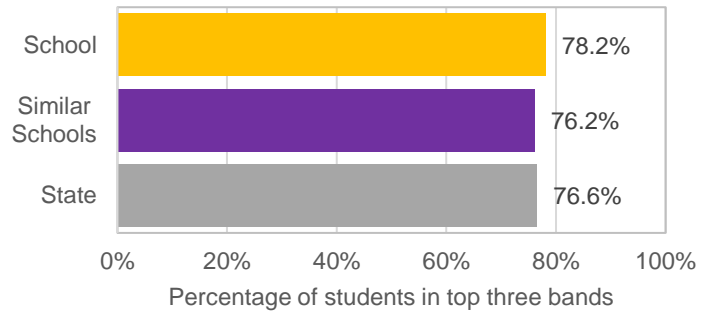
Similar Schools average:

76.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

82.5%

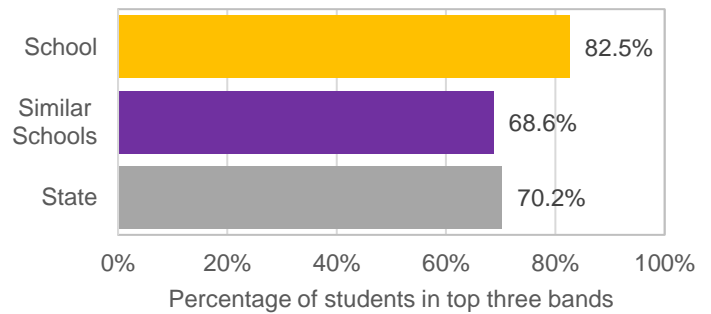
Similar Schools average:

68.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

65.4%

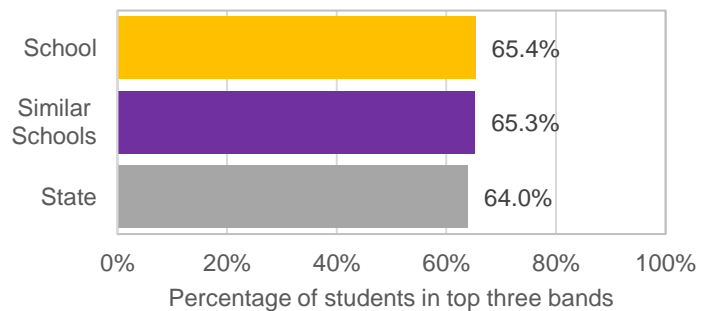
Similar Schools average:

65.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

66.7%

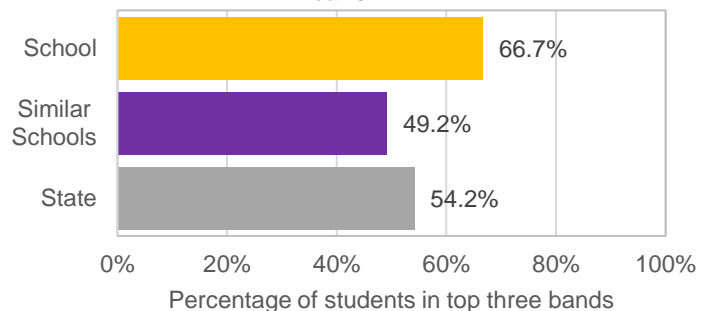
Similar Schools average:

49.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

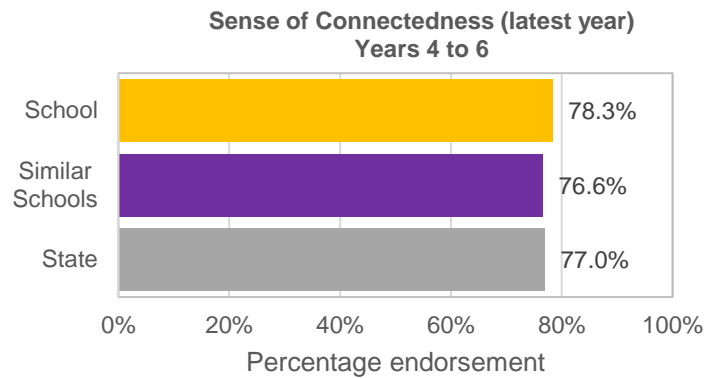
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.3%	75.9%
Similar Schools average:	76.6%	77.3%
State average:	77.0%	78.5%

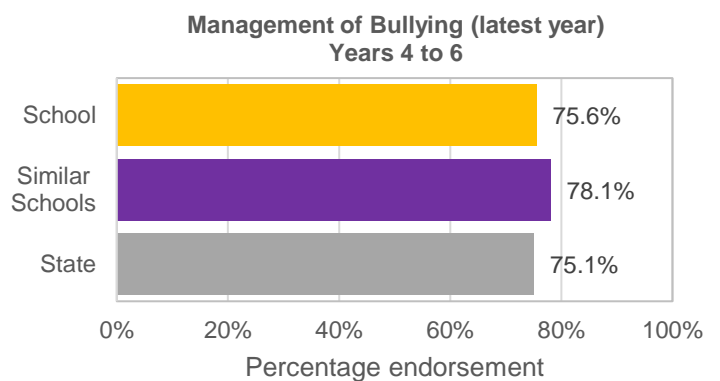


### Student Attitudes to School – Management of Bullying

The percentage 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).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	75.6%	75.7%
Similar Schools average:	78.1%	78.2%
State average:	75.1%	76.9%



## ENGAGEMENT

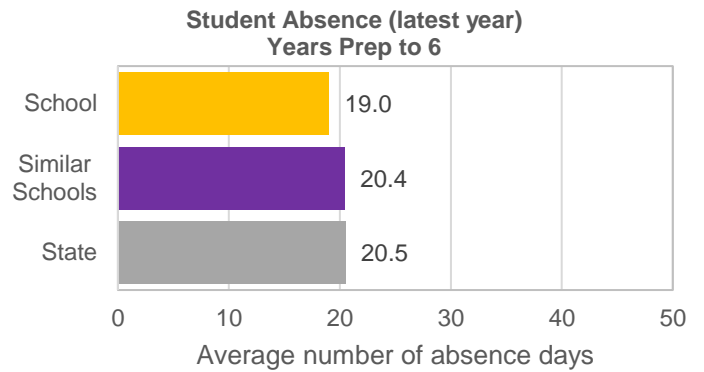
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.0	18.1
Similar Schools average:	20.4	18.2
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	92%	92%	93%	88%	87%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,442,829
Government Provided DET Grants	\$601,292
Government Grants Commonwealth	\$4,646
Government Grants State	\$0
Revenue Other	\$60,031
Locally Raised Funds	\$266,617
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,375,415</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$44,680
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$44,680</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,297,953
Adjustments	\$0
Books & Publications	\$411
Camps/Excursions/Activities	\$119,992
Communication Costs	\$6,637
Consumables	\$67,186
Miscellaneous Expense <sup>3</sup>	\$2,575
Professional Development	\$10,738
Equipment/Maintenance/Hire	\$39,798
Property Services	\$156,199
Salaries & Allowances <sup>4</sup>	\$145,428
Support Services	\$218,705
Trading & Fundraising	\$25,726
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,996
<b>Total Operating Expenditure</b>	<b>\$4,129,344</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$246,070</b>
<b>Asset Acquisitions</b>	<b>\$53,808</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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$283,689
Official Account	\$41,452
Other Accounts	\$14,817
<b>Total Funds Available</b>	<b>\$339,958</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$123,494
Other Recurrent Expenditure	\$14,028
Provision Accounts	\$0
Funds Received in Advance	\$14,816
School Based Programs	\$13,949
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$33,902
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$101,438
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$301,626</b>

*All funds received from the Department of Education, 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.*