**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.
 |
| Attested on 31 March 2023 at 09:56 AM by Tracy Bancroft (Principal) |

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| * This 2022 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
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| Attested on 31 March 2023 at 11:06 AM by Leanne Purcell (School Council President) |

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School Name: Knox Gardens Primary School (5234)

How to read the Annual Report

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.

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).

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Victorian Curriculum’*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with 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’).

**About Our School**

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| **School context** |
| Knox Gardens Primary School is located in the Eastern Suburbs of Melbourne. Our current enrolment is around 500 students. Our School’s Vision is: in an inclusive and supportive environment, underpinned by our School Values of Respect, Responsibility, Fairness, and Honesty, we strive to develop individuals who have an active voice in their learning to achieve their personal best. Student Achievement, Engagement and Wellbeing are strengthened and enriched through challenging and inspiring learning environments. Our differentiated curriculum provides learning programs that engage and extend students, are inclusive and culturally and globally diverse, cater to different learning styles and develop collaborative learning, independence, and resilience. Digital technologies such as iPads and notebooks are utilised within all classroom programs. Our Bring Your Own Device Notebook Program commences in Year 4 through to Year 6. Our STEM Program operates from Prep to Year 6, where our students practise their skills in Digital Technologies, Mathematics, and Science. They also learn important 21st Century Skills, such as the ability to communicate and collaborate with their team and partners and use their creativity and critical thinking skills to solve complex problems.Specialist Programs include Physical Education, Performing Arts, Visual Arts, and Mandarin. We have an established relationship with a Sister School in China and we participate in a Cultural and Language Exchange Program annually. Unfortunately, due to COVID, we were not able to participate in the exchange program in 2022. Additional learning support, extension, and extra-curricular programs are offered. Inclusive programs assist children with disabilities and those from non-English speaking backgrounds. Our school is a very multicultural school with over thirty different nationalities making up our diverse school community, and a number of students for whom English is their second language. Our open-plan learning spaces enhance our teaching practices and programs. The school’s extensive facilities and grounds, which are maintained to an excellent standard, further enhance and enrich our curriculum programs. The School Strategic Plan provides future directions and targets for the school. The staff profile varies in terms of gender and teaching experience. 25 full-time and 5 part-time staff, 15 Education Support Staff, the Principal, Assistant Principal, two Learning Specialists, Psychologist, Speech Pathologist, and ICT Technician make up the composition of the Knox Gardens Team. There are no Aboriginal and Torres Strait Islander staff employed at our school. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| We continued to embed our school's Instructional Model throughout the school and students were working on co-constructing their Success Criteria with their teachers for their Literacy and Numeracy lessons. Staff created a Reading and Writing Conference Template and used this template to complete reading conferences with the students in their class. The Reading and Writing Workshop model was delivered across all year levels and staff were provided with Professional learning sessions to ensure consistency in the delivery from Prep to Year 6. We implemented the Respectful Relationships Program into our school curriculum from Prep to Year 6. Our Wellbeing Team developed a two-year Scope and Sequence on how to deliver the eight modules to our students. Surveys were completed to collect data from our students, staff and families and resources were purchased to support the delivery of the lessons. Our focus on Voice continued throughout the school with staff developing lessons to embed the Eight Conditions of Learning that we are focussing on as part of the work that the school is engaging in with the Quaglia Insitute of Voice and Aspirations. The whole school has a common language and understanding of what Voice means and how to use your voice in your learning. Our student leaders promoted Voice to their peers and also used their voices in a positive and proactive way throughout our school.   |
| Wellbeing |
| Student Wellbeing supports the policies, programs, and activities targeting the safety and health of all students. Staff plan and deliver Wellbeing Programs that promote student safety and positive behaviours. The programs available for staff include Restorative Practices, Cyber Safety and Zones of Regulation. Students from Prep to Year 6, staff and families all participated in Cyber Safety Project sessions in which we were all educated on how to keep ourselves safe online and how to look out for others online. We implemented the Respectful Relationships Program into our curriculum on a fortnightly basis for all students from Prep-Year 6 and staff participated in Professional Learning about the program and how it was to be delivered. The school developed a Scope and Sequence as to how the modules would be delivered over a two-year period. Resources were purchased to assist staff in delivering lessons to their students.The school has continued to implement all of the new Child Safety standards and we have a comprehensive Child Safety Policy and Code of Conduct in place for all staff, visitors and volunteers.Our School Library received a complete upgrade and was painted and new shelving was purchased to house the books for students to access. The school uses this space for lunchtime, after school, and weekend activities. Staff use this space to conduct coding sessions with their students, utilising the wide range of robotics equipment available for students from Prep to Year 6.The school employed a Psychologist and two Speech Pathologists to work with students in our school, through NDIS funding, Health Care Plans, and school-specific programs. A huge amount of support is available for students, staff, and families through these providers.Our School Values; Respect, Responsibility, Honesty and Fairness, underpin our classroom and yard behaviour expectations. Students are rewarded for promoting our School Values with a whole school reward system in which they collect puzzle pieces to complete a puzzle board of the value that we are focussing on for that term. Then our Student Representative Council works with their peers to determine a suitable whole school reward for completing the puzzle board. |
| Engagement |
| Student Engagement focuses on the policies, programs, and activities that are implemented across the entire school community to enhance the learning opportunities for every student. Our attendance data continues to be of an extremely pleasing standard, with a four year average of 12.7 days of non-attendance per student compared to the State average of 17 days non-attendance per year. The main reasons students are not in attendance at school are due to illness and family holidays. Staff are committed to implementing programs that promote student engagement, school connectedness and attendance. Our Attitudes to School Survey data indicates our Year 4 and 6 students had an 84.5% approval rate of feeling a sense of connectedness and with the management of bullying the same Year 4-6 students had an 81.3% approval rate that the school is managing bullying. Both of these results are higher than similar school and State averages for 2022.Our classroom teachers kept in close contact with all of their students and families via Class Dojo. Teacher were able to communicate with their students and families and share work, photos and special events.The Student Wellbeing and ICT Teams oversee all of the initiatives and activities that are implemented throughout the school. Our school ensures student engagement through the provision of a curriculum that includes authentic learning experiences that are relevant to students’ lives. Our extensive Extra-Curricular Program (e.g. School Camps, Intensive Swimming Program, Bi-annual School Production etc.) provides additional opportunities for our students to engage in the curriculum. Students in Years 3, 4, 5 and 6 participated in a Camping Program in Term 4, which provided terrific opportunities for our students to be involved in some awesome outdoor education activities that we hadn't been able to offer in 2020 and 2021 due to COVID.Our school offered an extensive range of Incursions and Excursions for students from Prep to Year 6 to participate in, which provided different opportunities for students to engage in their learning. We offered G.A.T.E.Ways as an extension program for students in our school for students in Years 2-6.Our Performing Arts Leader and a group of Year 6 students organised and hosted a 'KGPS GOT TALENT Show' in which students from Prep to Year 6 were able to display their talents in a performance in front of an audience of their peers and teachers. This show was a highlight of the year and was enjoyed by both the participants and the audience members.Our gardens and facilities are a priority in our school and each year a group of around 50 students are selected to be part of our Garden Club, which is led by a group of Year 6 students and a teacher. This group of students and staff work in our gardens three times a term, in Terms 2 and 3, to maintain and enhance our gardens for our students and school community. They plant new plants, weed gardens, prune bushes, sweep, pick up rubbish, mulch garden beds and lots more. They are also responsible for picking the fruit and vegetables that we grow in our gardens beds and this food is used for students to cook with and enjoy. |
| **Other highlights from the school year** |
| Each year we run a Family Fun Night that involves our school community coming together for a picnic dinner followed by a night of fun activities that are run by a company called Proactivity. They offer 12-15 activities for students to be involved in. This night is a great opportunity for all members of our school community, including our staff, to come together and socialise and further develop relationships. It is always very well attended by our community and a night everyone looks forward to each year. Our Whole School Athletics Day is held each year and students from Prep to Year 6 spend time during their Physical Education lessons preparing for the formal and informal athletics events that they participate in on the day. All members of our school community are invited to come along and enjoy the day watching their child/ren join in on all of the fun. A House trophy is presented to the winning House Captains at the end of the day. This year our staff Global Education Team organised and ran a wonderful day for all of our students that was based on respect, tolerance, acceptance and appreciation of the rich diversity of our world's cultures. Students participated in cultural activities throughout the day which highlighted the rich cultural diversity of our school. Students had a chance to explore artifacts from different countries and we held a special Assembly, special lunch order and students came to school dressed in an outfit that represented their own unique cultures. It was a wonderful day and one that will take place again in 2023. We teach Mandarin as our second language and each year we celebrate the Chinese New Year. Students spend time in their Mandarin lessons learning about the different aspects of the Chinese New Year celebrations. We have a wonderful display of student work up and a special Assembly to share what each year level has been learning about. We finish with a special Chinese lunch order and students come to school dressed in traditional Chinese clothing or in red and gold.  |
| **Financial performance** |
| The school applied for a number of grants in 2022 and we were successful in gaining the following funding:      Accessible Buildings Grant $300,00      Minor Works Grant for guttering and down pipes $140,000      Shade Sail Grant $24,000      Safe Trees Grant $20,000 We applied for and received a $4,000 Duet Grant. This grant was used on instruments for our Performing Arts program and training for our Performing Arts staff. We applied for and received a $4,000 grant, The Queen's Jubilee Grant. We purchased plants and these were planted by our Garden Club students.We employed a part-time Psychologist to work with staff, students, and families in our school community. We received 44 Air Purifiers that were placed into all working spaces and offices throughout the school. Our Canteen had an upgrade of fridges and an oven and we extended the opening hours to two days a week. We employed two Speech Pathologists to work with identified students in our school. We created a new Conference/Meeting room for our staff to use for their meetings, for parent meetings etc. We purchased a new conference table, chairs, TV, air conditioner and shelving for the room. The room was also freshly painted as part of our Library upgrade. We had our school Library painted and we purchased new book shelves to update our Library. Our PFA Team paid for:10 new down ball courts to be painted around the school for our students to useA fence extension was constructed on our existing vegetable garden space so that our students can have more space to grow vegetablesNew Sports Uniforms for our students to use when competing in Inter-school Sports and other sporting competitions. We had our gym floors resurfaced over the January break so the floors were ready for another year of activities to take place in the gym. Our ICT Technician’s allocation of time increased which was a significant help in managing all of the technology we have throughout the school.We had another increase in our student numbers so we needed to purchase new tabletops, chairs, bag trolleys, whiteboards etc.We replaced air conditioning units in our Music room, Library and we put in a new unit in our Conference/Meeting room.We continued to employ a second Maintenance Man, on a casual basis, to assist with maintaining the school facilities and school grounds.Unfortunately, due to COVID, we were not able to participate in our annual Language and Cultural Exchange Program with our Sister School in China.We continued with a second Learning Specialist in a Literacy role.  |
| **For more detailed information regarding our school please visit our website at** [**https://www.kgps.vic.edu.au**](https://www.kgps.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 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 499 students were enrolled at this school in 2022, 225 female and 274 male.

48 percent of students had English as an additional language and 0 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

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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 83.3% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 77.1% |
| State average (primary schools): | 73.4% |

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

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

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 95.1% |
| Similar Schools average: | 95.0% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 93.0% |
| Similar Schools average: | 94.8% |
| State average: | 85.9% |

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 top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 94.9% | 92.5% |
| Similar Schools average: | 91.5% | 90.5% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 85.2% | 81.6% |
| Similar Schools average: | 86.8% | 85.7% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 85.5% | 80.8% |
| Similar Schools average: | 84.3% | 85.3% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 85.2% | 76.8% |
| Similar Schools average: | 80.7% | 81.9% |
| State average: | 54.2% | 58.8% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 84.5% | 88.9% |
| Similar Schools average: | 81.5% | 82.6% |
| State average: | 78.1% | 79.5% |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 81.3% | 86.2% |
| Similar Schools average: | 76.9% | 79.8% |
| State average: | 75.8% | 78.3% |

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.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 19.9 | 12.7 |
| Similar Schools average: | 18.5 | 13.5 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

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

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 90% | 89% | 90% | 91% | 91% | 88% | 89% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $4,462,498 |
| Government Provided DET Grants | $587,743 |
| Government Grants Commonwealth | $11,500 |
| Government Grants State | $0 |
| Revenue Other | $32,760 |
| Locally Raised Funds | $455,748 |
| Capital Grants | $0 |
| Total Operating Revenue | **$5,550,248** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $19,766 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$19,766** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $4,229,752 |
| Adjustments | $0 |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $137,010 |
| Communication Costs | $7,061 |
| Consumables | $110,014 |
| Miscellaneous Expense 3 | $27,166 |
| Professional Development | $10,808 |
| Equipment/Maintenance/Hire | $119,046 |
| Property Services | $93,245 |
| Salaries & Allowances 4 | $169,273 |
| Support Services | $61,762 |
| Trading & Fundraising | $70,700 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $31,122 |
| Total Operating Expenditure | **$5,066,960** |
| Net Operating Surplus/-Deficit | **$483,289** |
| Asset Acquisitions | **$180,180** |

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 25 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $757,191 |
| Official Account | $37,092 |
| Other Accounts | $0 |
| Total Funds Available | **$794,282** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $128,666 |
| Other Recurrent Expenditure | $4,552 |
| Provision Accounts | $1,641 |
| Funds Received in Advance | $150,241 |
| School Based Programs | $21,158 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $20,000 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $50,000 |
| Capital - Buildings/Grounds < 12 months | $200,000 |
| Maintenance - Buildings/Grounds < 12 months | $100,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $100,000 |
| Maintenance - Buildings/Grounds > 12 months | $50,000 |
| Total Financial Commitments | **$826,257** |

*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.*