

# 2023 Annual Report to the School Community

School Name: Deer Park North Primary School (5084)



- 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 29 April 2024 at 10:04 AM by Elizabeth Balharrie (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 29 April 2024 at 03:39 PM by Fiona Carson (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

Deer Park North Primary School is located in the western suburbs of Melbourne in the City of Brimbank. At census the enrolment was 314 students. Student enrolments included 134 students with English as an Additional Language, 6 Aboriginal students and 8 International students. The school community proudly recognizes and celebrates the cultural diversity represented in our school. The Student Family Occupation and Education index (SFOE) is .63, reflecting a low socio-economic status. This is a measure of socio-educational disadvantage based on educational and employment characteristics of the parents/carers of students enrolled at the school.

Deer Park North Primary School has a total of 38.17 staff. This is made up of 27.39 EFT teaching staff including classroom teachers, four learning specialists, principal and two assistant principals. There were 10.79 EFT Education Support Staff comprising of office administration and education support staff.

The school values adopted in consultation with the school community are an integral part of teaching and learning programs.

These are:

Be respectful...Being someone who accepts the obligation to do something.

Be empathetic...Being someone who considers the feelings of self and others.

Be resilient...Being someone who copes with and recovers quickly from difficult situations.

Be your best...Being someone who does what is necessary & is considerate of others and values the environment.

Our vision is to build strong educational foundations for bright futures.

The school is organised into Professional Learning Teams, which include Foundation (two classes), Year 1 (two classes), Year 2 (three classes), Year 3/4 (four classes) and Year 5/6 (four classes). The Early Learning Centre and Play-Space provide an engaging learning environment for Foundation students. Specialist teachers provide programs for Physical Education and Sport, Visual Arts, Performing Arts and Science/Sustainability. An online Auslan program has been implemented across the school and is facilitated by classroom teachers. Students participate in a Kitchen/Garden program.

A full-sized indoor gymnasium/basketball court, Performing Arts room and multi-purpose space accommodate various activities and events such as whole school assemblies, sports and physical education program, performing arts program, incursions, special events and out of school hours care (OSHC).

The school facilities and grounds are well-maintained, catering to a range of school programs and initiatives such as the kitchen/garden program, the Gratitude Garden, Play-space, the Commemorative Garden, Breakfast Club and Canteen. Outdoor sports and games areas include the Junior and Senior adventure playgrounds, sand pit, synthetic grass areas providing bat tennis courts, cricket nets, running track, AFL football and soccer fields. Asphalt areas provide outdoor basketball and netball courts and minor games markings.

The well-established Community Hub Program at DPNPS, in its tenth year, continues to be well received by the school community. Conveniently located at the main entrance to the school and coordinated by the Community Hub Leader, it provides support for families to connect with services and opportunities to participate in a range of activities and programs to improve educational and wellbeing outcomes.

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

### Learning

Teacher Judgement against the Victorian Curriculum at DPNPS indicated that 80.7% of students were 'at or above' age expected level in English (Reading) compared with Similar Schools at 76.7%.

In Mathematics, Teacher Judgement against the Victorian Curriculum indicated that 81.5% of students were 'at or above' age expected level compared with Similar Schools at 71.6%.

The NAPLAN results from the revised tests in 2023 provide percentage of students in the "strong or exceeding" proficiency levels. The results, being from the revised test, are no longer comparable with previous year's results and data is not available at this stage for provision of a 4-year average.

Student achievement levels in the 2023 NAPLAN testing domains for both Year 3 and 5 English and Mathematics were below 'Similar, Network and State School' levels.

Year 3 Reading NAPLAN indicated that 42.1% of our students were performing in the Strong or Exceeding proficiency levels compared to the similar schools average of 50.6%. Year 5 Reading NAPLAN showed that 50.9% of our students were performing in the Strong or Exceeding proficiency levels compared similar primary schools average of 62.3%.

Year 3 Numeracy achievement in NAPLAN showed that 28.9% of our students performed in the Strong or Exceeding proficiency levels compared the similar primary schools average of 45.6%. Year 5 Numeracy showed 43.1% of our students performed in the Strong or Exceeding proficiency levels compared to the similar primary schools average of 52.7%.

DPNPS has invested heavily in the provision of learning supports for students. This includes the provision of highly qualified and experienced staff and educational consultants, training for staff in research-based practices and quality teaching and learning materials. The school is committed to a strong staff coaching model supporting the implementation of adopted instructional models. School-based coaches in Literacy and Numeracy work alongside teaching teams during weekly planning and coaching sessions to build the skill of teachers to collaboratively identify and plan for point of need learning. The timely collection of student achievement data in line with the assessment schedule gives direction to team planning. Our contracted speech pathologist supports teachers in delivery of the phonics program in classrooms through classroom observations and modelling of best practice instruction. Levelled Literacy and Phonics intervention programs through both the tutor learning initiative and teacher intervention have continued.

DPN has continued to engage a Numeracy consultant who works with coaches and teachers in bi-weekly visits, which include peer observation, unit planning based on the Victorian Curriculum and teacher feedback. This provides the opportunity for staff to develop deeper curriculum knowledge and a shared understanding of the adopted numeracy instructional model. Additional Mathematics equipment has been allocated to each classroom and is readily available as a resource for units of work. Targeted intervention groups were implemented by teachers in classrooms. Teachers plan for differentiation through the provision of entry points for students, in turn, improving student engagement.

Individual Education Plans are developed and monitored for students with additional needs.

## Wellbeing

The Student Attitudes to School: Sense of Connectedness (Years 4 to 6) was 85.2% with a 4-year average of 87.7%. This is well above State with 77% and Similar Schools with 80.6%. Management of Bullying (Years 4 to 6) was 88.2%, with a 4-year average of 89.1%. This is well above State with 75.1% and Similar Schools with 78.1%.

DPNPS places the wellbeing of students, staff, and families as a high priority. Staff have been trained in the Berry Street model, Respectful Relationships initiative, Restorative Justice practices and other targeted professional learning. As a Respectful Relationships Lead School, DPNPS is committed to building the capacity of its staff and Network School teams to work to embed a culture of respect and equality across entire school communities.

We believe strongly in the implementation of strategies and initiatives that provide support for positive work and learning environments for all. Regular health and wellbeing check-ins with students and staff have continued. Berry Street trauma informed practices are consistently implemented across the school including morning circle, ready to learn plans, emotion or mood meters, brain breaks and outdoor learning activities. The school has implemented a consistent whole-school approach to safety and wellbeing. Calm spaces have been set up in each classroom and every student has their name on their table, locker and book box to foster inclusion and reduce anxiety. The leadership team and teachers use restorative practices to address and resolve issues and incidents consistently and promptly as they arise. The school's wellbeing team has been broadened to provide students with engagement activities, provision of counselling and support and referral to services as needed. The wellbeing team consists of school leadership team, youth worker, provisional psychologists and social workers and DET Network supports. The welfare coordinator consults with the community hub leader to arrange specific supports and services to families e.g. regular check-in contacts, provision of food packs, interpreter services and referrals. Our partnership with external agencies continued, such as Brimbank City Council, Foodbank, State Schools Relief and Community Hubs Australia to support engagement and wellbeing of the school community. Families are supported with interventions put in place at school to assist stronger home/school partnerships.

## Engagement

The school's average number of absence days for students was 26.8, with the 4-year average of 23.6 days. Similar Schools Average in 2023 was 22.9 days. The Attendance Rate for each level of the school (P-6) in 2023 was generally consistent being between 85% - 88%. The school implements a consistent process when students are absent without explanation or absent for extended periods. Parents and carers receive an SMS when their child/children are marked absent without explanation. Unexplained absences are followed up with a phone call the following day by office administration staff. Leadership Team members contact parents and carers if students are absent for 3 or more days. Our Wellbeing Team continued to focus on working in partnership with families and other support services for those children identified as being at risk with referrals to Student Support Services.

Classroom programs continue to incorporate strategies that promote engagement and inclusion e.g. morning circle, brain breaks and restorative conversations. Staff are continuing to embed practices explored through professional learning undertaken with

external consultants that enhance student agency and engagement. These include the use of High Impact Teaching Strategies such as the provision of timely and quality feedback to students. Efforts to improve student engagement include the implementation of activities that provide student voice and agency to increase participation and interest, such as special days, recess clubs and House games. Specialist teachers facilitate student activity days in their teaching areas of physical education, visual arts, performing arts and science/sustainability held throughout the year. Whole school events and celebrations are highly engaging for our students and well attended by the school community. The school aims to provide a strong sense of belonging for all students where they feel happy, safe and supported.

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## Financial performance

Total Operating Revenue was \$5,528,888 with Equity Funds of \$843,790. Total Operating Expenditure was \$5,047,949 with a Net Operating Surplus of \$480,939. Following the reconciliation process, the Net Operating Surplus was \$346,231. The school budget was soundly and strategically managed to resource the implementation of key improvement strategies and initiatives detailed in the school Strategic Plan and Annual Implementation Plan (AIP). The school's finances were in surplus in 2023. Funds were received from Community Hubs Australia, supporting the school-based community hub and employment of the hub leader.

Equity funding was used for the provision of professional learning and coaching for teachers and Education Support Staff. This included the engagement of external consultants in the areas of Numeracy and Inquiry Learning and S. School-based coaches have been appointed to support and build teacher capacity to plan and deliver Literacy and Numeracy programs. Employment of CRTs has ensured that key staff have been released to enable them to participate in targeted initiatives and program development, e.g. implementation of DET initiatives, professional learning, meetings and planning commitments. Equity funds were allocated to Berry Street and Respectful Relationships Professional Learning for staff. In addition, equity funding was used to provide a range of teaching and learning resources and technology equipment.

Funds have been approved by DPN School Council and committed for the Outdoor Court Cover Project and the Tram Refurbishment.

# 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 314 students were enrolled at this school in 2023, 144 female and 170 male.

60 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).

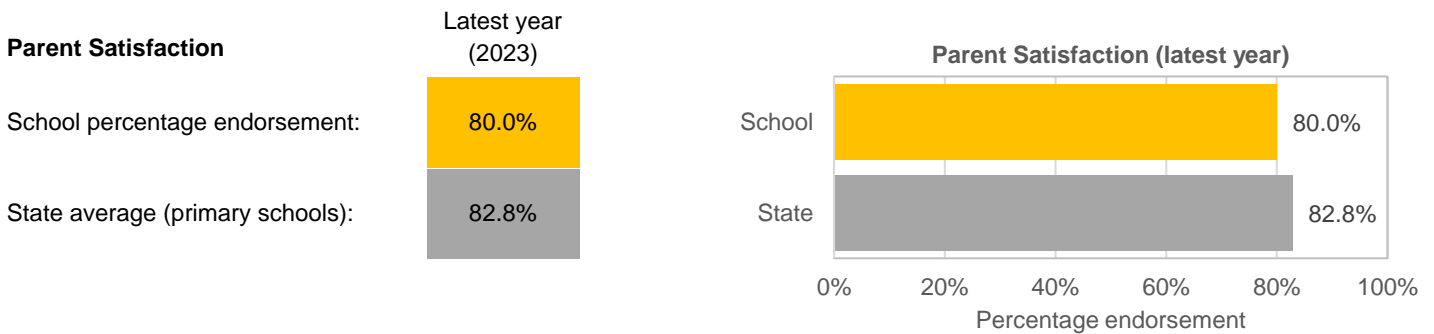
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

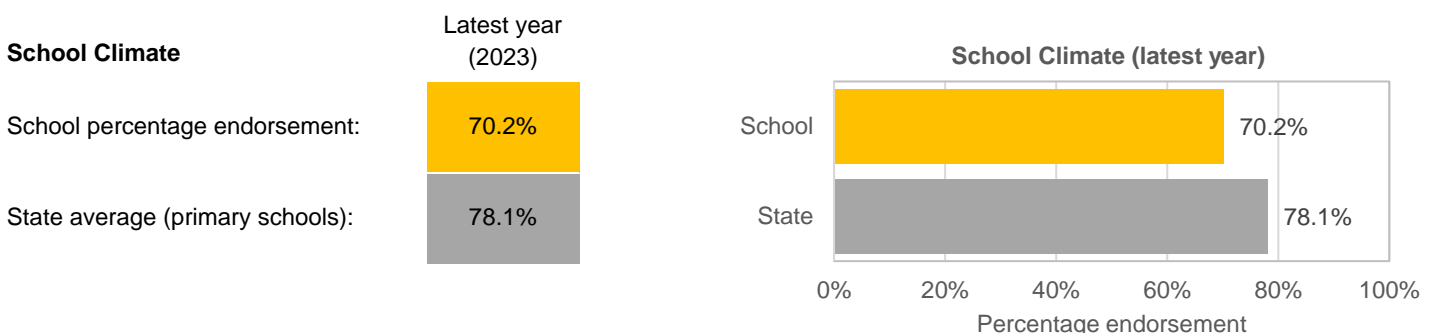


### School Staff Survey

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:

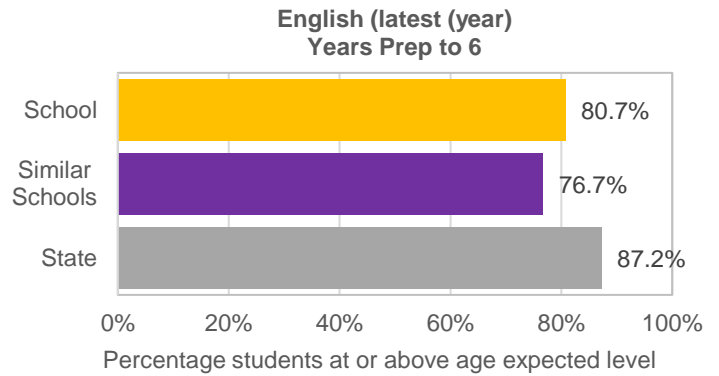
80.7%

Similar Schools average:

76.7%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

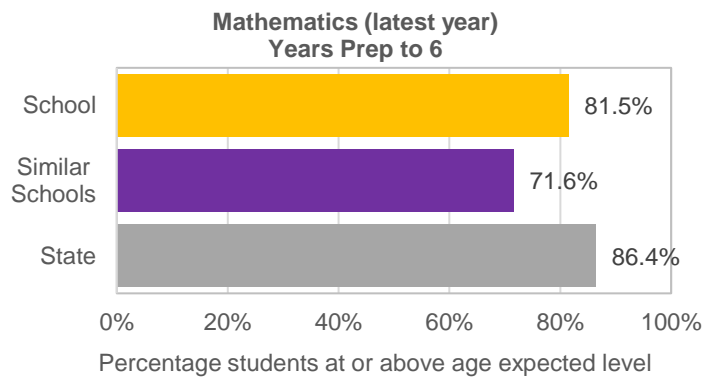
81.5%

Similar Schools average:

71.6%

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:

42.1%

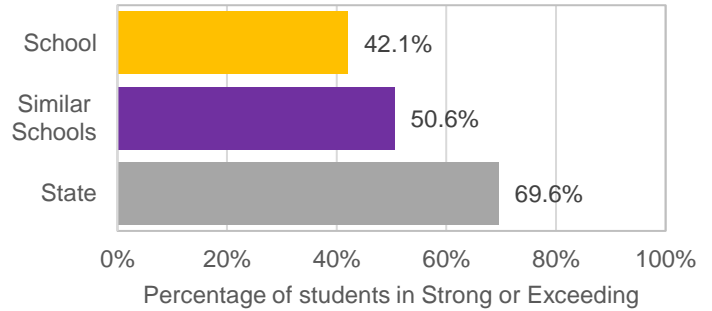
Similar Schools average:

50.6%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.9%

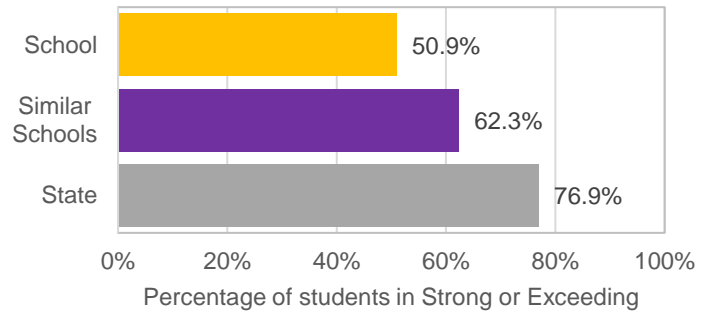
Similar Schools average:

62.3%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

28.9%

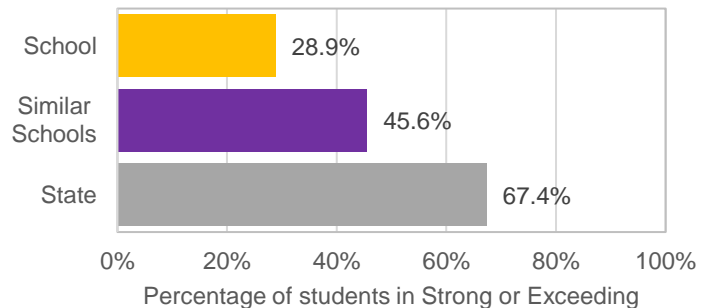
Similar Schools average:

45.6%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

43.1%

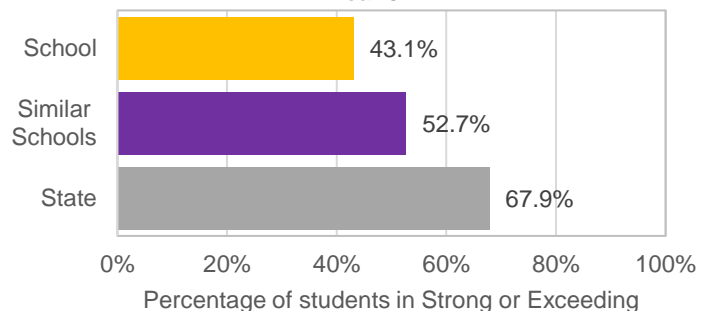
Similar Schools average:

52.7%

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:

66.7%

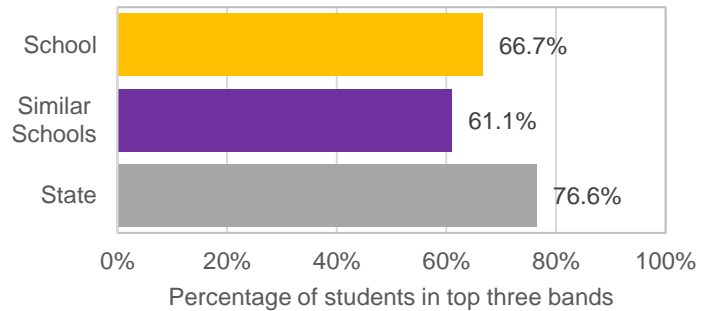
Similar Schools average:

61.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

63.2%

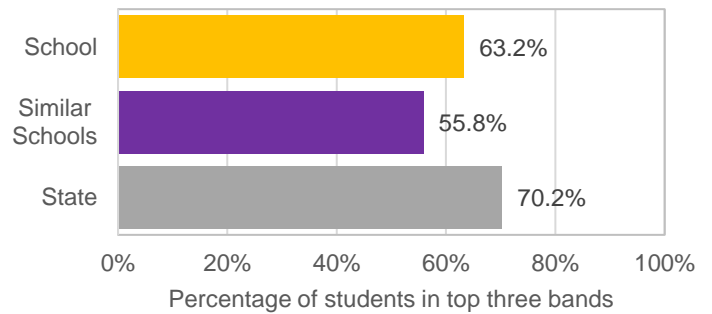
Similar Schools average:

55.8%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

37.2%

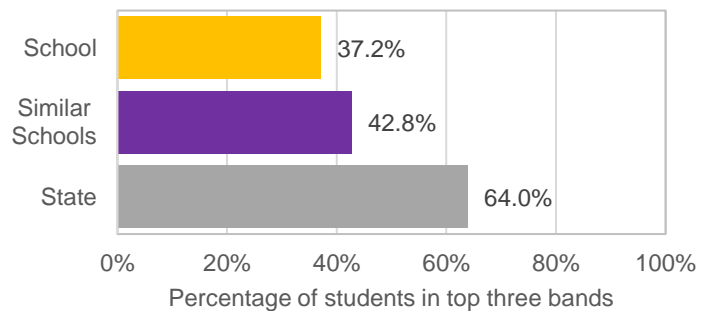
Similar Schools average:

42.8%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

43.2%

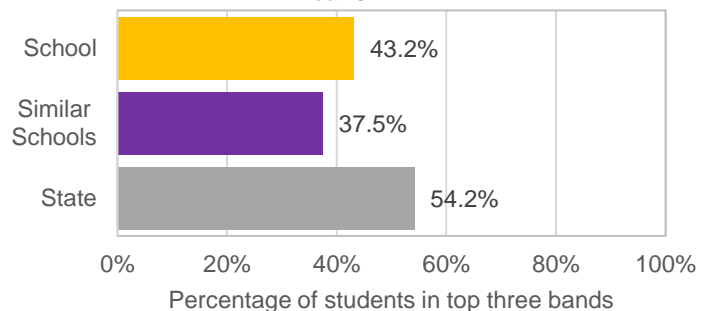
Similar Schools average:

37.5%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

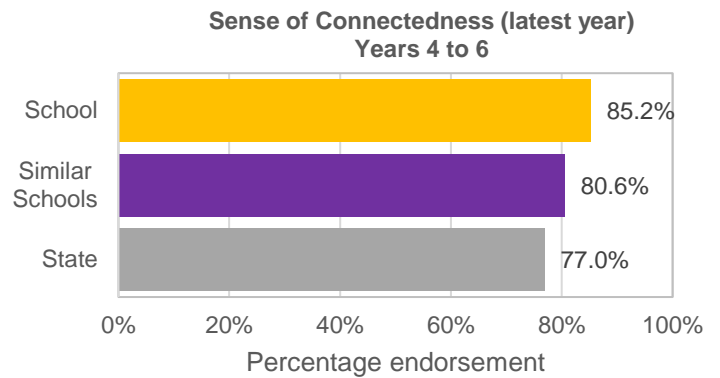
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	85.2%	87.7%
Similar Schools average:	80.6%	82.4%
State average:	77.0%	78.5%

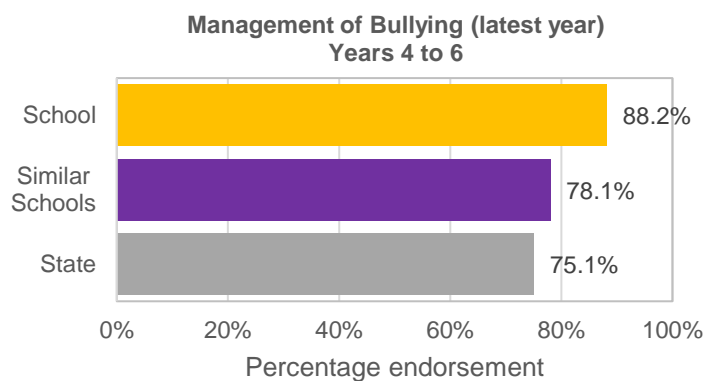


### Student Attitudes to School – Management of Bullying

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:	88.2%	89.1%
Similar Schools average:	78.1%	80.1%
State average:	75.1%	76.9%



## ENGAGEMENT

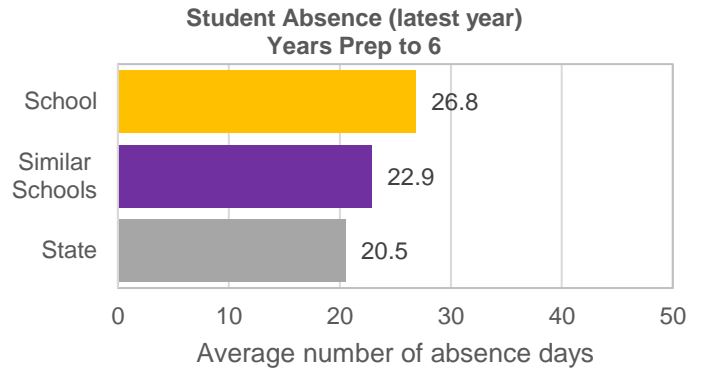
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	26.8	23.6
Similar Schools average:	22.9	21.4
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):	88%	85%	85%	88%	85%	87%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,472,306
Government Provided DET Grants	\$826,738
Government Grants Commonwealth	\$11,061
Government Grants State	\$0
Revenue Other	\$76,999
Locally Raised Funds	\$141,784
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,528,888</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$843,790
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$843,790</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,111,472
Adjustments	\$0
Books & Publications	\$21,535
Camps/Excursions/Activities	\$62,320
Communication Costs	\$8,225
Consumables	\$89,274
Miscellaneous Expense <sup>3</sup>	\$26,473
Professional Development	\$12,163
Equipment/Maintenance/Hire	\$57,905
Property Services	\$99,017
Salaries & Allowances <sup>4</sup>	\$56,471
Support Services	\$445,251
Trading & Fundraising	\$16,639
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,205
<b>Total Operating Expenditure</b>	<b>\$5,047,949</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$480,939</b>
<b>Asset Acquisitions</b>	<b>\$201,950</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

Funds available	Actual
High Yield Investment Account	\$1,596,770
Official Account	\$80,621
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,677,390</b>

Financial Commitments	Actual
Operating Reserve	\$141,906
Other Recurrent Expenditure	(\$1,430)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,431,130
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$900,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,621,606</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.*