

2023 Annual Report to the School Community

School Name: Park Ridge Primary School (5281)



- 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 12 March 2024 at 11:59 AM by Dale Blythman (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 17 April 2024 at 03:47 PM by Catherine Higgins (School Council President)

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).

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').

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

School context

Park Ridge Primary School is committed to providing high quality education and preparing young people to become active, engaged and responsible citizens of the local and global community. The school aims to prepare students to thrive in a very dynamic 21st century in which creativity, collaborative work, connectedness to the world and adaptability are key features. The Park Ridge Primary School vision describes the aspirations of our school community. Our school vision is: Preparing our students to develop the knowledge and skills that will help them become lifelong learners who are successful and happy individuals who participate fully in and contribute to our community and the world around us. The Park Ridge Primary School values represent the guiding principles and beliefs of our school community. Our school values are:

- Respect – accept, value and appreciate others and our differences and treat others the way you would like to be treated
- Resilience – being able to control your emotions, overcome challenges and believe in your ability to achieve
- Positivity - developing a growth mindset, being grateful and putting your best effort into everything you do
- Integrity – always do the right thing, own your mistakes, be honest and make good choices
- High Expectations – encouraging and supporting all members of our school community to strive for excellence.

Park Ridge Primary School is located in the North-Eastern Victoria Region, Outer Eastern Melbourne Area. The school is situated on a 3.6-hectare site on the south-eastern border of the City of Knox, within the suburb of Rowville. Park Ridge Primary School shares close links with the neighboring primary schools of Lysterfield, Heany Park, Rowville and Karoo and works closely with the eastern campus of Rowville Secondary College, which is located next door. In 2023, the school had an enrolment of 544 students with 14 percent classified as EAL (English as an Additional Language) and 0.55 percent from ATSI (Aboriginal and Torres Strait Islander) backgrounds. The population of our school reflects a Student Family Occupation and Education (SFOE) index of 0.26, placing our school in the 'low' range for overall socio-economic disadvantage. The school facilities include 18 permanent and 10 portable classrooms, an art room, gymnasium, library, intervention and music room. The school's multi-purpose center is used during school hours for assemblies, incursions and specialist classes and housed an accredited out of school hours care program. The school grounds include surfaced playing areas as well as large, grassed areas, two playgrounds and an activity based fitness track for student recreational and sporting activities. The 2023 school staffing profile comprised of 36 teachers including a Principal and two Assistant Principals, one focusing on Student Engagement and Wellbeing and one Assistant Principal focusing on Curriculum. We employed two Learning Specialists who provide in-class coaching and support in developing teacher capacity as well as supporting teams in developing high-quality, evidence-based engaging learning experiences for our students. Educational Support Staff members included four administration staff and thirteen integration aides. The school curriculum reflected the Victorian Curriculum framework, with specialist programs in Music, Art, Physical Education, Science and LOTE (Indonesian) across the school. Our Tutoring Initiative centered on providing support for students across our school, with a focus on Reading and Literacy development as well as fostering growth in Numeracy.

Progress towards strategic goals, student outcomes and student engagement

Learning

A 2023 goal was to improve student achievement in Literacy and Numeracy. The targets set as measures against the goal were to improve school performance as reflected in the National Assessment Program – Literacy and Numeracy (NAPLAN) and teacher judgement data against the Victorian Curriculum framework and to close the gap between these two forms of assessment.

Teacher Judgement of student achievement results show in 2023, almost all students were working at or above age expected standards in English and Mathematics (English @ 93.4% at or above expected standards and Mathematics @ 96% at or above expected standards). These results are above the State Median.

Mathematics and Literacy NAPLAN results are in line with similar schools. Student trend performance data in NAPLAN shows the percentage of students in the Exceeding and Strong NAPLAN Proficiency levels of testing at Year 3 Reading, Writing and Spelling is consistently higher than the State Median and local schools, and on par with similar schools. Our Year 5 NAPLAN data indicates our students performed higher (in the Exceeding and Strong Proficiency NAPLAN levels) in Writing and Numeracy to their peers in other schools in the local area. From the renewed focus on evidence-based pedagogical practices in 2023, early standardised assessment is indicating a strong improvement in all key areas highlighting the early success of these changes. The current Strategic Plan and 2024 Annual Implementation Plan goal is to embed consistent approaches to all school-wide practices, to enhance instructional consistency across the year levels.

In 2023, there were 14 students who received funding under the Program for Students with Disability program. All funded students had an Individual Learning Improvement Plan, which was reviewed and updated with parents on a regular basis as part of Student Support Group meetings. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Improvement Plans.

Wellbeing

A 2023 school goal was to enhance the wellbeing of all students with targets to improve student and parent opinion survey results. Whilst Park Ridge Primary School consistently performs above similar schools and the State average we identified an area for our school to work on; was to increase results and encourage more effective communication between classroom teachers and families. Overall targets were set to improve student and families perceptions of school connectedness, student engagement and student safety. In 2023 we continued to make improvements towards these targets and improve overall student attitudes to school and wellbeing. This highlighted and communicated to families as being an important priority for their entire family.

In 2023, the Students Attitudes to School Survey was conducted and showed our students identified a strong sense of connectedness to school. Our data results for school connectedness indicates students felt supported, whilst their teachers held high expectations for their students for both on and off site learning. It will be important for Park Ridge Primary School to continue to monitor and support mental health and wellbeing in 2024. Wellbeing activities were a regular part of the daily curriculum in 2023 and will continue to be moving into 2024. Led by the school's Wellbeing Team and embraced by all staff, we took a proactive approach to developing our students' capacity to build positive emotions, positive relationships, celebrate their accomplishments and build their resilience.

The school worked on the further development of student voice through the leadership roles in Year 6 2023. All classes from Year 1 to 6 elected students to represent their class on the Junior School Council and they met regularly throughout the year. We also saw in 2023, the development of our EarlyAct club. With the support of Rowville/Lysterfield Rotary, EarlyAct provides our students the opportunity for gaining an increased awareness and knowledge of their local community and the world. Through is opportunity, our students engaged in character-building activities that assisted in preparing them for leadership roles to identify and carry out projects which benefit their school, local and global communities.

Highlights included the many school celebrations, Lunchtime Clubs, Weekly Park Run, and Library Club, and the continued strengthening of the School Wide Positive Behaviour Support Framework, through embedding the school values token (Pom Pom) system. We continued to embed the Resilience, Rights and Respectful Relationships program across the school.

In 2024, we look to continue to prioritise a whole school preventative and protective approach to student wellbeing by continually reviewing and improving our current wellbeing practices. We aim to further strengthen our approach for students requiring Tier 2 and 3 supports, through partnerships with families, DET SSS and external agencies.

Engagement

At Park Ridge Primary School, we believe that all children can flourish when they are supported in their own learning, growth and wellbeing. In 2023, the school continued to embed Positive Education across the curriculum through further focus on the five domains of the Berry Street Education Model (BSEM). This model is a highly researched best practice approach to the teaching of Positive Education and is implemented across the school to improve the engagement of young people so that they can achieve their personal social potential through academic achievement. The average absence rate across all year levels in 2023 was 17.8 days per year which is fewer absences than the State Median of 20.5 days. Absence reports are accessible at all times via the Compass School Manager platform and absence data is a regular agenda item in School Improvement Team and Learning Leader meetings. Non-attendance is addressed through the monitoring of attendance data by teaching staff. Unexplained absences are followed up by class teachers. In the case of patterned absences, the School Leadership Team will initiate contact with families concerned to offer support and plans are put in place to improve attendance behaviours where necessary. Common reasons for non-attendance included illness and extended family holidays. A current Strategic Plan and 2024 Annual Implementation Plan goal is cultivate an environment which enables student voice and aspirations.

A number of special events were held throughout the year including: Colour Fun Run; Book Week Character Dress Up Day; School Concert; Christmas Concert and Education Week Showcase. These events brought our school community together again and we will continue to invite our families to participate in school events in 2024. The student leaders had a strong desire to focus on sustainability being influenced by their participation in the Dolphin Research Institute's ISea ICare program resulting in some reduction in litter across the school.

Other highlights from the school year

Park Ridge Primary School consistently acknowledges the diversity of learning styles, interests and talents, once again providing a wide range of enrichment opportunities, including sporting clinics, inter-school sport, Perceptual Motor Program (PMP), Camping Program, choir, curriculum based incursions/excursions, Buddies program, and a variety of lunchtime clubs.

The school continued to provide student leadership opportunities through the engagement of Junior School Council (JSC) and student leaders such as Environmental Leaders and EarlyAct in student led initiatives, e.g. in sustainability and lunchtime clubs. Another highlight was the resumption of our onsite K-F Transition Future Stars program, where 2024 enrolled Foundation students had the opportunity to come onsite to participate in learning activities in Term 4. Parents were once again welcomed onsite as part of the program, and attended our 2023 Foundation Information Evening at school.

Our Colour Run fundraiser in November and overwhelming attendance at our End of Year concert, highlighted our rejuvenated community spirit, where the entire community came together to celebrate our vibrant and diverse school.

Financial performance

Park Ridge Primary School has established strong budgetary processes that comply with DET financial requirements. All financial and budgeting processes are overseen by the Principal, Assistant Principals, Business Manager, and School Council. Sound financial processes, linked to the School's Strategic Plan, budgets and expenditure supported teaching and learning programs to achieve improved student learning outcomes.

Through strong financial management, we have established a good Operating Reserve that provides for the provision of high-quality educational programs for the students of Park Ridge Primary School for 2023 and beyond. Sources of funding the school received included equity funding to the sum of \$25,890. This was used to implement a range of student support programs, such as Reading and Numeracy Intervention. Fundraising by the school's PCA contributed to the school's locally raised funds and was largely used to support and resource the school's Literacy and Numeracy programs as well as the re-furnishing of half our classrooms. State and Commonwealth funding totalled \$588,456 which supported student learning programs across the school with a major emphasis on Literacy and Numeracy. We achieved our focus for 2023, to replace classroom furniture for our Foundation, Year 5 and Year 6 classes. In 2024, we are continuing our focus to our internal environments, ensuring our high-quality teaching, is matched by the furniture and physical learning environment. With management and the ongoing support of our school community, which values the provision of high-quality educational opportunities for our students, the school is well positioned to meet any challenges that lay ahead in 2024 and beyond.

For more detailed information regarding our school please visit our website at <https://parkridge-ps.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 545 students were enrolled at this school in 2023, 253 female and 292 male.

14 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

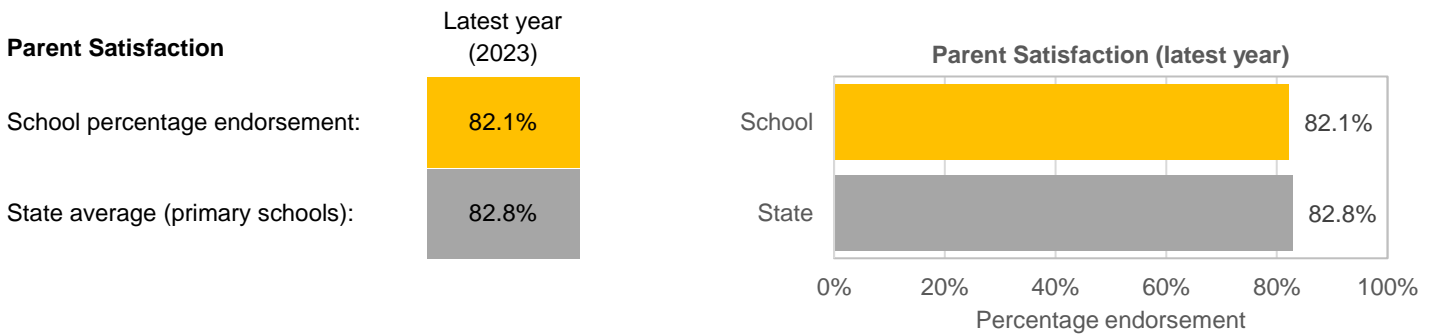
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

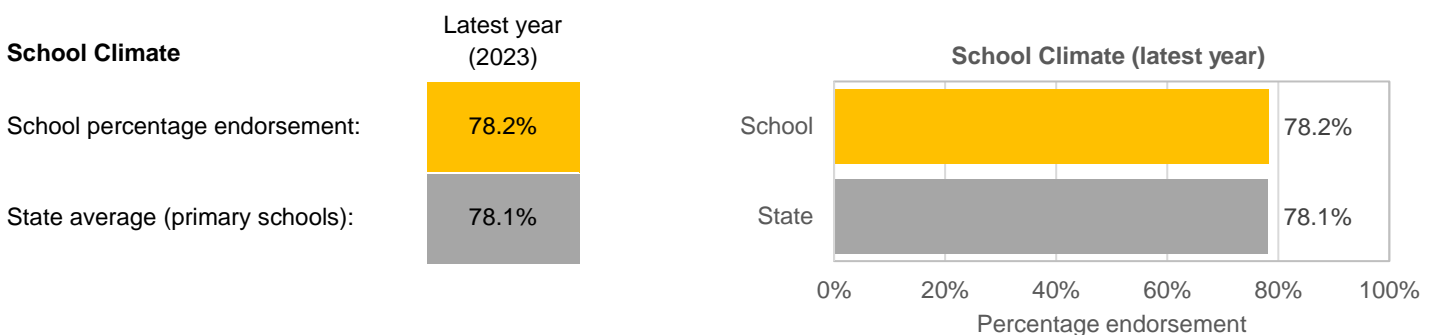


School Staff Survey

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:

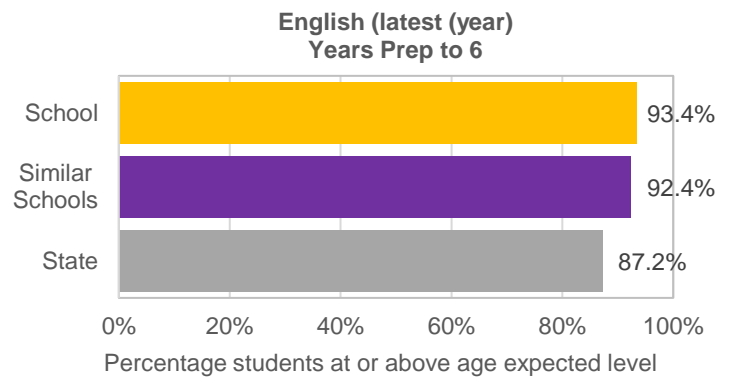
93.4%

Similar Schools average:

92.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

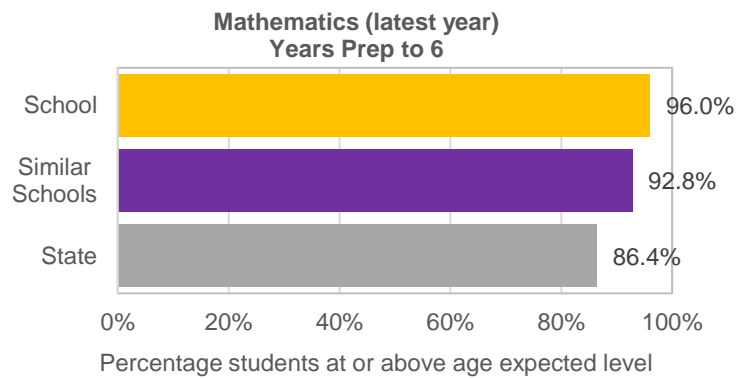
96.0%

Similar Schools average:

92.8%

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:

78.1%

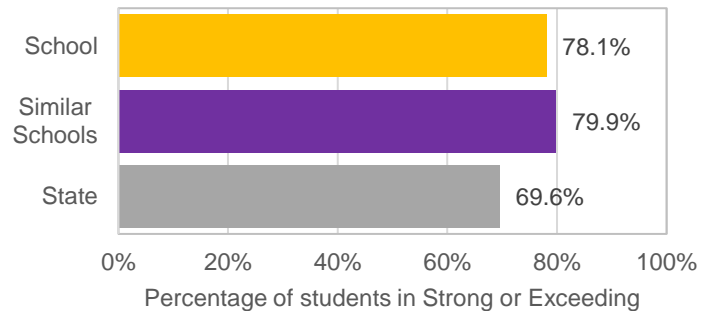
Similar Schools average:

79.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.9%

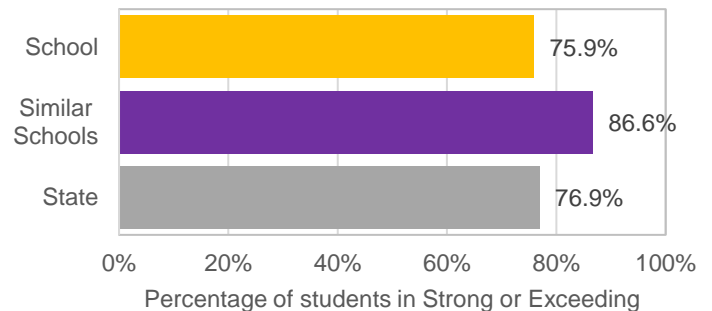
Similar Schools average:

86.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.6%

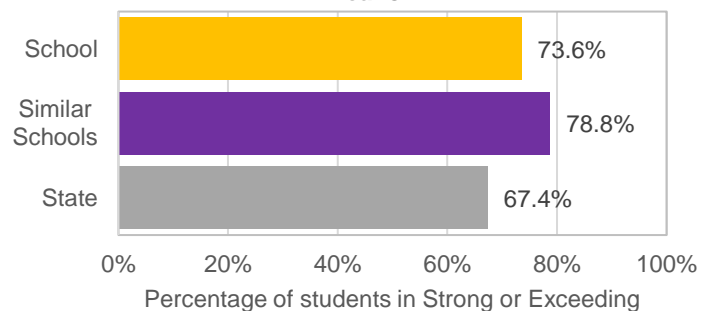
Similar Schools average:

78.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.3%

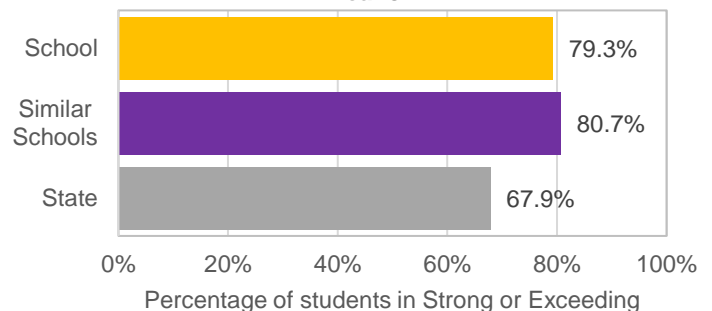
Similar Schools average:

80.7%

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:

80.0%

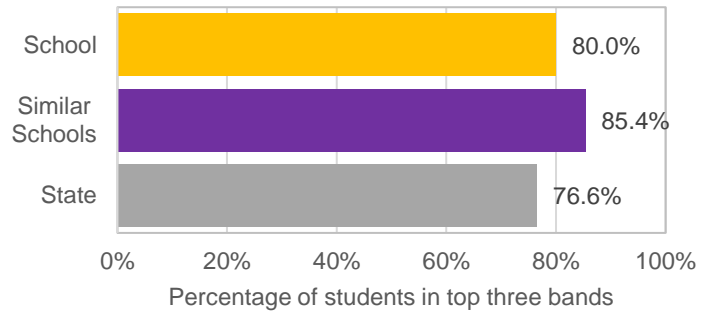
Similar Schools average:

85.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

71.6%

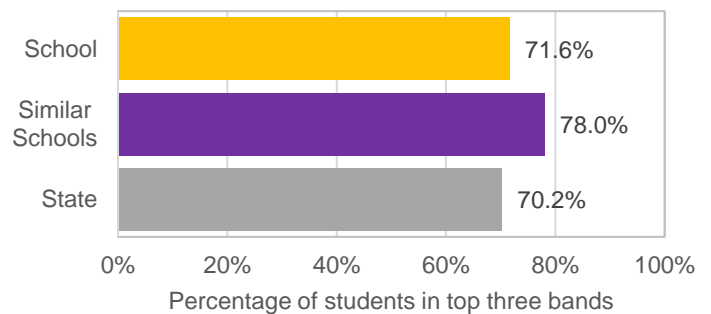
Similar Schools average:

78.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

75.8%

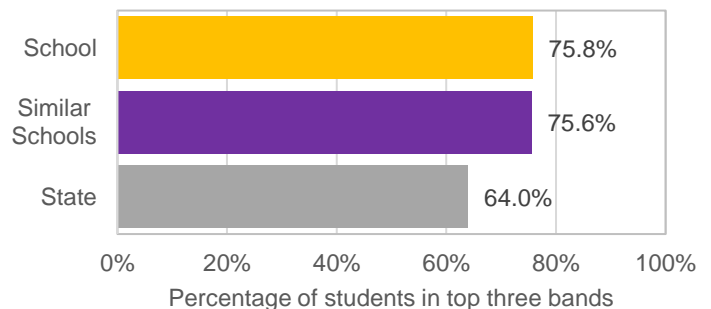
Similar Schools average:

75.6%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

69.7%

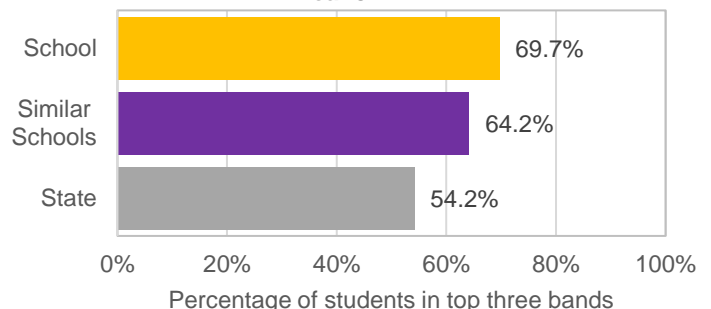
Similar Schools average:

64.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



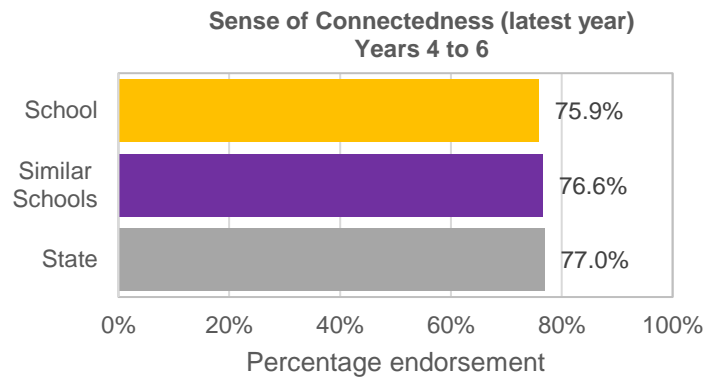
WELLBEING

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).

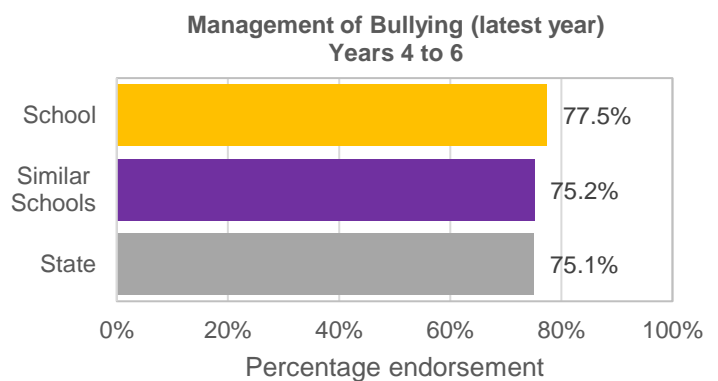
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	75.9%	79.5%
Similar Schools average:	76.6%	78.4%
State average:	77.0%	78.5%



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:	77.5%	78.2%
Similar Schools average:	75.2%	76.7%
State average:	75.1%	76.9%



ENGAGEMENT

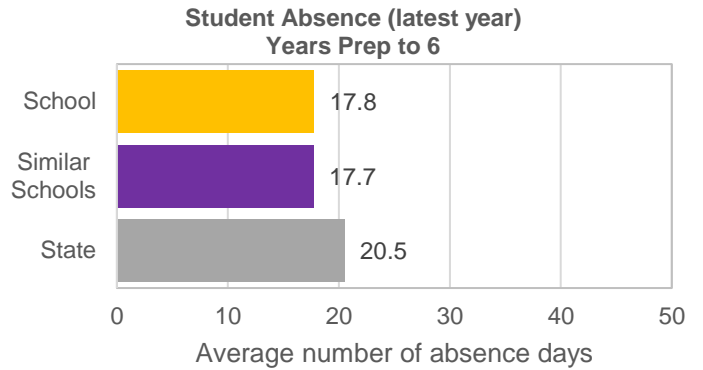
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	17.8	13.9
Similar Schools average:	17.7	14.9
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):	91%	92%	91%	92%	92%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,423,521
Government Provided DET Grants	\$588,456
Government Grants Commonwealth	\$3,802
Government Grants State	\$0
Revenue Other	\$41,077
Locally Raised Funds	\$444,779
Capital Grants	\$0
Total Operating Revenue	\$6,501,634

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,890
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,890

Expenditure	Actual
Student Resource Package ²	\$5,164,268
Adjustments	\$0
Books & Publications	\$109
Camps/Excursions/Activities	\$202,663
Communication Costs	\$5,603
Consumables	\$149,683
Miscellaneous Expense ³	\$24,018
Professional Development	\$19,114
Equipment/Maintenance/Hire	\$238,273
Property Services	\$53,843
Salaries & Allowances ⁴	\$180,730
Support Services	\$122,486
Trading & Fundraising	\$69,406
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$850
Utilities	\$50,131
Total Operating Expenditure	\$6,281,179
Net Operating Surplus/-Deficit	\$220,456
Asset Acquisitions	\$0

- (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	\$499,153
Official Account	\$6,652
Other Accounts	\$0
Total Funds Available	\$505,805

Financial Commitments	Actual
Operating Reserve	\$178,073
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$201,066
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$379,140

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.