

# 2023 Annual Report to the School Community

School Name: Stevensville Primary School (5047)



- 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 02 May 2024 at 03:37 PM by Leanne Keane (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 02 May 2024 at 07:23 PM by Leonie McCann (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

Located in St Albans, in the local government area of Brimbank, Stevensville Primary School's vision is that all students should develop confidence, resilience and empowerment to achieve their full potential and master lifelong learning. Our School Values of Respect, Responsibility and Trust set out our expectations of all school community members, including the principal, all school staff, parents, students, and visitors. They acknowledge the diversity of individuals in our school community and address the shared commitment of all members to building a safe, respectful, and trusting school community.

In 2023, 210 students were enrolled. The current Student Family Occupation and Education (SFOE) is 0.6412, decreasing from the previous year. The school's SFOE band value is high, representing a high socio-educational disadvantage. Many students are equity funded; in 2023, 113 students were assessed as eligible for English as an Additional Language funding.

The staffing profile for Stevensville Primary includes two principal class officers, 13 FTE teachers, and ten education support staff members at varying time fractions, including a primary welfare officer and a mental health and wellbeing leader. Leadership roles in Literacy (Learning Specialist), School-Wide Positive Behaviour and Respectful Relationships work with the principal class team to support student learning and wellbeing. Equity funding employs a Numeracy consultant and speech pathologists.

The school is organised into single classes for Foundation and composite classes in 1/2, 3/4, and 5/6. In 2023, we had ten classes and provided specialist programs in Physical Education, STEM and Visual Arts. Students in Foundation to Grade 2 participated in a weekly Performing Arts program, while Grade 3-6 students engaged in a weekly language program (Italian).

Stevensville's Improvement Plan focuses on improving literacy and numeracy student outcomes and ensures the school provides a safe and calm learning environment. Targeted student support through the Tutor Learning Initiative provides Levelled Literacy Intervention (LLI) and individual support.

The school actively implements the School-Wide Positive Behaviour Support framework, which is supported by regional professional development. In addition, the school provides a range of supports for students to support their wellbeing and learning. Our school runs a Community Hub that provides numerous well-attended programs that focus on building a link between parents and the school, developing parenting and language skills and providing social interaction opportunities for parents and community members. Our Out of School Hours Care program, operated by TheirCare, offers before- and after-school services for our working families.

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

### Learning

Stevensville Primary School is committed to providing our students with exemplary teaching and learning programs. Our focus in 2023 was on writing with teachers engaging in professional learning to develop and implement effective teaching and learning strategies for writing. An explicit focus on teaching Vocabulary (Tier 1, 2 and 3 words) and the link to writing was the topic for a curriculum day. Teams developed a comprehensive scope and sequence document for writing, with modifications and review scheduled for 2024. Classroom teachers continued to monitor student progress using well-developed tracking sheets and engaged in professional learning and coaching with the leadership team and numeracy consultant.

Literacy Intervention (LLI) and tutoring via the Tutor Learning Initiative (TLI) provided targeted support for many students. The employment of an additional TLI staff member provided literacy support to students in grades 3-6 three times a week. Reading data indicates this has improved reading growth for some students. Our school-based speech pathologists continued to provide targeted support for students with language difficulties across the school and worked with teachers to implement language goals.

All teaching staff focused on Disability Inclusion professional learning in evidence-based approaches to supporting students with additional needs or disabilities in the classroom in preparation for the new Disability Inclusion and Funding model, which will be introduced in 2024.

Based on NAPLAN reading data, 56% of our grade 3 students were at an exceeding or strong proficiency level, outperforming schools with similar characteristics. Our grade 5 students had results similar to those of similar schools, with 63% in the exceeding or strong proficiency level. In numeracy, our grade 3 students were above schools with similar characteristics, with 52% in the exceeding or strong proficiency level. However, our grade 5 students were below similar schools, with only 47% at the exceeding or strong proficiency level.

In 2023, the percentage of students with high relative growth in numeracy and reading was well above the results for schools with similar characteristics, the network, and the state. This is an outstanding result for the students at Stevensville.

Data from the Attitudes to School Survey provides insight into the effectiveness of our teaching and learning programs. Students know that their teachers have high expectations (91%) and that their teacher believes they can do well in school. They are motivated and interested in learning (84% positive attitude). Students' individual learning needs are catered for through differentiated learning experiences, endorsed by 86% of students.

## Wellbeing

Student well-being continued to be a focus of our Annual Implementation Plan and school improvement strategy. We actively promote and advocate the continuous development and implementation of a whole school approach to positive relationships, resilience, behaviour and student well-being.

All staff completed Community Understanding and Safety Training (CUST) to build their understanding and capability to foster a culturally inclusive environment that enhances Koorie students' well-being. Three staff members attended an anti-racism professional learning session to learn more about culturally sustaining schools and how to work with staff and students to stand up to racism. We continued to provide professional learning focused on School Wide Positive Behaviour Support with a strong focus on embedding universal prevention strategies and classroom systems. The well-being team completed Tier 2 training, which focused on additional specialised group systems for students with at-risk behaviour. The SWPBS team meets every 3-4 weeks with a clear agenda and direction from the SWPBS Action Plan. The team analyses, monitors and responds to student behaviour data recorded by staff, providing recommendations for teaching and learning in the classroom.

We achieved Gold Level accreditation status for implementing the essential features of tier 1 School-Wide Positive Behaviour Support (SWPBS) with fidelity in 2023.

Data from the Attitudes to School Survey shows that 75% of students believe that teachers manage behaviour effectively in the classroom and that bullying is managed by staff (73% positive endorsement), a testament to our ongoing commitment to developing a school-wide approach to behaviour management. Eighty-four percent of parents reported that their child had not experienced bullying in the 2023 school year.

Our school has continued to support students' mental health and emotional well-being. 2023 marked the start of our MHiPS, Mental Health in Primary Schools, journey. The school received funding to employ a mental health and well-being leader to implement a whole-school approach to mental health and well-being. Following extensive training, professional learning was delivered to all staff on supporting mental health and well-being in the classroom, how to identify students with emerging mental health concerns and strategies to support individual students. Small group social skills sessions were implemented for students requiring support, and the grade 56 students engaged in a program focused on respect for diversity funded by School Youth Focused Group and facilitated by the Armour Academy.

Data from the Attitudes to School Survey shows that 70% report positive individual social and emotional well-being, an increase from 2022 data.

## Engagement

The students at Stevensville Primary School are engaged and connected to the school. 84% of students report feeling connected to the school, our highest result over the last four years. A deliberate focus on developing this sense of connectedness has been to create a safe and orderly learning environment, evident through classroom observations and a consistent approach to establishing routines and building relationships.

In 2023, the school established and implemented a whole-school approach to Resilience, Rights and Respectful Relationships. The school appointed a Respectful Relationships (RR) leader to drive this initiative and lead professional learning on the Resilience, Rights and Respectful Relationships teaching and learning materials. Staff plan for and deliver explicit teaching and learning sessions to develop the essential skills to create positive and respectful relationships. Students engaged in lessons to develop positive coping and problem-solving skills, help-seeking strategies, and ways to manage stressful situations. Building community understanding of Respectful Relationships was offered through parent sessions and communication via the school newsletter. Our RR leader outlined to parents the school-wide implementation of Respectful Relationships, the background and aims of RR and a general discussion on the RR topics.

Attitudes to School Survey data highlights that 84% of students are motivated and interested to learn and feel a strong sense of inclusion at school (86% positive endorsement). Building students' resilience skills is a focus for 2024, as many reported low resilience skills.

School attendance continues to be a priority at Stevensville Primary. Attendance is monitored and evaluated daily, and follow-up procedures and support are used to promote regular attendance. Home visits and calls to families are two key strategies the school employs to encourage attendance. Unapproved absences increased slightly from 2022 to 8.4 days; however, our school is well below the state average of 25 days.

The average absences across the school increased significantly in 2023 to 28 days, up from 21.3 days. Data analysis shows that

compared to previous years, a higher proportion of students were absent due to overseas family holidays, impacting the attendance data for 2023. The Attitudes to School Survey data continues to show positive attitudes to attendance, with 88% positive endorsement.

Throughout 2023 we continued to provide activities, programs and opportunities to support student and family engagement. Our partnership with the Westvale Community Centre and Men's Shed continued with students participating in woodwork and graffiti art lessons. Drummond Street again provided a variety of parent sessions, including our transition program for Foundation students. A drumming group was established in the grade 56 area as part of our engagement strategy and will extend to the grade 34 students in 2024.

The school partnered with St Martins to implement their Young Changemaker program, an afterschool drama class for students in grades 4, 5 and 6. The program is designed to build student confidence, engagement, creativity, resilience and performance skills. Seventeen students participated in 2023, and the program will continue in 2024.

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## Financial performance

In 2023, Stevensville Primary School continued to manage its budgeting procedures to ensure it finished the year at an operating surplus. Our high surplus can be attributed to the funds set aside for the redevelopment of the school oval. Planned projects using SRP funding, such as the development of the front of the school and the installation of a new shed and painting, were completed throughout the year.

Equity funding was used to employ consultants (numeracy and speech therapists) to support students and provide teacher guidance through coaching and professional learning. Equity funding was also used to employ an additional Learning Tutor to support students in the grade 3-6 area. School Council again allocated equity funding funds to purchase library books and replenish classroom reading and take-home books. The school continued to receive a grant of \$30,000 to operate a Community Hub and supplemented this with school-based funding. Our \$ 75,000 government grant was used to provide an OSHC service for our families.

**For more detailed information regarding our school please visit our website at**  
[www.steveps.vic.edu.au](http://www.steveps.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 198 students were enrolled at this school in 2023, 105 female and 93 male.

74 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).

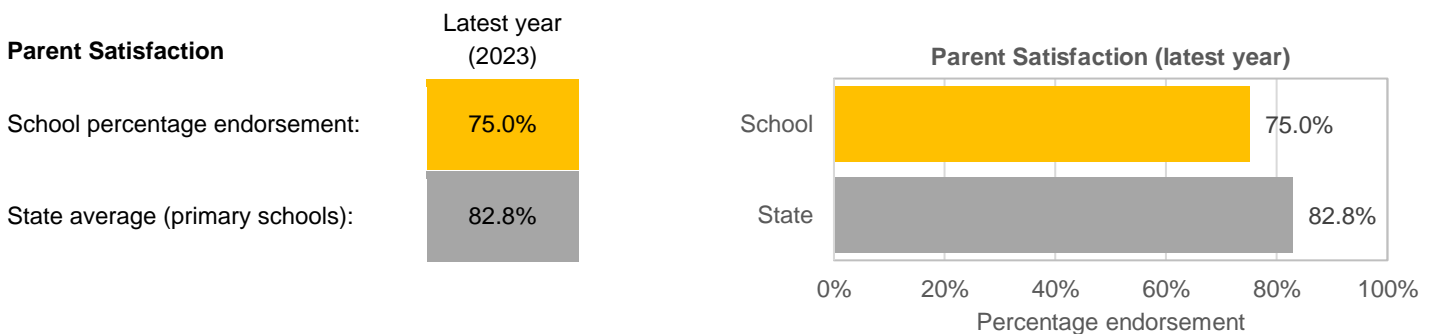
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

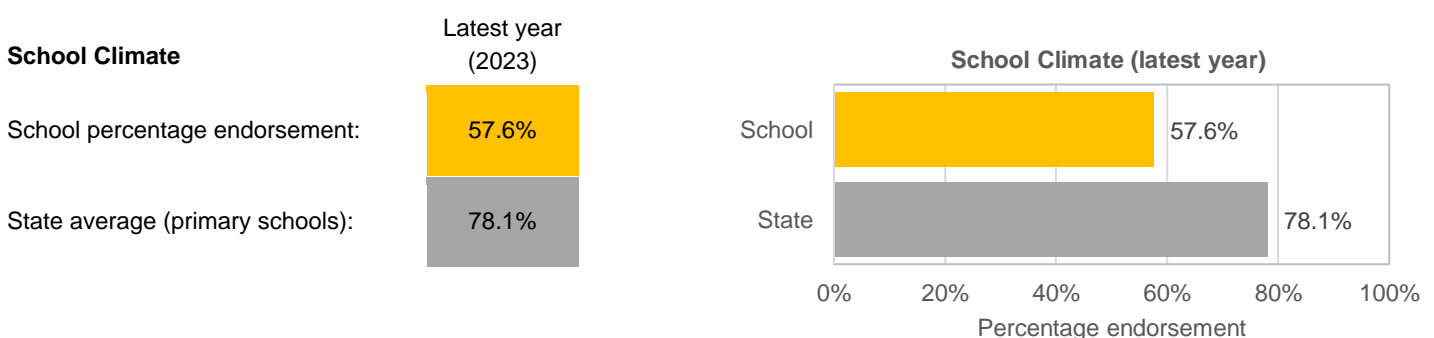


### School Staff Survey

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:

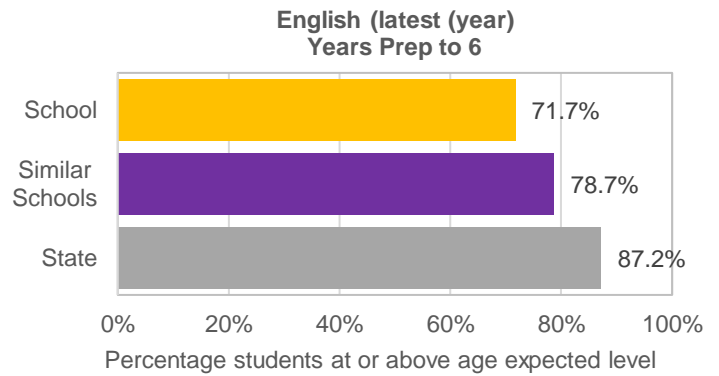
71.7%

Similar Schools average:

78.7%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

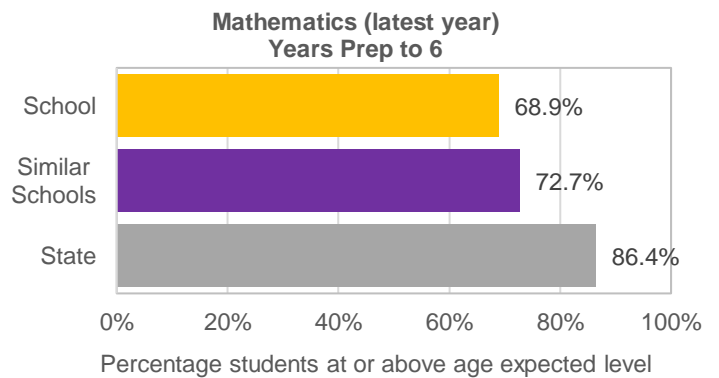
68.9%

Similar Schools average:

72.7%

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:

56.0%

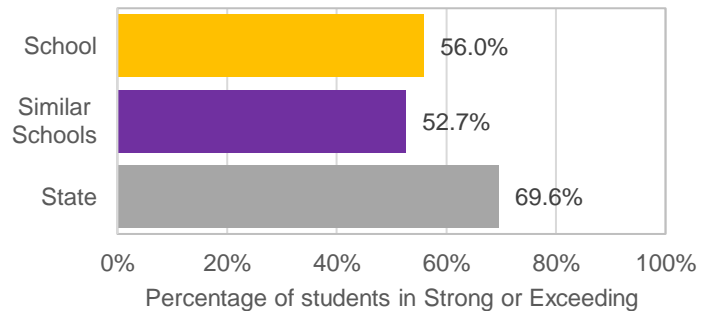
Similar Schools average:

52.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

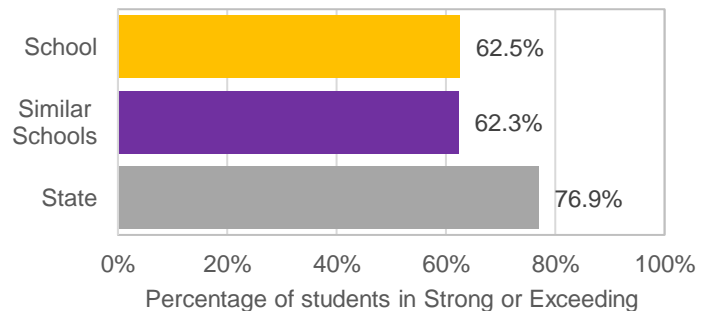
Similar Schools average:

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:

52.0%

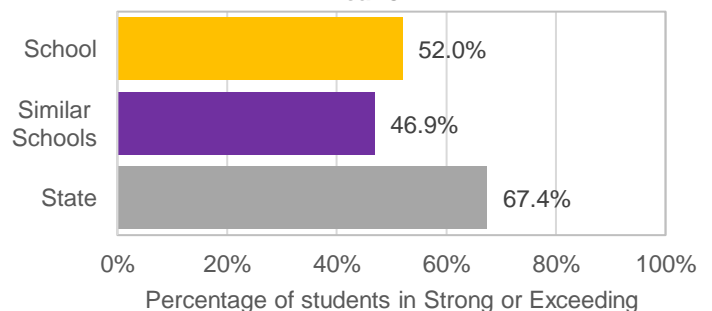
Similar Schools average:

46.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.9%

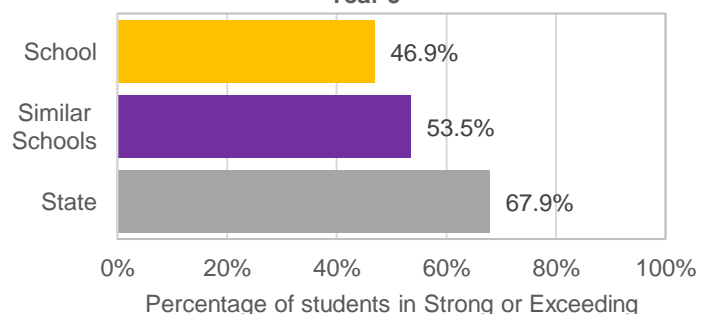
Similar Schools average:

53.5%

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:

83.3%

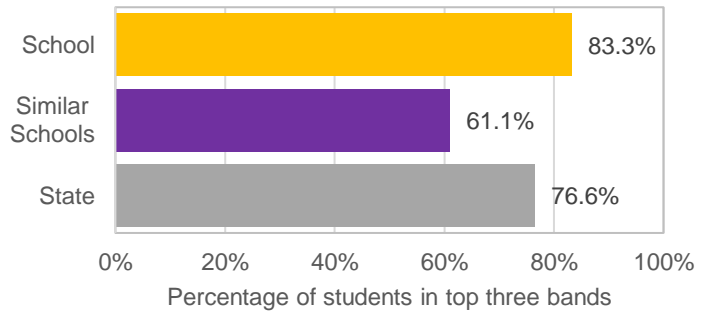
Similar Schools average:

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:

50.0%

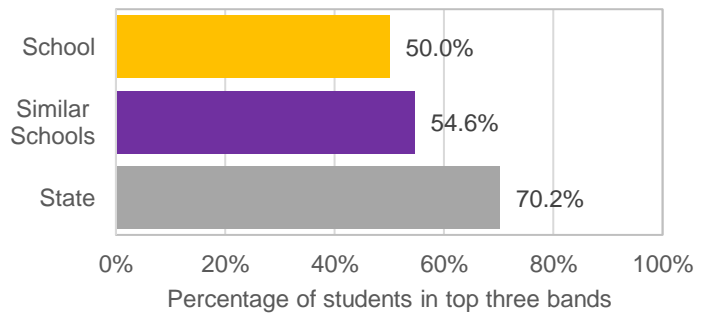
Similar Schools average:

54.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

41.7%

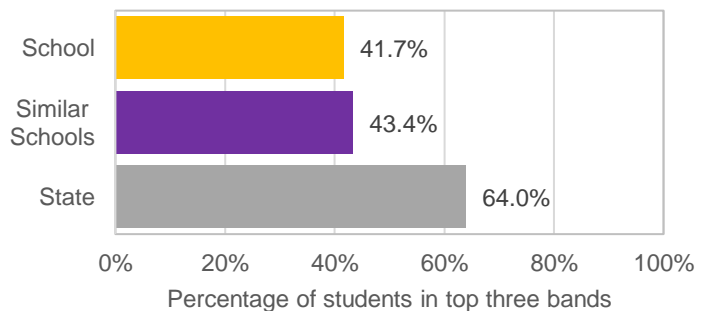
Similar Schools average:

43.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

25.0%

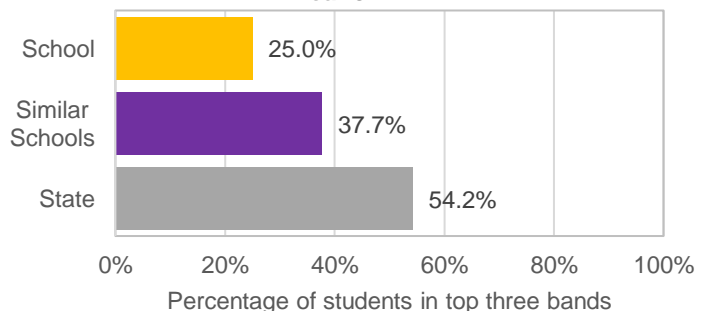
Similar Schools average:

37.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

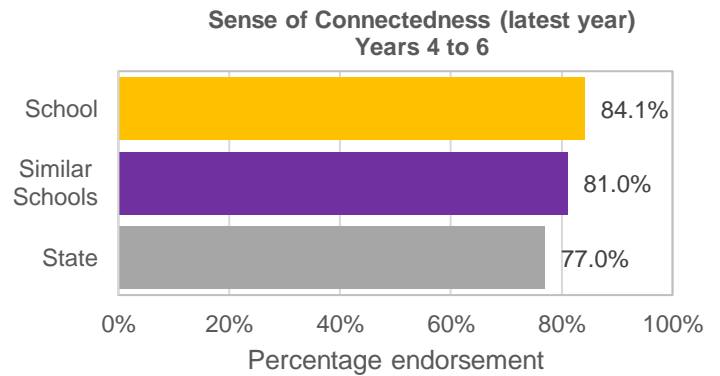
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	84.1%	77.3%
Similar Schools average:	81.0%	82.4%
State average:	77.0%	78.5%

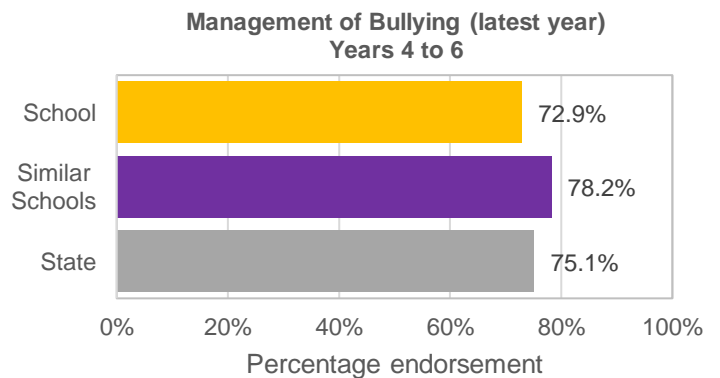


### Student Attitudes to School – Management of Bullying

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:	72.9%	70.6%
Similar Schools average:	78.2%	79.5%
State average:	75.1%	76.9%



## ENGAGEMENT

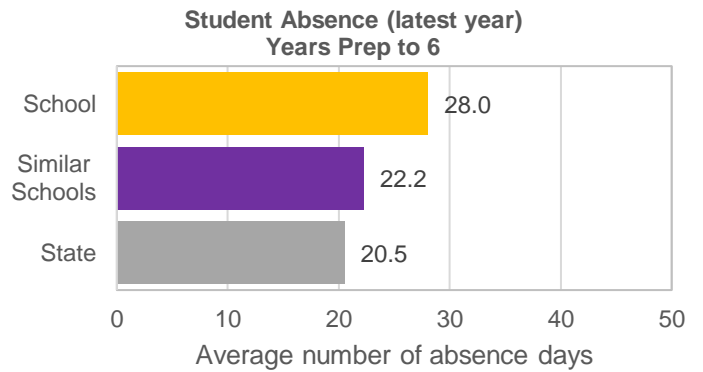
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	28.0	24.1
Similar Schools average:	22.2	21.5
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):	82%	83%	86%	87%	88%	85%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,204,707
Government Provided DET Grants	\$606,568
Government Grants Commonwealth	\$58,856
Government Grants State	\$5,000
Revenue Other	\$46,454
Locally Raised Funds	\$50,868
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,972,454</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$597,313
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$597,313</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,574,841
Adjustments	\$0
Books & Publications	\$11,539
Camps/Excursions/Activities	\$34,119
Communication Costs	\$7,603
Consumables	\$49,899
Miscellaneous Expense <sup>3</sup>	\$29,704
Professional Development	\$10,285
Equipment/Maintenance/Hire	\$115,665
Property Services	\$68,950
Salaries & Allowances <sup>4</sup>	\$40,678
Support Services	\$372,003
Trading & Fundraising	\$65,125
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,490
<b>Total Operating Expenditure</b>	<b>\$3,404,901</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$567,553</b>
<b>Asset Acquisitions</b>	<b>\$208,487</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$884,667
Official Account	\$56,220
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$940,886</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$128,215
Other Recurrent Expenditure	\$11,568
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$7,792
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	\$460,135
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>\$607,710</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.*