

# 2023 Annual Report to the School Community

School Name: Clyde Creek Primary School (5588)



- 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 17 April 2024 at 11:11 AM by Jodie Bray (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 11:43 AM by Hannah Burton (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

Clyde Creek Primary School is a relatively new school in south-east Melbourne's growth corridor. As a multi-campus school, we cater for learners in Year Prep - Year 6 with the inclusion of our Clyde Creek Primary School Specialist Campus, which caters for students with an intellectual disability.

At Clyde Creek Primary School our vision is to:

- Foster a respectful, inclusive community
- Develop high expectations for learning growth
- Create the conditions for students to succeed
- Support responsible, engaged and empowered learners, and
- Promote positive partnerships between home, school and the wider community.

Our school values are Care, Collaboration, Persistence and Success.

At the beginning of 2023 we had 402 students. At the end of 2023 we had 465 students. Our staff consisted of 30 teaching staff (including 1 Learning Specialist), 22 Education Support Staff (3 in administration and 19 working with students). All teaching staff are registered with the VIT (Victorian Institute of Teaching) and all of our Education Support Staff have WWCC (Working with children checks) as required by the Department of Education and Training for employment.

Our school facilities include:

In our Primary Campus:

- Learning Community A
- Learning Community B
- Portables (6 classrooms)
- Administration Building (including the library, 3 specialist classrooms: STEAM, ART, SPANISH / MEDIA ARTS)

In our Specialist Campus:

- Learning Community C
- Administration Building
- Community Hub
- Portable (2 classrooms)

In 2023 we had 22 classes across both campus

Prep - 5 classes in Primary and 1 class in our Specialist Campus

Year 1/2 - 6 classes in Primary and 1 class in our Specialist Campus

Year 3/4 - 4 classes in Primary and 2 classes in our Specialist Campus

Year 5/6 - 3 classes in our Primary Campus.

In our second year of operation were extremely proud of the establishment of our Specialist Campus. The positive relationships and connections that we have made across our growing community was a real highlight for 2023. Our school community events continued to be a positive feature of our school and were well attended by our community. Our student, parent and staff survey results reflected our continued commitment towards a positive school culture.

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

### Learning

In 2023 all government schools across Victoria focused on the priority areas of Learning and Wellbeing in connection with FISO 2.0. Our 2023 AIP goal for **LEARNING** at Clyde Creek Primary School was:

- To support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

As a school we planned and delivered on this priority area to meet the needs of our growing learning community. We continued to focus on connections and building positive, professional relationships. We continued to utilise transition interviews with families, our school website, school newsletter, school Facebook to share information and achievements in the area of Learning.

A priority action for us was to:

- Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with an extended focus on Year 5.

Some key activities that supported our work toward this goal were:

- Developing a professional learning plan that supported staff to identify students' individual Numeracy learning needs through pre and post unit assessment tasks
- Term based moderation in Numeracy to support capacity building around assessment and next steps in using data
- Engagement and commitment to the network work – Driving School Improvement, Numeracy
- Year 5/6 teachers trialling formative and summative assessment rubrics for Number and Algebra units
- Reviewing and updating IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra
- Organising end-of-term focus groups with students, to gather feedback on Numeracy lessons so that they could be modified for greater impact.

### HIGHLIGHTS

Some highlights in our data from 2023 in support of our work towards the LEARNING goal includes:

- our school's achievement of a higher percentage of students at, or above the expected standards in English Prep - Year 6, 83.3% compared with Similar School average of 83.1% based on Teacher Judgements
- our school's achievement of a higher percentage of students at, or above the expected standards in Mathematics Prep - Year 6, 86.1% compared with Similar Schools average of 81.7% and in alignment with the State average of 86.4% based on Teacher Judgements
- our school's achievement of a higher percentage of Year 5 students achieving Strong or Exceeding in NAPLAN Reading, 80% compared with Similar Schools average of 72.7% and State average of 76.9%.

In 2023 at Clyde Creek Primary School, we had a continued commitment to building connections through strong, positive, professional relationships in our work towards sustaining and embedding a positive school culture committed to learning and wellbeing with high expectations for all learners in achieving learning growth.

## Wellbeing

In 2023 all government schools across Victoria focused on the priority areas of Learning and Wellbeing in connection with FISO 2.0. Our 2023 AIP goal for **WELLBEING** at Clyde Creek Primary School was:

- to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

As a school we planned and delivered on this priority area to meet the wellbeing needs of our growing school community. We continued to focus on building positive, professional relationships. We continued to focus on connection through: Homegroup, Ready-Set-Connect, SEL Lessons and our whole school commitment to community events.

A priority action for us was to:

- Strengthen the whole school approach towards social and emotional learning.

Some key activities that supported our work towards this goal were:

- Recruit additional wellbeing and mental health staff to support at-risk students
- Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health
- Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)
- Engagement and commitment to the network work – Driving School Improvement, Wellbeing
- Schedule student peer support training for student leaders (Schools Mental Health Menu)
- Schedule Revved Up and Empower support training for staff (Schools Mental Health Menu)

### HIGHLIGHTS

Some highlights in our data from 2023 in support of our work towards the WELLBEING goal includes:

- our school's achievement of a higher percentage of Year 4 - Year 6 students reporting a positive sense of connectedness via the Student Attitude to School Survey 81.1% compared to Similar Schools 79.2% and State average 77%
- our school's achievement of a higher percentage of Year 4 - Year 6 students reporting positive management of bullying in the Student Attitude to School Survey 82.3% compared to Similar Schools 75.4% and State average 75.1%.

In our second year of operation and our Foundation year for our Specialist Campus we had a strong continued focus on building connections, building positive, professional relationships, embedding a positive school culture, and continuing our commitment as a community committed to learning and wellbeing, with high expectations for all learners in achieving learning growth.

## Engagement

In 2023, Clyde Creek Primary School continued to have a strong commitment to student and community engagement. Our 2023 student attendance data (25.3 school average number of absence days) was slightly higher than similar schools' results in 2023. As

a school we have a significant focus on attendance with weekly Leadership attendance meetings, regular newsletter articles communicating the importance of school attendance, as well as individual attendance plans in place for at risk learners. In 2023 we continued our partnership with Food Bank via the DET Breakfast Club Initiative and held Breakfast Club each day. This initiative is very well attended and supports students' attendance and on-time arrival at school. We also continued termly special events, such as pancake morning. In 2023 we continued to use COMPASS as our student management system to support communication and parent/carer engagement. COMPASS, our school Facebook page and our fortnightly newsletter called Connect was used to keep families and the community informed of events, achievements and exciting happenings across the school. We conducted regular school tours each term to support transition. In 2023 we continued our commitment to continuous reporting. Parents were provided regular feedback around student achievement and next steps in learning. We also utilised family conferences in Term 1 and Term 3 to support school - home partnerships. To further support student engagement, we had termly holiday challenges that were optional for students and families.

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## Other highlights from the school year

Some additional highlights at Clyde Creek Primary School in 2023 include:

- Opening our Specialist Campus
- Our Year 3/4 and Year 5/6 Hoop Time Basketball results
- Our continued partnership with Clyde Secondary College to support transition across our Year 6 cohort
- Our partnership with Food Bank as part of the DET Breakfast Club Initiative
- Our Community Pantry
- Our Clyde Creek Connect newsletter
- Mothers and Special Others event
- Fathers and Friends event
- Bedtime Stories
- STEAM Expo
- Diversity Dash
- Book Fair
- Graduation
- Christmas Concert

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## Financial performance

Throughout 2023, Clyde Creek Primary School ensured all funds received from the Department, or raised by the school had 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. In 2023 we repaid a 2022 Credit staffing deficit. The school worked closely with School Council and the School Council Finance Sub-Committee to provide transparency in programs and associated costings. School funds were spent as part of the Planned Maintenance Program as set out by DET and the VSBA. This will continue in future years and must be planned for. This program will also ensure our school facilities are in well maintained condition. In addition to this, the school provided resources and infrastructure to support student learning and engagement. The school continued to utilise the DET Outside of School Hours Establishment Grant to support our OSCH provision. The Tutor Learning Initiative funding and Equity funding were used to employ staff to support students that required additional support and extension with their learning. The school added additional funding to these roles to ensure students received the support needed. We will continue to utilise this additional funding in 2024 to ensure that our students are supported with their learning and wellbeing.

The school benefits from planned fundraising across the year, and in 2023 we raised \$11,608.44. These funds were used to purchase new books for our school library.

The hire of our gym and multipurpose space for contracted leases was operating in 2023, a small amount of funds was generated through these contracts \$19,335.13.

At the end of 2023 we had a surplus cash position.

All funds received from the Department, or raised by the school have been expended, or committed to subsequent years to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at**  
<https://clydecreekps.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 402 students were enrolled at this school in 2023, 197 female and 204 male.

53 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).

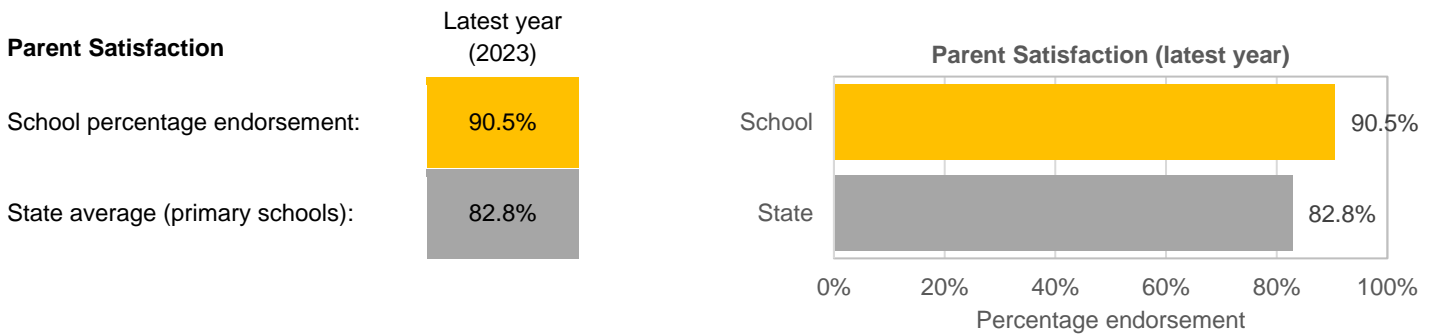
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

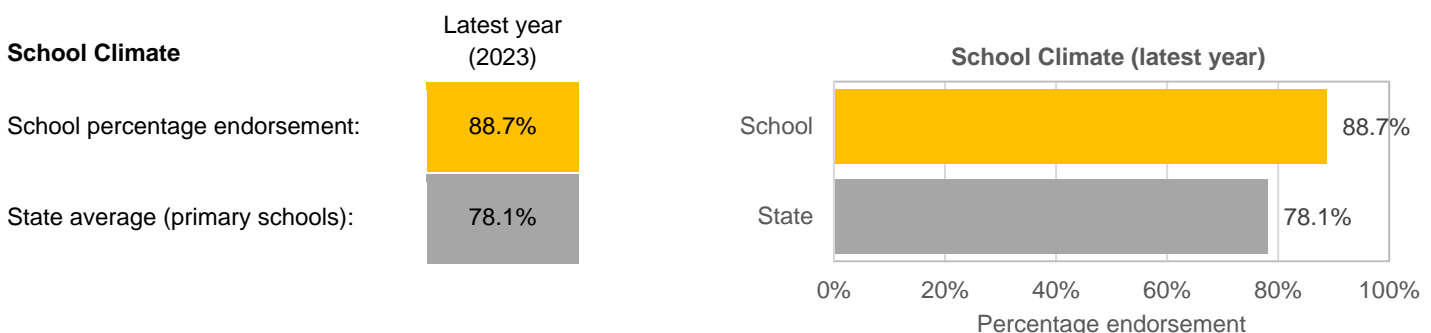


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

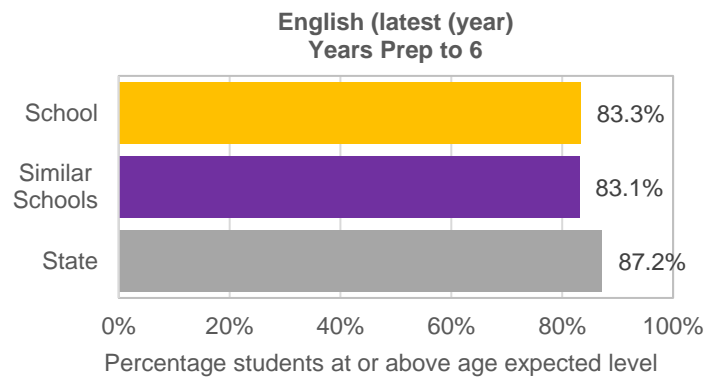
83.3%

Similar Schools average:

83.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

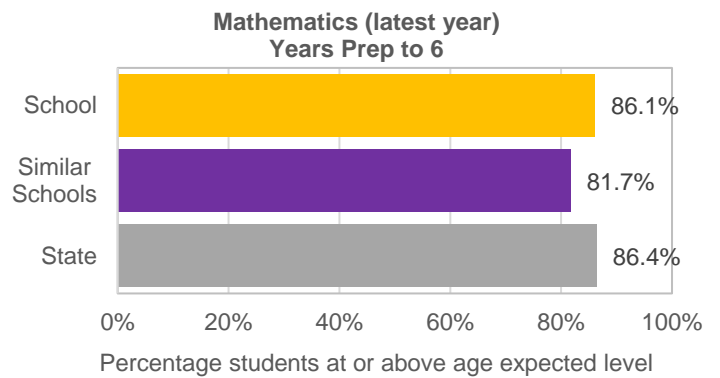
86.1%

Similar Schools average:

81.7%

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:

54.3%

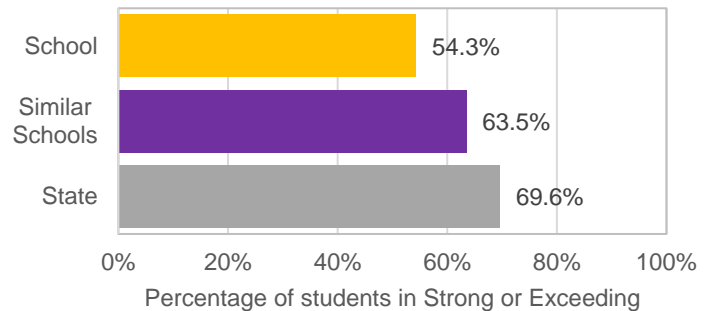
Similar Schools average:

63.5%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

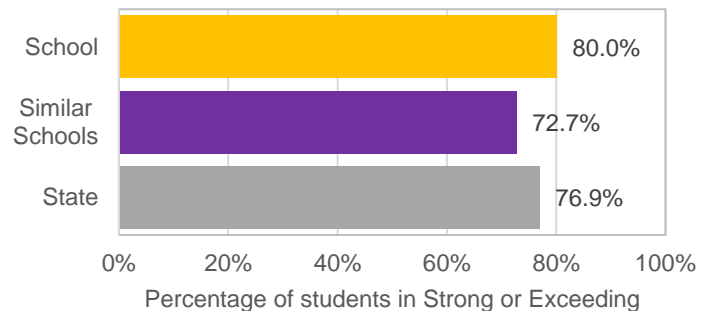
Similar Schools average:

72.7%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.4%

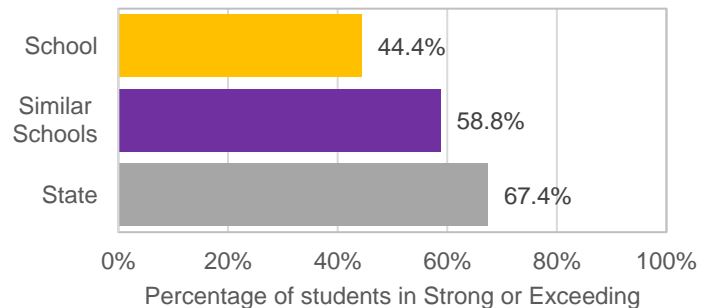
Similar Schools average:

58.8%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.9%

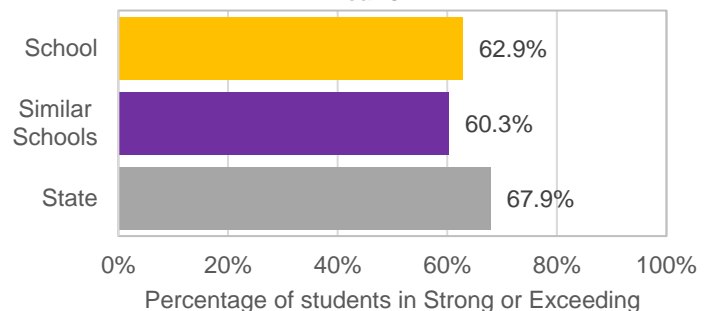
Similar Schools average:

60.3%

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:

59.0%

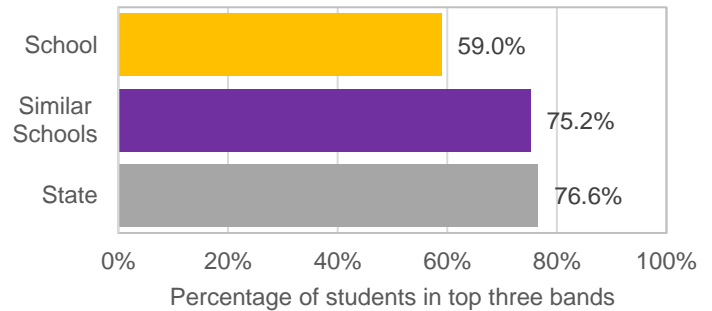
Similar Schools average:

75.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

61.3%

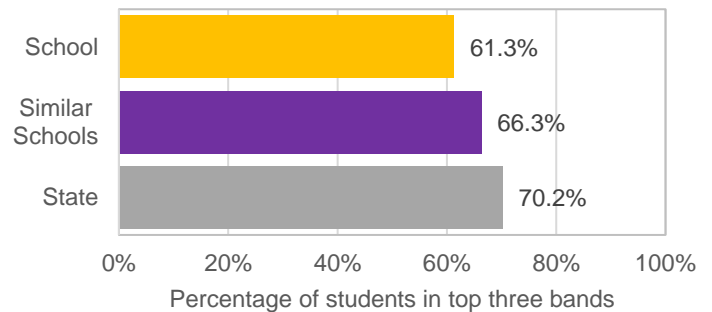
Similar Schools average:

66.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

41.0%

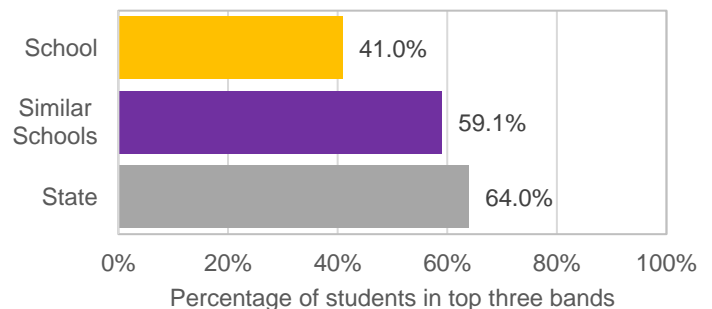
Similar Schools average:

59.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

45.2%

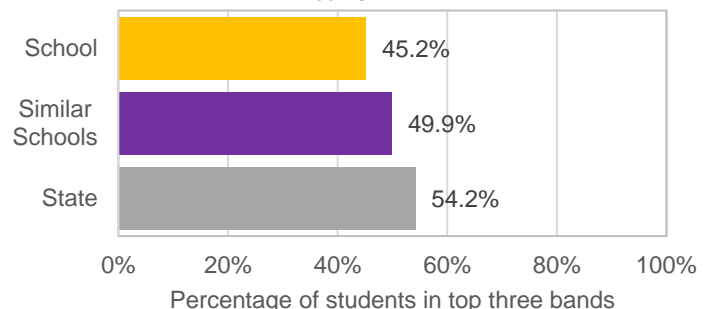
Similar Schools average:

49.9%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

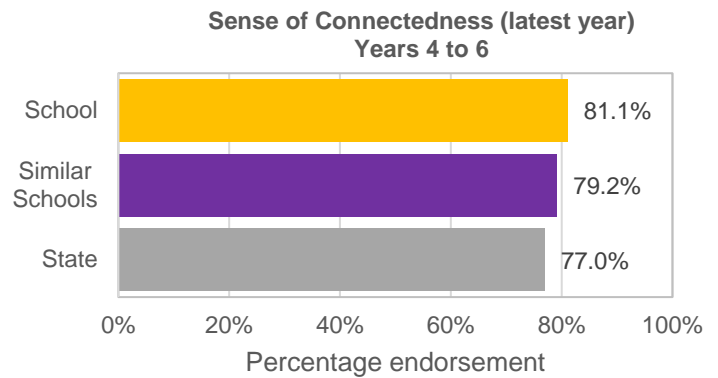
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	81.1%	82.9%
Similar Schools average:	79.2%	80.8%
State average:	77.0%	78.5%

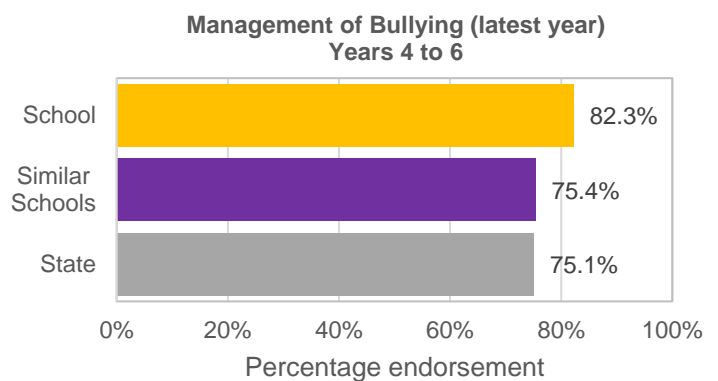


### Student Attitudes to School – Management of Bullying

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:	82.3%	83.9%
Similar Schools average:	75.4%	77.5%
State average:	75.1%	76.9%



## ENGAGEMENT

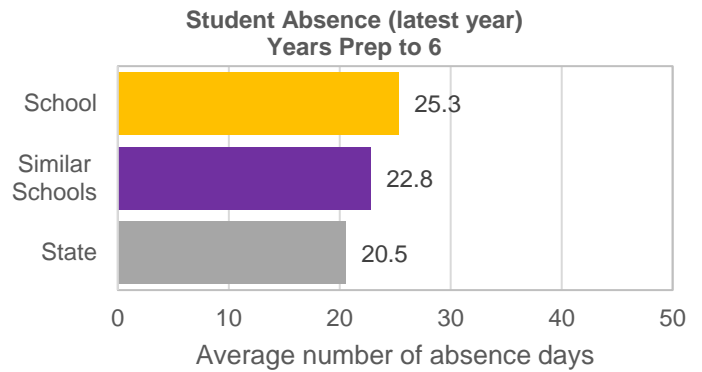
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	25.3	25.3
Similar Schools average:	22.8	20.4
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):	89%	86%	89%	87%	88%	89%	83%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,729,064
Government Provided DET Grants	\$364,073
Government Grants Commonwealth	\$117,900
Government Grants State	\$0
Revenue Other	\$51,255
Locally Raised Funds	\$193,235
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,455,527</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$49,083
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$2,249
<b>Equity Total</b>	<b>\$51,332</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,648,325
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$30,377
Communication Costs	\$5,487
Consumables	\$238,873
Miscellaneous Expense <sup>3</sup>	\$19,720
Professional Development	\$28,527
Equipment/Maintenance/Hire	\$142,463
Property Services	\$108,170
Salaries & Allowances <sup>4</sup>	\$100,992
Support Services	\$148,497
Trading & Fundraising	\$76,998
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$905
Utilities	\$83,511
<b>Total Operating Expenditure</b>	<b>\$5,632,845</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$177,317)</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$174,695
Official Account	\$76,482
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$251,178</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$147,535
Other Recurrent Expenditure	\$12,072
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$18,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$155,000
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$483,107</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.*