

# 2023 Annual Report to the School Community

School Name: Mullum Primary School (4886)



- 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 25 April 2024 at 10:23 AM by Marie Beale (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 26 April 2024 at 11:57 AM by Erin Boyce (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

At Mullum Primary School, we envision a vibrant community where kindness, honesty, curiosity, and respect flourish. We embrace diversity and inclusion, fostering a safe environment where everyone thrives. Through collaborative learning and a passion for excellence, we empower students to become compassionate, lifelong learners, and responsible global citizens. At Mullum Primary School every student counts, every moment matters.

Mullum Primary School is set amongst beautiful spacious school grounds, in North Ringwood, that provide a variety of play options for children including state-of-the-art netball court, basketball court, soccer and football oval, nature play spaces and vegetable gardens. In recent years there has been significant building works to create new teaching and learning spaces, Resource Hub, Visual Arts room, STEM room, offices and teacher resource areas.

In 2023, there were 263 students with the Family Occupation Education (SFOE) in the low-medium band. In 2023, there were 2.0 Principal Class Officers, 1.0 Learning Specialist Mathematics, 14.16 (EFT) teachers, 0.8 Classroom tutors and 8.24 (EFT) Education Support. This team is leading student learning improvement across the school in literacy, numeracy and wellbeing. Wherever possible, the school is organised into single classes. In 2023 we have 12 classes run by 13 classroom teachers. Our school provides specialist instruction in Physical Education, Performing Arts, Visual Arts and Italian, as our Language Other Than English. Each classroom had dedicated homeroom teachers who worked collaboratively to support the learning outcomes of all students. This collaboration was supported by the assistant principal, learning specialist in Numeracy, tutors and intervention support, along with nine Education Support staff. Over the course of 2023 we have continued to transform the teaching and learning of literacy and numeracy, by implementing evidence based practices, including direct instruction of phonemic awareness, phonics, further development of the Science of Reading and Talk for Writing. In numeracy we have continued to work on the Big Ideas in Number, with the support of a numeracy consultant who worked with all teams throughout the year to build teacher capacity to teach the big ideas in numeracy. The Wellbeing Coordinator worked closely with the leadership team to implement whole school activities to support wellbeing including regular Kooramook sessions (cross-age activities), Buddy Program, Restorative Practices and the development of the School Engagement Plan.

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

### Learning

The 2023 NAPLAN data shows that the Grade 3 students in reading and numeracy, are working well above above similar schools and the state averages, with 78% of Grade 3 students in Reading and 69% in Numeracy, are achieving Exceeding or Strong results. The Grade 5 NAPLAN data for reading and numeracy are lower than we would like and show that 67% of Grade 5 students in reading, and 57% in numeracy, are achieving Exceeding or Strong results, which are below similar and state averages. Our continued focus on literacy and numeracy is showing strong results in our junior and middle school and our senior students are showing gaps in their learning that, together with our tutors, are working to close.

There have been a number of highlights in capacity building and resourcing literacy and numeracy across the school in 2023. Outlined below are a few of these:

**Science of reading** – At Mullum Primary School we believe that every student can be literate and numerate, we believe this is fundamental to success at school and later in life. Science of reading is a body of multi-disciplinary knowledge of education, linguistics, cognitive psychology, special education and neuroscience. Understanding how the brain learns to read, what happens when something goes wrong and the instructional strategies that are required to ensure all students learn to read. Oral language, vocabulary development, speaking in grammatically correct sentences and understanding what others are communicating, are the foundations of the work that we do in the classrooms each day. Implementing this research into classroom practice has been a huge focus across the school and is supported by Jenny Verheijden, Assistant Principal and literacy expert. Across the school students in Foundation to Grade 3 are showing strong improvement in their capacity to read, write and spell and our data collection at the classroom level shows that the approaches to teaching reading, and therefore spelling and sentence structure, is benefitting all students.

**Professional Learning Community - Syntax** - Throughout 2023 teaching staff worked in Professional Learning Communities to develop deeper understanding of syntax and the power to use that to leverage student writing. Through our Talk for Writing approach, tutor learning initiative support, Literacy training with literacy expert, all teachers worked to improve student sentence

structure to include more complex vocabulary, grammatical features and sentence structures. This work has been of enormous benefit for all students.

**Talk for Writing** – In line with oral language being a foundational skill for reading, it is also vital for learning to write. Students internalising the language structures through imitating the language orally, before reading, analysing and then completing their own written text, drawing on the instruction provided in every classroom. Students are actively engaged in regular short bursts of writing and text construction that is scaffolded and supported by their teacher. Classroom teachers experimented with elements of the program in their classrooms and further professional learning for staff has been planned for Term 1, 2024.

**Big Ideas In Numeracy** – Based on the work of Profession Di Siemon, RMIT and together with numeracy consultant, Margarita Breed, we have worked extensively on developing teacher confidence and increasing their skills and capacity to teach significantly important areas of the mathematics curriculum – Number: trusting the count, place value, multiplicative thinking and partitioning. Student data is still low in this area and together with Learning Specialist in Numeracy we will continue to develop units of work that are sequential and build on the learning already undertaken.

## Wellbeing

With schools 'back to normal' at the beginning of 2023 we were able to offer students the full range of activities that supported their wellbeing, including: picnics, camps, excursions, school production, instrumental music, swimming and sporting events. With the support of the School Chaplain and Monash University Counselling fourth year student, we were able to offer 1:1 support for students with social and emotional difficulties and complex background needs. Each fortnight the Mullum Anglican Church provided fresh fruit and snacks to offer students when needed, this group also provide Christmas presents and food hampers for 15 families at the end of the year. All of these activities helped to promote student wellbeing and connectedness to their school community. Our Parents' Association and Fathering Project provided many opportunities for parents to connect with each other, their children, and the school community, through events like working bees, Italian Day morning tea, Trivia Night, Coffee and Chat sessions, Sports Night and Pancake Breakfast.

We work closely with NDIS therapy services, offering space and time for them to work with their clients during school time. Where possible, this enables our Education Support staff to attend the sessions and utilize the strategies and activities in the classroom. The therapy notes and reports provide support for the Individual Education Plans and the Behaviour Support Plans we have in place for some students. Each term leadership and classroom teachers meet with families in Student Support Group meetings. Where possible students also attend these sessions. Our Koorie students, Out of Home Care students and students with disability have access to Department of Education human resources to support them on their learning journey.

In the classrooms students were involved in weekly Respectful Relationship and UR Strong (Friendology) lessons to support their well being. Our cross-age Kooramook Groups ran each term and focused on the Positive Education Character Strengths - Bravery, Creativity, Gratitude and Love of Learning. In addition our Grade 5/6 students participated in a range of additional support programs. Weekly Bush Talk sessions, exploring connecting with nature to restore wellbeing. In Term 2, the Maroondah Positive Education Network ran weekly Student Wellbeing Program that focused on personal wellbeing. In Term 4, Hawthorn Football Club ran a 10 week Hawks FRIENDS Program that promoted social and emotional skills that aim to build life-long resilience in communities.

Mullum Primary School partnered with Real Schools to embed restorative practices across the school providing a framework for talking with students about behaviours. This work included strategies like Above/Below the line behaviour identification, Circle Time to prepare students for events, ensures teachers feel more effective when dealing with student behaviours and relationships.

Despite extensive support, activities and programming to support wellbeing, 59.5% of Grade 4-6 students gave a positive endorsement to the Management of Bullying reported through the Attitude to School Survey. This result is lower than past years and lower than similar and state averages. These results were explored with representatives from Grade 3-6 in our Junior School Council who were able to identify that they felt teachers didn't listen when they reported an incident. This was valuable feedback that has been taken back to staff to action as a result a Wellbeing Check in tool *iYarn* will be trialled in 2024 to provide students with a weekly opportunity to let teachers know how they feeling (especially when in the yard) in a confidential way, that will enable teachers to follow up and offer support.

The Attitude to School Survey also measures students connectedness to school with results here dropping below desired levels to 60.0% positive endorsement. Through our Junior School Council's month long letterbox campaign, students let us know that they were looking for more lunch time clubs (implemented in 2024), more events throughout the year, more outside benches and rubbish bins and a great leadership presence and recognition. These are all elements that are being looked at with the 2024 Junior School Council.

## Engagement

Attendance at school is the biggest driver to student success in their learning. Our attendance data provides the average number of student absences in 2023 was 23.1 which is higher than similar and state averages, being higher than we would like. The most common reason for lack of attendance was extended family holidays, with many families taking opportunities in 2023 to take holidays they could do in previous COVID years. Attendance is monitored closely by the leadership team, classroom teachers and office staff. Where there are chronic absences the leadership team work closely with therapy services, psychologist and the Department of Education to manage these. Regular promotion of "It's not ok to be away" through our newsletters, encouraging families to reach out if they are having difficulties, is one way we encourage attendance.

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## Financial performance

Financial Performance 2023 - Operating Expenditure is monitored carefully throughout the year and finished with a small deficit. Tutor Learning Initiative - Funding received from the state government to support students who continued to struggle academically was used to employ two part time staff, offering students from Grade 2-6 small group tuition in literacy. Equity Funding - Literacy screening of all students in Grade 1 & 2 identified gaps in their learning and equity money was used to run daily 20 minute intervention sessions one-on-one, with a tutor, for 14 students, which proved extremely effective in supporting these students. Grants - The school did not receive any additional grants in 2023. Fundraising - Fundraising events, including a school Trivia Night for parents, raised \$ 14 000. The money raised through the fundraising efforts will enable the school to install a new playground with climbing frames, monkey bars and swing bars in early 2024. Other fundraised money has been earmarked for improvements of the sports field and running track.

Draft



# 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 259 students were enrolled at this school in 2023, 124 female and 135 male.

32 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).

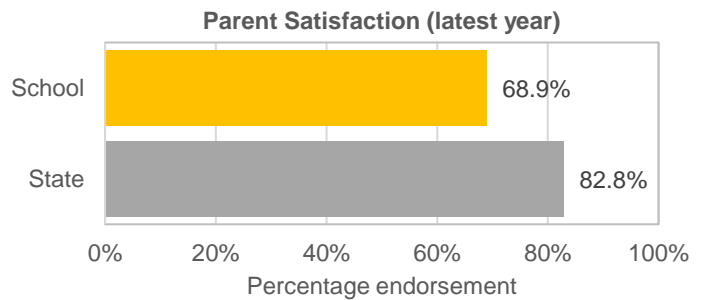
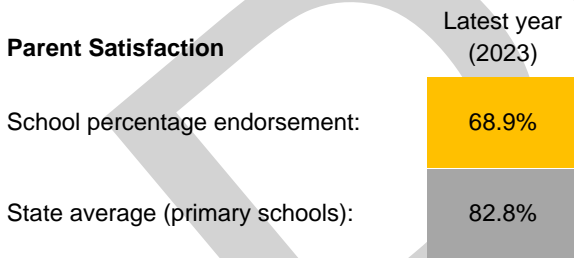
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

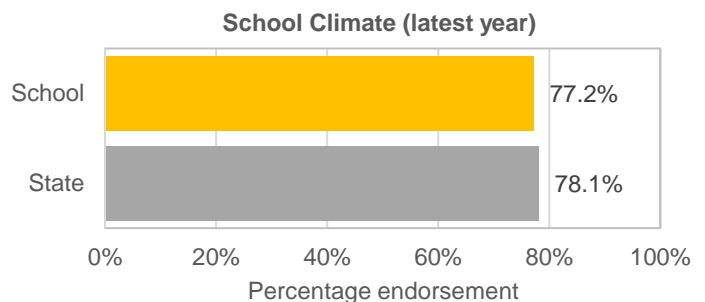
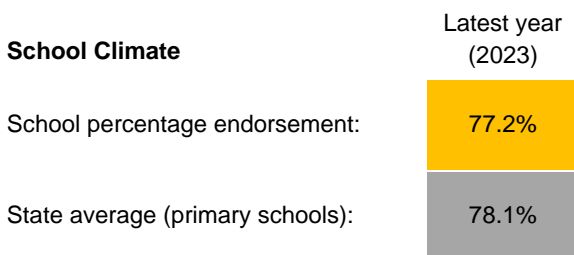


### School Staff Survey

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:

87.0%

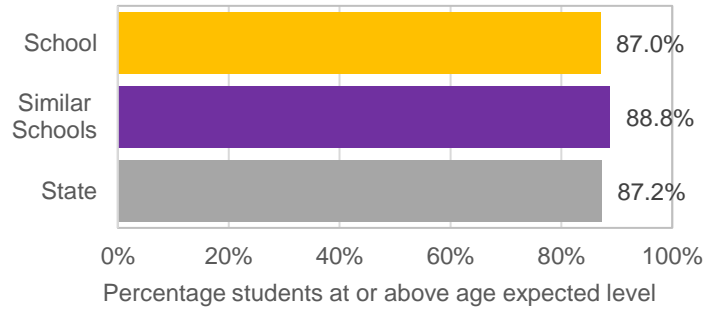
Similar Schools average:

88.8%

State average:

87.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

87.5%

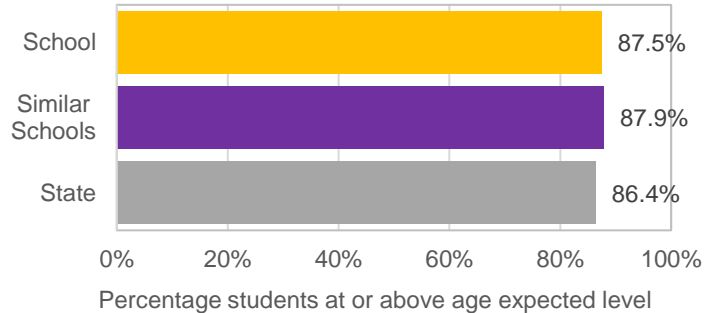
Similar Schools average:

87.9%

State average:

86.4%

#### Mathematics (latest year) Years Prep to 6





## 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:

78.4%

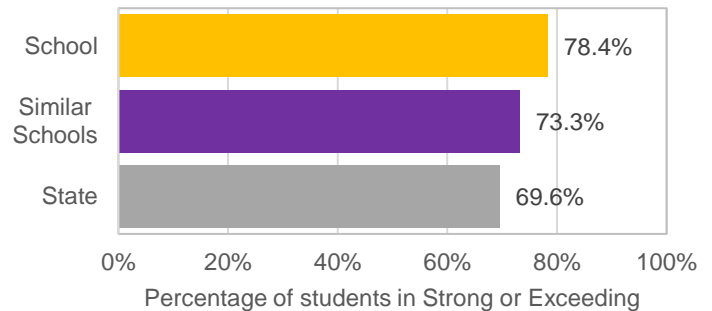
Similar Schools average:

73.3%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

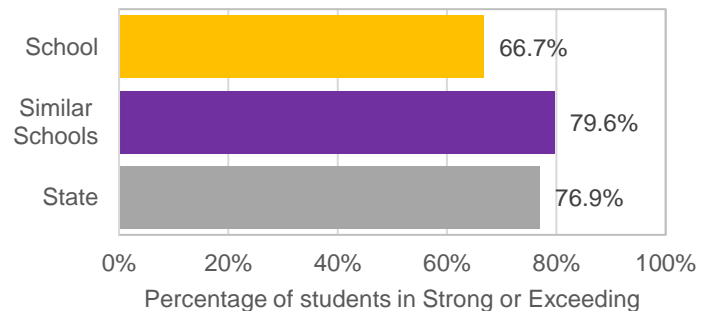
Similar Schools average:

79.6%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.4%

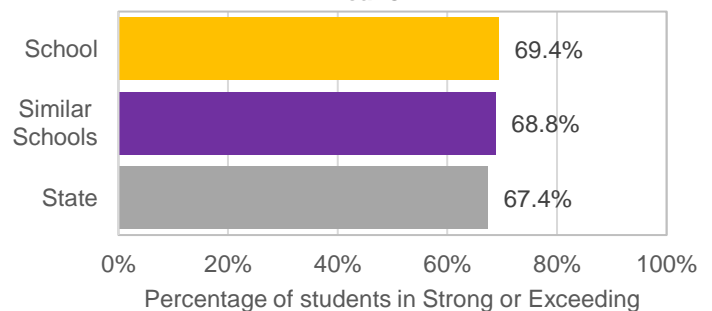
Similar Schools average:

68.8%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.5%

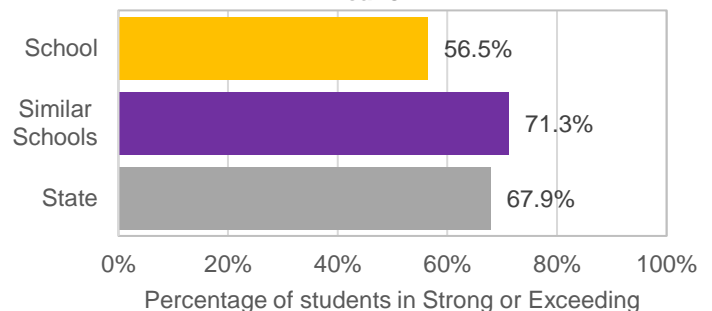
Similar Schools average:

71.3%

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:

84.6%

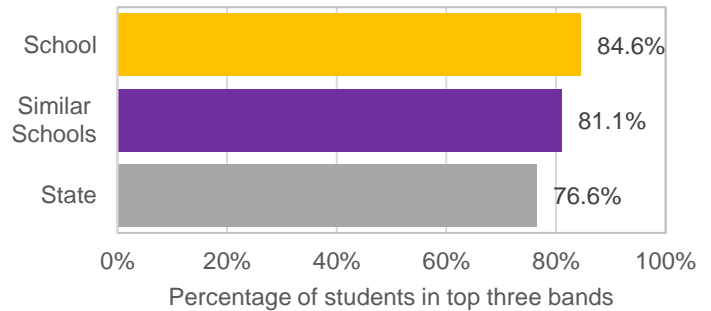
Similar Schools average:

81.1%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

77.6%

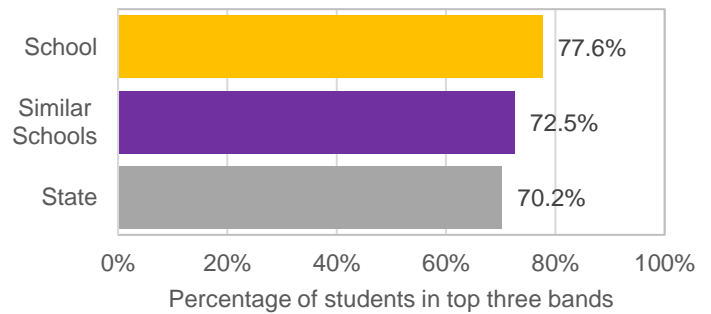
Similar Schools average:

72.5%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

75.0%

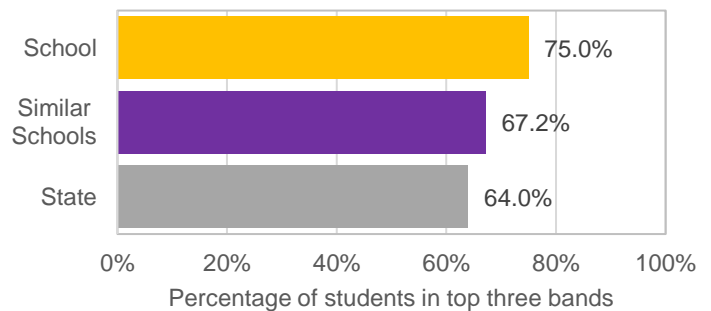
Similar Schools average:

67.2%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

55.6%

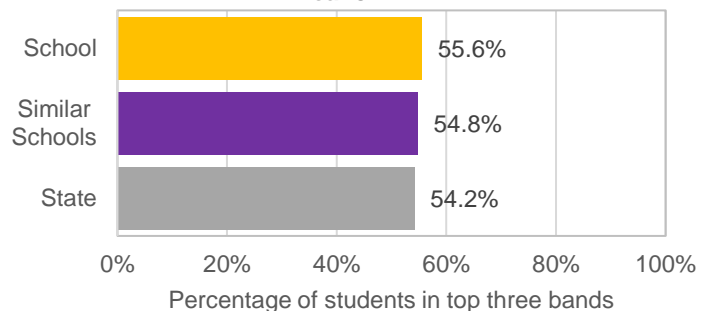
Similar Schools average:

54.8%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

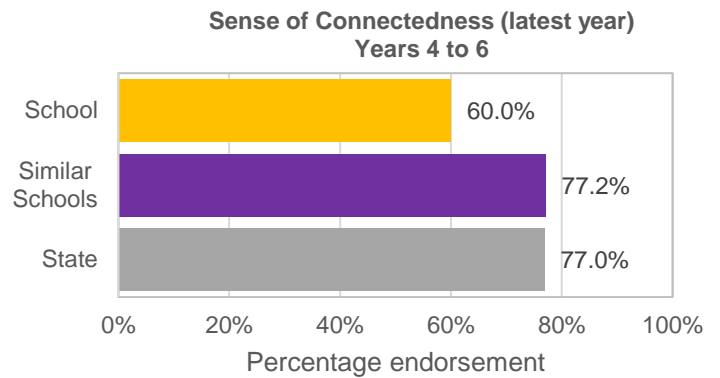
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	60.0%	64.2%
Similar Schools average:	77.2%	79.3%
State average:	77.0%	78.5%

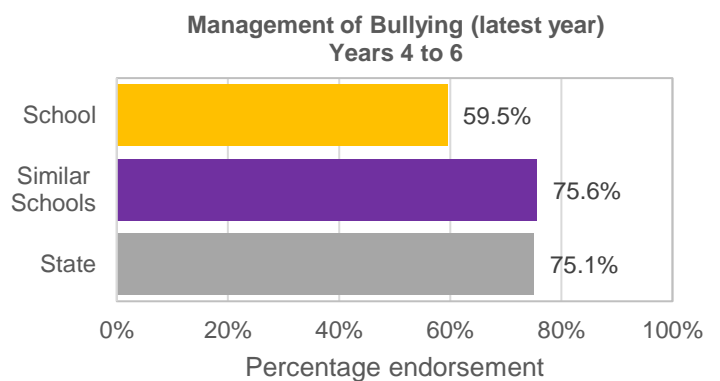


### Student Attitudes to School – Management of Bullying

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:	59.5%	65.6%
Similar Schools average:	75.6%	77.6%
State average:	75.1%	76.9%



## ENGAGEMENT

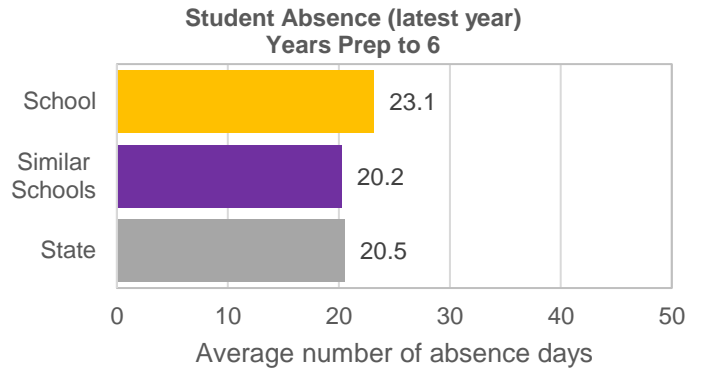
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.1	16.7
Similar Schools average:	20.2	17.2
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):	92%	87%	86%	90%	87%	86%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,706,673
Government Provided DET Grants	\$338,290
Government Grants Commonwealth	\$3,450
Government Grants State	\$0
Revenue Other	\$24,448
Locally Raised Funds	\$216,686
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,289,547</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$46,828
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$46,828</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,780,104
Adjustments	\$0
Books & Publications	\$2,200
Camps/Excursions/Activities	\$87,647
Communication Costs	\$3,687
Consumables	\$66,445
Miscellaneous Expense <sup>3</sup>	\$9,042
Professional Development	\$4,219
Equipment/Maintenance/Hire	\$35,201
Property Services	\$52,490
Salaries & Allowances <sup>4</sup>	\$102,991
Support Services	\$56,815
Trading & Fundraising	\$27,319
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,938
<b>Total Operating Expenditure</b>	<b>\$3,246,098</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$43,449</b>
<b>Asset Acquisitions</b>	<b>\$42,614</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	\$177,428
Official Account	\$22,742
Other Accounts	\$3,277
<b>Total Funds Available</b>	<b>\$203,447</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$69,855
Other Recurrent Expenditure	\$8,703
Provision Accounts	\$0
Funds Received in Advance	\$5,159
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	\$113,346
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>\$197,064</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.*