

2023 Annual Report to the School Community

School Name: Kilmore Primary School (1568)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2023 at 05:46 PM by Neil O'Sullivan (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 03 May 2023 at 10:19 AM by Jill Patford (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2023 results
 - 2023 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2023 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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 recognizes 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.

What is 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').

About Our School

School context

Kilmore Primary School is located on Lancefield Road, Kilmore which is a historic rural town 58km north of Melbourne. At Kilmore Primary School we endeavor to promote a healthy, supportive and secure environment for all members of the community. Kilmore Primary School's vision is to 'Foster a community of learners who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment. 'Our school motto is 'Building dreams for a brighter future.' Our vision statement is supported by a schoolwide values program based on our school values: "Kind, Proud & Safe." Enrolments have increased significantly over the period of the strategic plan, increasing from 402 in 2014 to 507 in 2023. An improved school image within the community and substantial housing growth are considered to be key to this growth. The current rate of growth within the Kilmore Community exceeds the predicted demographic forecasts, with an average annual 3% population growth over the duration of the school's current strategic plan. The school population is projected to increase to 562 by 2026. The school SFOE increased slightly in 2023 to 0.4567 indicating that our students are less advantaged than the state median. The number of students for whom English is an Additional Language (EAL) has continued to increase and our school has worked proactively with DET's EAL Leading Teacher in support the transition of our 21 EAL families into our school. Punjabi has become the most widespread language other than English which is used at home. Kilmore Primary School does not deliver programs for overseas students.

The staffing profile of the school has shown a significant increase over the life of the SSP, growing from 36.2 in 2018 to 51 in 2023. The number of teaching staff has grown from 29.7 to 35.3 while the number of Non-Teaching staff has grown from- 6.5. to 15.7. The staffing profile for Kilmore Primary School includes three principal class officers, 3 Learning Specialists and 29.9 EFT Classroom Teachers. The school Leadership Team consists of the Principal, two Assistant Principals and 3 Learning Specialists. The School Improvement Team (SIT) consists of the Leadership Team and one additional Teacher Leader. The current substantive principal was appointed in Term 4, 2019 and from that point forward there have been three new appointments to the Learning Specialist class and two new appointments to the Assistant Principal class. Other consultative and decision-making structures within the school include the PLC Leaders Team, focusing on middle leadership development; the Wellbeing PLC focusing on SEL curriculum and the Wellbeing Planning Framework team focusing on the implementation and monitoring of the multi-tiered well-being framework. Over the period of the SSP, the school has had strong staff retention with less than a 5% per annum turnover. The wider workforce shortage has impacted the school's ability to backfill departing staff

A school-wide approach to curriculum, pedagogy and student wellbeing is framed through the school's underpinning policy document - the Kilmore Way. The Kilmore Way is a set of standards, practices and expectations that ensure each child is provided with the opportunity to achieve high academic standards, contribute to a culture that fosters an appetite for learning and develop the social and emotional capacity that will allow them to participate productively in society and learn in an environment where they feel valued safe and engaged in learning. In 2023 key aspects of this document were reviewed and in 2023 a "Kilmore Way 2.0" was launched to capture changes to the school's instructional model in literacy and other areas of school operations.

Our school has actively engaged with system initiatives and strategic partnerships. This has included a partnership with Murdoch Institute and the University of Melbourne through the Getting It Right From The Start program focusing on supporting oral language and literacy development of F to 2 students through evidence-based approaches. Our school has also partnered with the DSSI program, building staff capacity in the areas of planning, differentiation and formative assessment. Throughout this period, our school has also been a Professional Learning Communities Link school, building the capacity of neighboring schools in the use of the Inquiry Cycle and running effective PLC meetings. Our school gained a reputation for being open to learning, supportive of system directions and highly collegiate in its willingness to work with other schools.

There are currently three schools within the immediate local area: St. Patrick's Catholic Primary School, Willowmavin Primary School and Assumption College. Transition programs are in place for Pre-School to Foundation transitions, which include meetings with Pre-School staff, scheduled Orientation Days, Discovery Days, and information mornings and evenings. Transition to Secondary School programs are provided for our Grade 5 and 6 students. There is a Transition program in place for students coming into the school during the school year.

Progress towards strategic goals, student outcomes and student engagement

Learning

As a summary statement, our NAPLAN attainment in literacy and numeracy places us below the attainment of similar schools and the state mean, with writing being the area in which student achievement is significantly weaker. A major influence on the school's attainment data has been the performance of transient students entering the school above Grade 2. From 2020 to 2023, 185 students transitioned to our school in middle primary school with the majority of these students achieving Bottom 2 band results in NAPLAN. Another factor that significantly influences the attainment of outcomes of our students is the significant oral language deficits (as measured by English Online) of our Foundation cohorts upon school entry. In contrast to our attainment data, PAT Reading and PAT Mathematics data demonstrate that our students are achieving above-expected growth in reading and mathematics. Additionally, our 2023 NAPLAN Grade 3 data was less than 1% below that of similar schools, reflecting significant improvement against our longitudinal trends as a result of the transition to a Science of Reading approach methodology within our Early Years program. Our Year 5 Numeracy result was the weakest result amongst our NAPLAN data sets, however the Year 3 Numeracy result was less than 4% below the result of similar schools. Our Teacher Judgment Victorian Curriculum data illustrates that 72.7% of our F to 6 students are "at or above" the expected level of achievement in English, which reflects an upward trend based on our previous annual results. 72% of students are "at or above" the expected level in mathematics, which also reflects an improved result and upward trend in comparison to previous annual results. In 2023, our teachers worked through thorough moderation processes to ensure that students' Victorian Curriculum achievement levels were triangulated using multiple data sources. In 2023, 39 PSD students attending Kilmore Primary School were supported through an Individual Education Plan and Student Support Groups (SSGs) were regularly throughout 2023. This strategy continued to provide our PSD students with optimal learning support to achieve their learning goals, despite the challenges of remote learning.

In response to our longitudinal trend achievement data, our school has been implementing pedagogical changes that have had positive impact on students' learning outcomes. In literacy, the school implemented a systematic approach to teaching phonological awareness and phonics. This process involved partnering with a university expert to build teacher knowledge in these foundational areas of literacy. This resulted in the school implementing a Foundation to Year 3 approach to teach phonological awareness and phonics called the Getting It Right From The Start program. In numeracy, the school changed the way mathematics was being taught by establishing a common approach to differentiation. Initially, the school built the capacity of staff to then deliver a differentiated mathematics curriculum in Years 3 to 6 in 2020. Through involvement in the Primary Mathematics and Science in Schools (PMSS) program, the school developed a common approach for differentiation, such as enabler and extender tasks. Team planning processes for numeracy changed to incorporate the use of data to inform planning.

Other school initiatives which had an impact upon student achievement include:

Development of best practice approaches to tracking and monitoring student achievement through high-quality IEPs and extensive impact monitoring.

Overall adoption of the evidence-based approaches (Science of Reading approaches) by the Foundation to Grade 2 team and the implementation of these practices within the classroom.

Establishment of a highly effective Tutor Learning Initiative team and the case management of the students on the TLI caseload.

Implementation of a schoolwide data system (SPA) and related development of data analysis protocols to regularly evaluate student achievement data to inform weekly and termly curriculum planning.

To support these improvements, the school built external partnerships and engaged with state-wide initiatives to build the knowledge, skills and leadership capacity of staff to further improve their practice. Examples of this approach include how the school has maintained an ongoing relationship with the Murdoch Children's Institute and The University of Melbourne in the implementation of the Getting It Right From The Start program.

Wellbeing

Over the last three years, the school has developed a multitiered well-being framework to support the school community and address the well-being impact of the COVID-19 pandemic. The school has resourced and developed a comprehensive well-being structure that is focused on proactive approaches to best support students and their families. To support students who had experienced trauma, the school introduced a commercial trauma-informed model. This included training all staff in the use of trauma-informed strategies. In conjunction, the school implemented a whole-school approach to School Wide Positive Behaviour Strategies, as part of the proactive approach to well-being. The school invested in onsite resources, such as establishing a

Wellbeing Team that was inclusive of a Social Worker and Wellbeing Program Workers. The Wellbeing Team delivered "in-house" assessment services, social skills programs and therapeutic approaches, which were difficult for families to access locally. The development of this approach has allowed the school to support students and families with complex needs and multiple risk factors. Our school is acknowledged as having a range of school structures and programs to best support the well-being of students and their families. In 2023, the major highlights, initiatives and outcomes in the well-being domain include the following:

The implementation of a "Nurture Room" program to provide extensive supports and adjustments for students most at risk in their development.

The review and implementation of FBA-based Behaviour Support Plan to support the case management of Tier 3 students.

The development and implementation of Tier 2 social skills programs to target cohort needs

The development of well-being program schedule, (PLAY, GIRLS, etc.) with a focus on developing pro-social behaviors.

The implementation of extensive intervention processes in Tiers 2 and Tiers 3 in response to significant well-being needs, including in-house counseling, liaising with allied health services, and linking families and students with acute supports.

The refinement and deepening of the school's wellbeing practices at a Tier 1 level.

Rigorous tracking of attendance and engagement and implementation of protocols and processes developed by KPS to identify and intervene with disengaged students

As a result of these well-being initiatives, our school exceeded its trend results in School Connectedness and Management of Bullying for our Year 4 and Year 5 cohorts (who have had greater exposure to the school's well-being programs). The year levels results of these cohorts indicate a positive wellbeing trend amongst our students. Areas of focus for future work, as identified through the data, include student resilience and positive self-image amongst female students.

Engagement

Kilmore Primary School actively monitors student attendance through a tiered attendance strategy. This attendance strategy includes a whole-school approach to celebrating attendance at school and tiered strategies for priority cohorts and individual students. The school's approach to promoting student attendance is formalized in a Kilmore Primary School Attendance Flowchart which sets out the roles and expectations for all staff members from Tiers 1 to Tier 3. Examples of effective Tier 3 strategies implemented include:

- The use of the School Wide Positive Behaviour System (SWPBS) to create a positive school culture that supports attendance.
 - Daily phone calls to follow up on non-attendance.
 - The development of re-engagement and return-to-school plans to support students at risk in their school engagement.
 - Daily review of attendance patterns and the use of the Compass system to analyze attendance patterns to inform school-based responses.
- The involvement of Student Support Services and paraprofessionals to support student attendance by creating individualized pathways and supports for students and families.

Our 2023 attendance data shows that our results were weaker than our 4-year average and weaker than the attendance results of similar schools. Student illness (which was particularly severe at our school in 2023) and family holidays were the major factors affecting our attendance rates. In 2024, we have formalized many of the achievements from 2023 into our engagement and attendance policies and processes and are concentrating on developing a consistent, data-driven approach to identifying and tracking student and family engagement in education. Our school has also worked closely with other schools within the Mitchell and Murrindindi network as part of a "community of practice" approach to improving student attendance.

Other highlights from the school year

Other highlights from our school improvement work from the 2023 year include:

- The expansion of our Breakfast Club program which caters for up to 120 students daily.
- The continued improvement of the school's facilities. including major refurbishment projects and uplifts to the school's library and Foundation Common Space.

- The expanded provision of parental education and support sessions delivered by our school in conjunction with external agencies.
- The expansion of the school's Foundation Transition program to include 14 school visits prior to the commencement of primary school.
- The development of a Multicultural Playgroup by our school to support the transition of students from Language Backgrounds Other Than English (LBOTE) into our school.
- The positive endorsement of our school's practices by during the School Review process, which identified our school as excelling in the areas of "Leadership" and "Wellbeing"

These initiatives are further examples of our commitment to delivering a holistic and community-oriented model of education at our school.

Financial performance

In 2023, our school recorded a credit surplus position due to funding received through the PLC Link school program, the extended leave taken by members of our senior teacher class members and the impact of the statewide staffing shortage which resulted in teaching allotments being taken by Casual Replacement Teachers. Other contributing factors to the surplus position include the presence of early career teachers within the workforce profile and the inability to secure a LOTE teacher also contributed to this surplus position. These funds have been identified for use in supporting our most disadvantaged cohorts and for the creation of early intervention programs. In 2024, these funds have been used to support the development of the school's well-being framework, provide additional support for wellbeing needs and to ensure sustainable funding for our well-being and academic priorities over the remaining years of the school's strategic plan.

For more detailed information regarding our school please visit our website at
<https://www.kilmoreps.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 520 students were enrolled at this school in 2023, 261 female and 259 male.

5 percent of students had English as an additional language and 6 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.

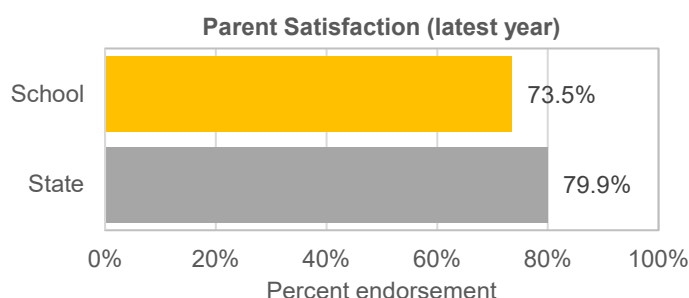
This school's SFOE band value is: Medium.

Parent Satisfaction Summary

The percentage endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	Latest year (2023)
School percent endorsement:	73.5%
State average (primary schools):	79.9%



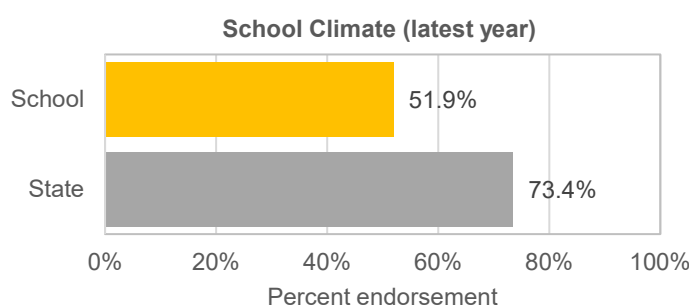
School Staff Survey

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

Percent endorsement indicates the percentage 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.

School Climate	Latest year (2023)
School percent endorsement:	51.9%
State average (primary schools):	73.4%



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

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

English Years Prep to 6

Latest year
(2023)

School percent of students at or above age expected standards:

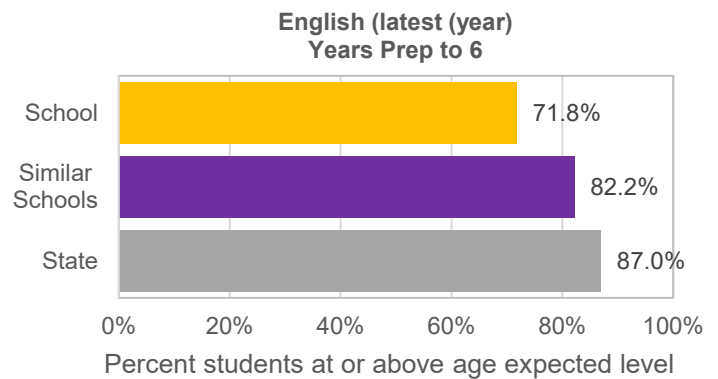
71.8%

Similar Schools average:

82.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2023)

School percent of students at or above age expected standards:

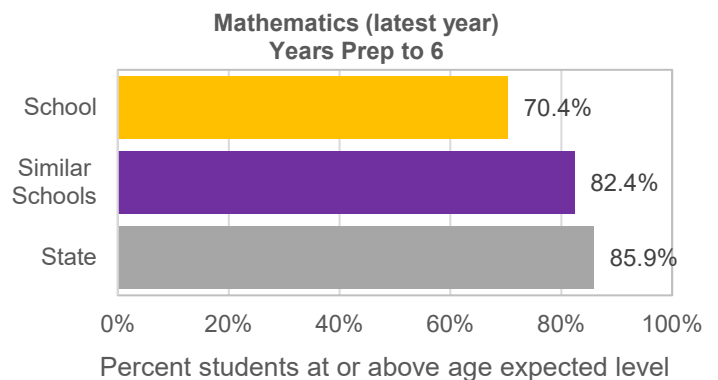
70.4%

Similar Schools average:

82.4%

State average:

85.9%



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.

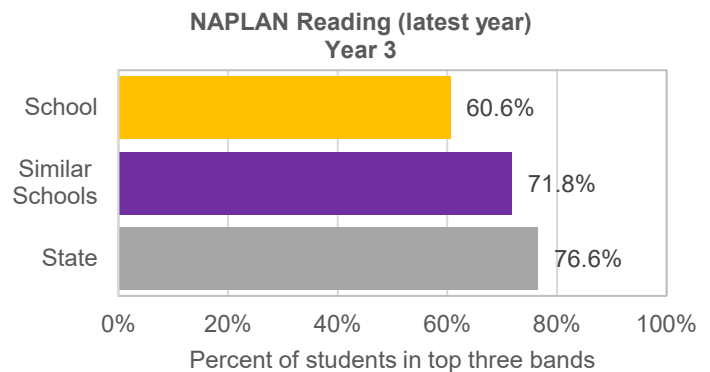
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2023 data.

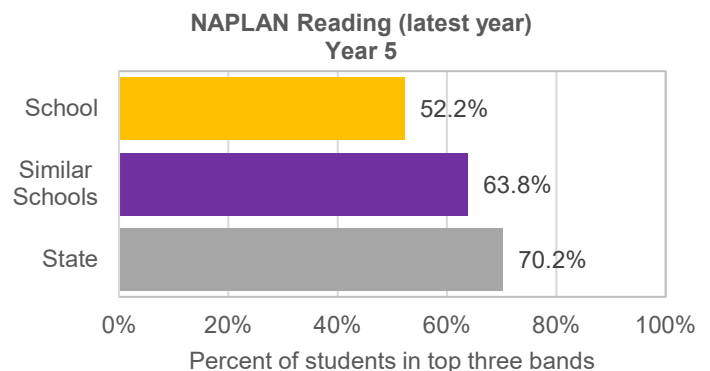
Reading Year 3

	Latest year (2023)	4-year average
School percent of students in top three bands:	60.6%	61.5%
Similar Schools average:	71.8%	71.4%
State average:	76.6%	76.6%



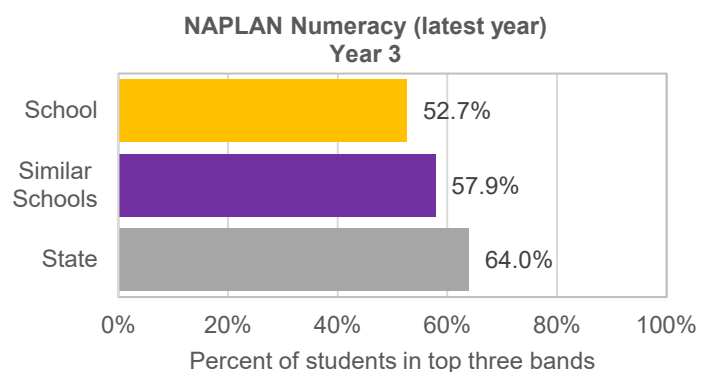
Reading Year 5

	Latest year (2023)	4-year average
School percent of students in top three bands:	52.2%	58.9%
Similar Schools average:	63.8%	63.4%
State average:	70.2%	69.5%



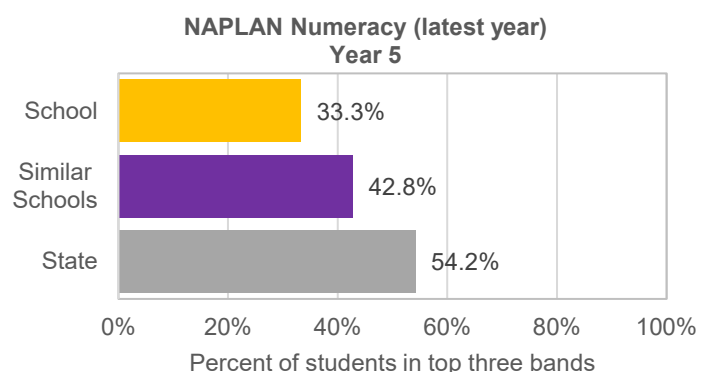
Numeracy Year 3

	Latest year (2023)	4-year average
School percent of students in top three bands:	52.7%	45.8%
Similar Schools average:	57.9%	59.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2023)	4-year average
School percent of students in top three bands:	33.3%	35.4%
Similar Schools average:	42.8%	49.2%
State average:	54.2%	58.8%



WELLBEING

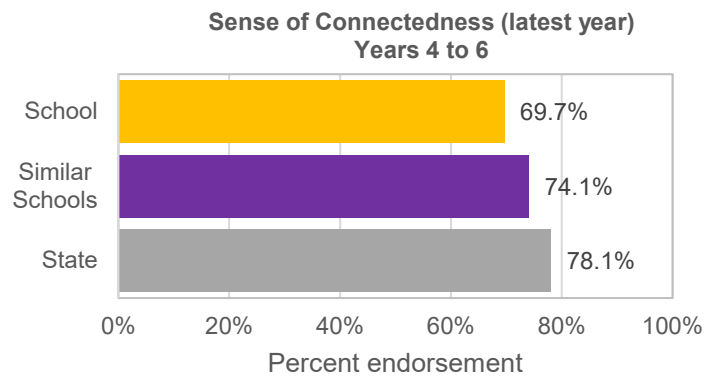
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 percent endorsement:	69.7%	68.6%
Similar Schools average:	74.1%	76.5%
State average:	78.1%	79.5%

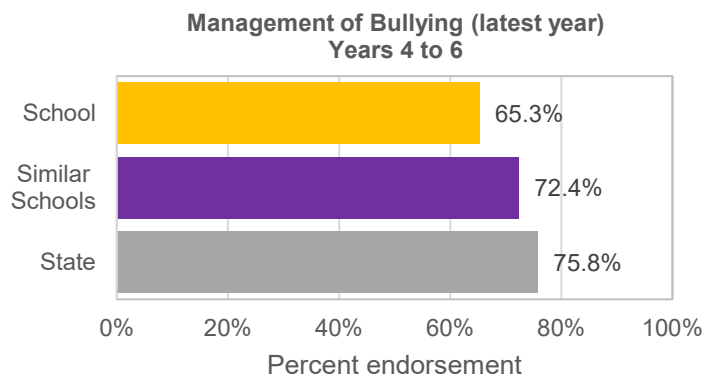


Student Attitudes to School – Management of Bullying

The percent 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 percent endorsement:	65.3%	65.1%
Similar Schools average:	72.4%	75.9%
State average:	75.8%	78.3%



ENGAGEMENT

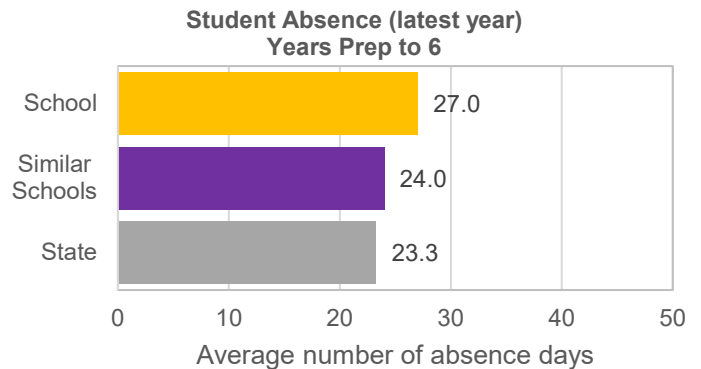
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.0	17.7
Similar Schools average:	24.0	17.9
State average:	23.3	17.0



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):	86%	86%	86%	88%	84%	86%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,702,531
Government Provided DET Grants	\$768,465
Government Grants Commonwealth	\$5,658
Government Grants State	\$0
Revenue Other	\$40,358
Locally Raised Funds	\$104,428
Capital Grants	\$19,860
Total Operating Revenue	\$6,641,300

Equity ¹	Actual
Equity (Social Disadvantage)	\$328,019
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$328,019

Expenditure	Actual
Student Resource Package ²	\$5,314,834
Adjustments	\$0
Books & Publications	\$23,002
Camps/Excursions/Activities	\$109,049
Communication Costs	\$5,016
Consumables	\$81,708
Miscellaneous Expense ³	\$14,385
Professional Development	\$38,393
Equipment/Maintenance/Hire	\$91,315
Property Services	\$249,026
Salaries & Allowances ⁴	\$270,540
Support Services	\$63,013
Trading & Fundraising	\$7,010
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$67,986
Total Operating Expenditure	\$6,335,275
Net Operating Surplus/-Deficit	\$286,165
Asset Acquisitions	\$7,448

- (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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$500,601
Official Account	\$67,865
Other Accounts	\$0
Total Funds Available	\$568,466

Financial Commitments	Actual
Operating Reserve	\$147,892
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$14,021
School Based Programs	\$130,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$222,658
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$564,572

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 the intent/purposes for which funding was provided or raised.