

2024 Annual Report to the School Community

School Name: Park Orchards Primary School (4854)

Park Orchards
Primary School



- 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 23 March 2025 at 10:19 AM by Bronwyn Garrity (Principal)

- As executive officer of the school council, I attest that this 2024 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 23 March 2025 at 03:11 PM by Bronwyn Garrity (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Established in 1962 in Melbourne’s outer east, Park Orchards Primary School is a thriving educational community set among native vegetation and a historic pine plantation. With strong ties to the local sporting clubs, kindergarten and daycare, Community House, and Lions Club, we proudly host the monthly Park Orchards Market, reinforcing our deep community connections. Our increasingly diverse student body reflects a high socio-economic demographic, and we respectfully acknowledge our school is located on the lands of the Wurundjeri people of the Kulin Nation.

At Park Orchards Primary School, our vision is to create an inclusive and engaging learning environment where every student achieves their personal best and feels connected to the school community. Our mission is to foster kindness, inclusivity, and academic excellence through collaboration among students, teachers, and parents. The School Council and Parents' Association play vital roles in supporting school operations and strengthening community ties, while parents and carers actively contribute to enhancing the learning environment.

Guided by our core values, Excellence, Respect, Kindness, and Integrity, we cultivate a nurturing and inclusive culture. Our strategic plan (2020-2024) focuses on three key priorities:

- 1. Enhancing literacy and numeracy outcomes for all students.
- 2. Empowering students through voice and agency.
- 3. Expanding students’ understanding of the world around them.

In 2024, we proudly served 366 students, including 11% English as an Additional Language (EAL) learners and 2% Aboriginal and Torres Strait Islander students. Our dedicated team of 28.8 full-time equivalent staff included 21.2 teachers, 5.6 support staff, and two principal-class leaders. With 16 classes, five specialist subjects, and targeted math and literacy support programs, we provide a well-rounded and comprehensive education.

Our specialist programs in Visual and Performing Arts, Mandarin (LOTE), Science and Health and Physical Education complement our strong focus on literacy and numeracy. Student leadership and wellbeing are at the heart of our school, with initiatives such as The Resilience Project teaching Gratitude, Empathy, Mindfulness (GEM), and Emotional Literacy. In 2024, we introduced the School Wide Positive Behaviour Support framework to further enhance a safe and supportive learning culture.

Our modern facilities include a basketball stadium, performing and visual arts centre, STEM room, and refurbished classrooms. Expansive play areas, native gardens, a vegetable garden, and a hen house encourage active play and environmental responsibility. In 2024, we proudly opened our Kangaroo Garden for sensory play and refurbished our GEM Centre, home to the school library.

As a Science Specialist school, we emphasise inquiry-based learning and sustainability. Our Year 3/4 students lead environmental initiatives, managing recycling, composting, gardening, and cooking produce from our garden in the Cucina.

Parent satisfaction, as reflected in the 2024 Parent Opinion Survey, stands at an impressive 83%, highlighting our strong school-family partnership.

Our motto, "The Future Starts Here," embodies the spirit of Park Orchards Primary School, inspiring our students to strive for excellence and embrace a bright future.

Progress towards strategic goals, student outcomes and student engagement

Learning

Park Orchards Primary School continues to excel in student learning, affirming our status as a high-performing school when compared to similar schools and statewide benchmarks.

In 2024, we remained dedicated to our strategic objective of enhancing literacy and numeracy outcomes for all students. This commitment aligns with the Department's broader goal of both supporting and challenging students in their learning journey.

Our 2024 NAPLAN results highlight outstanding achievements, particularly in reading. An impressive 95% of Year 3 students and 93% of Year 5 students achieved results in the 'strong' or 'exceeding' categories, well above similar schools and state averages. Similarly, in numeracy, 90% of Year 3 students and 85% of Year 5 students reached these high performance levels. These exceptional results are mirrored in our Victorian Curriculum Achievement Standards, with 97% of students meeting or exceeding expectations in both literacy and numeracy.

These achievements reflect the strength of our teaching and learning programs, which prioritise excellence and continuous improvement. Our educators implement high impact teaching strategies, with a strong focus on differentiated instruction. Every lesson is structured with clear learning intentions and success criteria, following an instructional model that progressively builds student independence and confidence. Our dedicated staff work professionally and collaboratively to ensure every student receives the support and challenge they need to thrive. Teachers rigorously examine student data and follow established assessment protocols to identify each student's point of need. This data-driven approach allows for targeted planning and personalised learning experiences, ensuring that every child is supported to achieve their full potential. Through ongoing collaboration, our educators continuously refine their teaching strategies, fostering a culture of excellence and continuous improvement.

The school's commitment to academic excellence, ensures that all students reach their full potential. Our high achieving performance reflects a learning environment where top performing students are continually challenged and extended, while dedicated support programs ensure every student experiences growth and success. Through tailored instruction, specialist programs, and a strong focus on literacy and numeracy, we provide a well rounded education that nurtures both high achievement and continuous improvement for all learners.

At Park Orchards Primary School, we take great pride in fostering a culture of achievement, ensuring every student is equipped with the skills and knowledge to thrive.

Wellbeing

In 2024, Park Orchards Primary School remained dedicated to student health, wellbeing, and academic success, fostering a supportive and inclusive environment for all. Our wellbeing data reflects this commitment, with 85% of students reporting a strong sense of connectedness, exceeding similar and state schools.

Our staff work in a highly professional and collaborative manner, using a data driven approach to ensure every student receives targeted support. Teachers carefully examine student data and follow rigorous assessment protocols to plan and deliver instruction that meets each child's point of need. Through ongoing professional

learning and teamwork, our educators continually refine their strategies, fostering a culture of excellence and continuous improvement.

Clear and consistent policies prioritise wellbeing and inclusion, with our core values, Excellence, Respect, Integrity, and Kindness, guiding daily interactions. Our commitment to School Wide Positive Behaviour Support reinforces a respectful and nurturing culture among students, staff, and families.

We continued implementing *The Resilience Project (TRP)* as a whole school initiative, integrating Gratitude, Empathy, Resilience, and Emotional Awareness with the *Resilience, Rights, and Respectful Relationships* curriculum. These lessons equip students with essential social and emotional skills, fostering confidence and a strong sense of community.

To support smooth transitions, our Foundation Transition Program includes school tours, information sessions, and tailored resources, ensuring new students feel welcomed and prepared. Strong collaboration with local kindergartens helps identify individual needs, and our Buddy Program pairs Foundation students with Year 5 buddies for additional support. For Year 6 students, secondary school transition sessions, led by past students and parents, provide valuable insights and guidance for their next stage of education.

In 2024, we introduced Disability Inclusion Leader and Mental Health and Wellbeing Leader roles to better support our students' diverse needs. We proudly cater to students of all abilities, including those funded under the Program for Students with a Disability (PSD). Regular Student Support Group (SSG) meetings and Individual Education Plans (IEPs) ensure tailored support and goal setting. Our leadership team works closely with Regional School Support Services, and have strong partnerships with Occupational Therapists, Speech Pathologists, and Psychologists further enhance student wellbeing.

At Park Orchards Primary School, we are committed to nurturing confident, resilient, and compassionate students, preparing them for success in school and beyond.

Engagement

At Park Orchards Primary School, we are proud to be recognised for our outstanding achievements in student engagement, connection, and belonging. Our commitment to fostering resilience, meaningful relationships, and personalised support ensures that every student feels valued and inspired to learn.

Our goal is to empower students to become inclusive, influential, and collaborative lifelong learners. Teachers use student data and evidence to tailor instruction, providing targeted and differentiated teaching that meets individual learning needs. Regular student teacher conferences support goal setting and progress discussions, while learning journals encourage self-reflection and meaningful conversations between students, teachers, and parents.

A diverse range of specialist programs, including STEM, Performing and Visual Arts, Mandarin, and Physical Education—enriches student learning and fosters a passion for discovery. Beyond the classroom, extracurricular clubs such as chess, drawing, board games, and Minecraft further enhance engagement, allowing students to explore their interests and build social connections. Our stimulating physical environment promotes active and creative play, ensuring students remain engaged throughout the school day.

Student voice and leadership are integral to our school culture. We offer extensive leadership opportunities, including School Captains, Community House Captains, Year 6 Leadership Teams, Environmental Waste Warriors, Student Representative Council Members, Active Travel Representatives, and Aussie of the Month Assemblies. We celebrate student achievements through School Values Awards, Student of the Week Awards, and Bucket Filling Awards, reinforcing our inclusive and supportive culture.

Our dedicated staff and leadership team actively monitor student participation, providing guidance and encouragement to ensure every child is engaged and thriving. The student wellbeing team maintains ongoing communication with students and families, ensuring individual needs are met.

Park Orchards Primary School consistently maintains strong attendance levels, with absences below the state average and in line with similar high-performing schools. Our collaborative partnership with parents and carers supports regular attendance, reinforcing the importance of active participation in learning.

At Park Orchards Primary School, we are committed to nurturing confident, engaged, and connected learners, ensuring that every student thrives academically, socially, and emotionally.

Other highlights from the school year

In 2024, Park Orchards Primary School thrived, offering a diverse range of programs that enriched student learning and strengthened our community.

A highlight of the year was the Colour Run, organised by our Parents' Association. Students ran through bursts of colour, raising funds for our new Kangaroo Garden and library refurbishment initiatives developed from student input.

Leadership programs stood out, with every Year 6 student taking on a leadership role and attending the Young Leaders Conference. The Active Travel Team organised Walk to School mornings to promote safe, active travel and reduce car traffic.

The Waste Warrior program, led by Year 3 and 4 students, strengthened our sustainability efforts. Students cared for the school vegetable garden, cooked the harvest in the cucina, and joined the Year 6 Environment Team on a sustainability excursion.

Our camping program continued to build resilience, independence, and teamwork. Experiences ranged from on-site camping for Foundation to Year 2, to Candlebark Farm (Year 3), Sovereign Hill (Year 4), and a memorable trip to Canberra (Years 5 and 6).

In Term 4, our biannual whole school production brought the community together. Year 5 and 6 students auditioned for lead roles, while all year levels performed dances and songs, celebrating creativity, teamwork, and confidence.

At Park Orchards Primary School, we take pride in providing a well rounded education that fosters leadership, engagement, and a lifelong love of learning.

Financial performance

In 2024, Park Orchards Primary School maintained a strong financial position, ensuring highquality programs, facility upgrades, and responsible use of funding grants. The School Council strategically allocated resources in line with the 2024 Annual Implementation Plan, prioritising educational excellence and student wellbeing.

Funding supported specialist programs in LOTE (Mandarin), Visual and Performing Arts, Science, and Physical Education, as well as core subjects like literacy, numeracy, and humanities. Additional resources expanded tutoring and catch up programs, while professional learning for staff enhanced teaching quality.

Strong financial management enabled key facility upgrades, including an undercover walkway, a Kangaroo (Sensory) Garden, a GEM Centre (library) refurbishment, and ongoing grounds maintenance. Surplus funds are earmarked for future classroom and facility enhancements.

The school effectively utilised DET and community grants, with equity funding strengthening senior literacy programs and the Program for Students with Disabilities (PSD) providing additional support.

Through careful financial planning and community support, Park Orchards Primary School delivers exceptional education, outstanding facilities, and a thriving learning environment, ensuring every student's success.

For more detailed information regarding our school please visit our website at <https://www.pops.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 366 students were enrolled at this school in 2024, 168 female and 198 male.

11 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

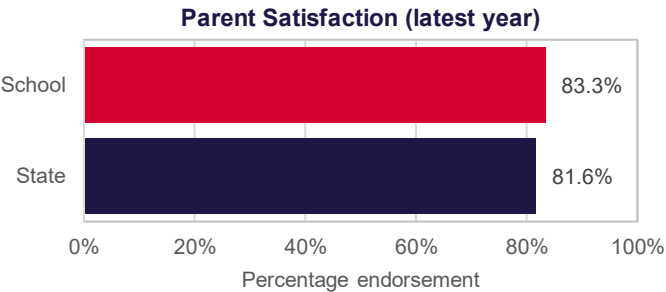
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage,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

This school’s SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

	Latest year (2024)
Parent Satisfaction	
School percentage endorsement:	83.3%
State average (primary schools):	

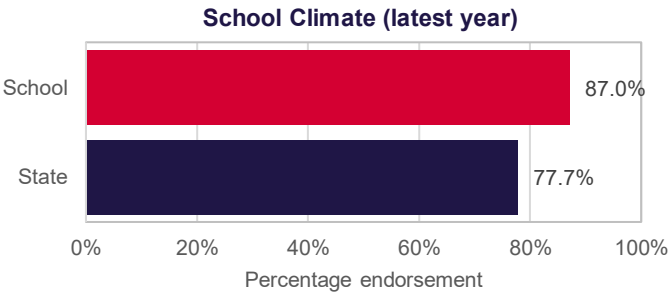


School Staff Survey

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.

	Latest year (2024)
School Climate	
School percentage endorsement:	87.0%
State average (primary schools):	



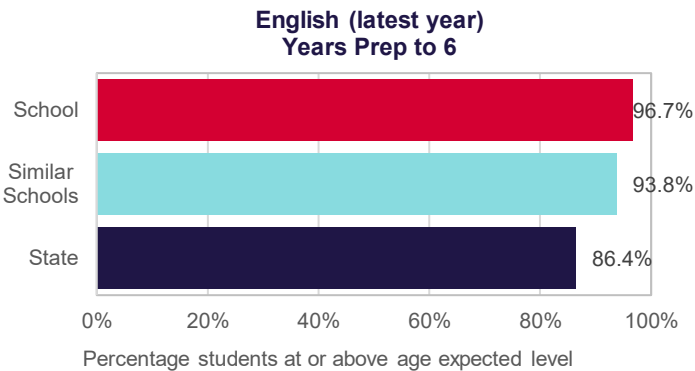
LEARNING

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.

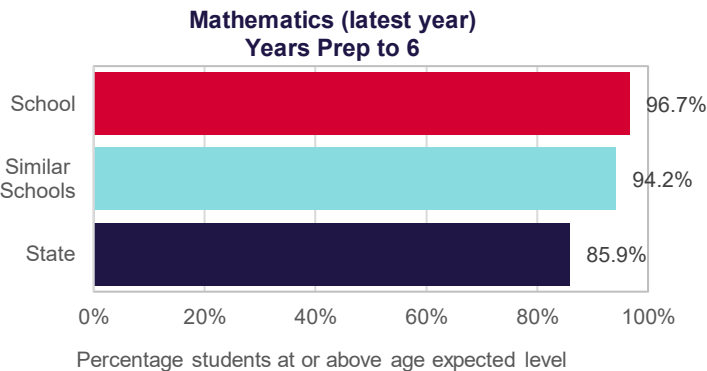
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.7%
Similar Schools average:	93.8%
State average:	



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.7%
Similar Schools average:	94.2%
State average:	



LEARNING (continued)

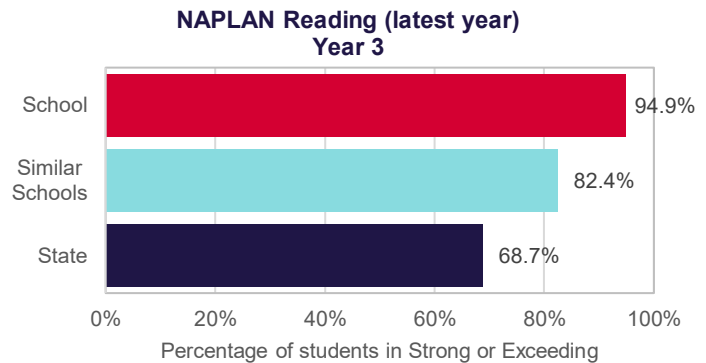
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

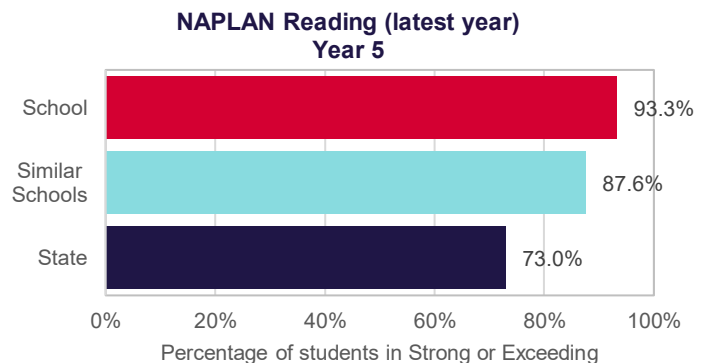
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

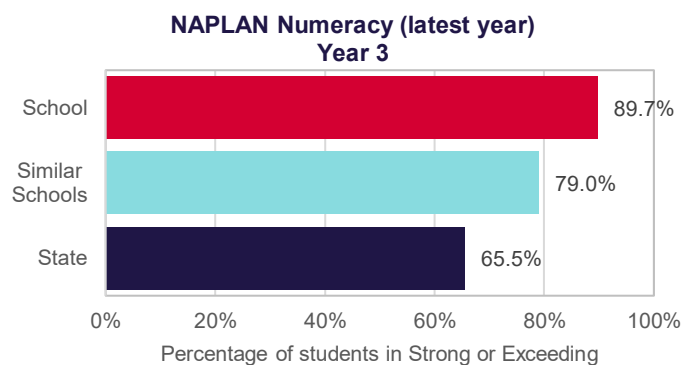
	Latest year (2024)	2-year average
Reading Year 3		
School percentage of students in Strong or Exceeding:	94.9%	91.0%
Similar Schools average:	82.4%	82.9%
State average:		



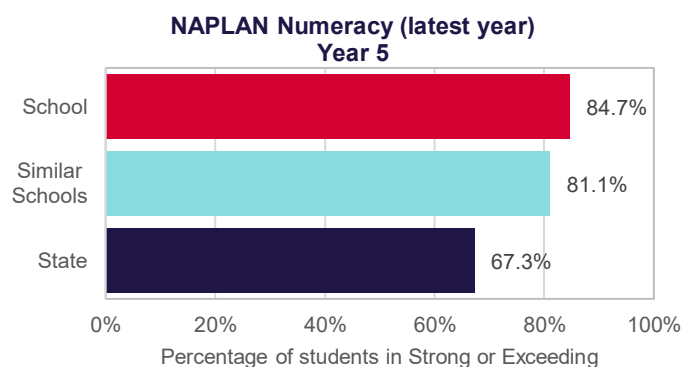
	Latest year (2024)	2-year average
Reading Year 5		
School percentage of students in Strong or Exceeding:	93.3%	93.6%
Similar Schools average:	87.6%	88.4%
State average:		



	Latest year (2024)	2-year average
Numeracy Year 3		
School percentage of students in Strong or Exceeding:	89.7%	88.0%
Similar Schools average:	79.0%	80.8%
State average:		



	Latest year (2024)	2-year average
Numeracy Year 5		
School percentage of students in Strong or Exceeding:	84.7%	84.9%
Similar Schools average:	81.1%	81.6%
State average:		



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

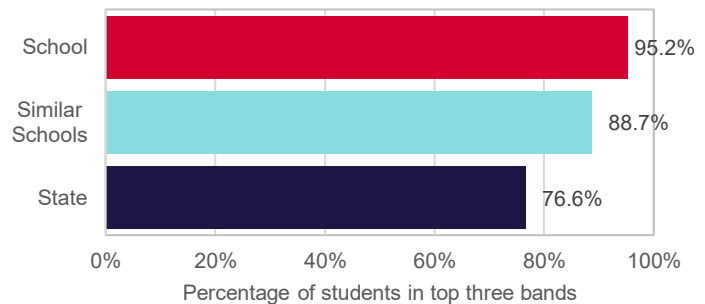
95.2%

Similar Schools average:

88.7%

State average:

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

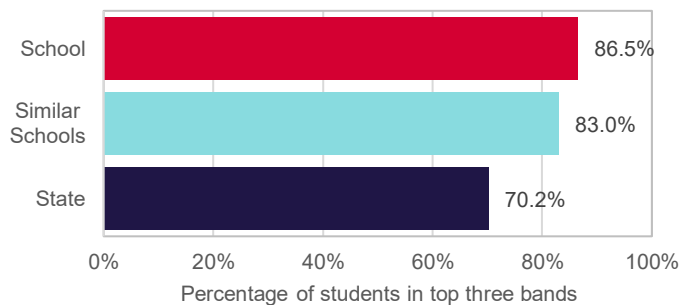
86.5%

Similar Schools average:

83.0%

State average:

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

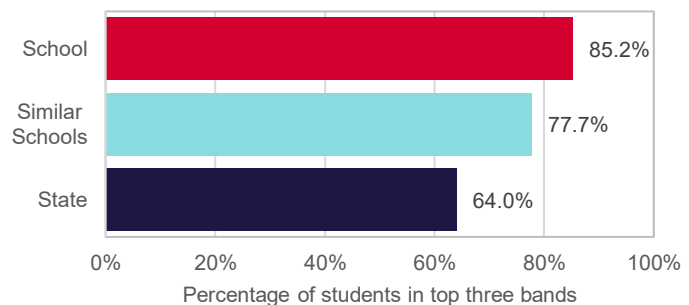
85.2%

Similar Schools average:

77.7%

State average:

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

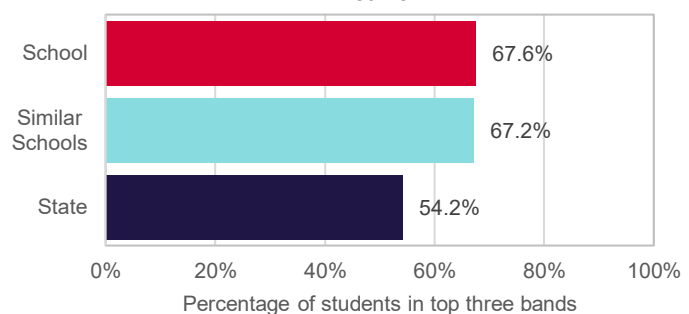
67.6%

Similar Schools average:

67.2%

State average:

NAPLAN Numeracy (2022) Year 5



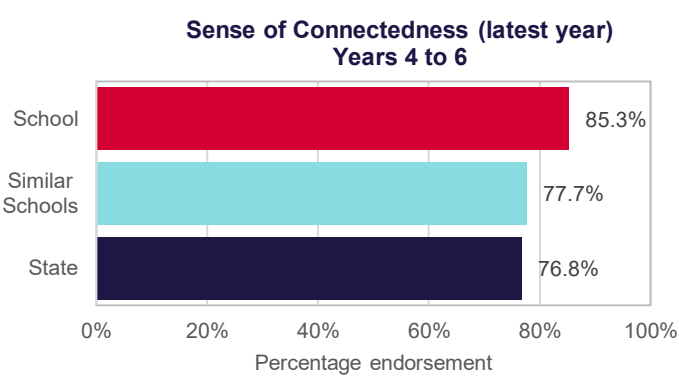
WELLBEING

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).

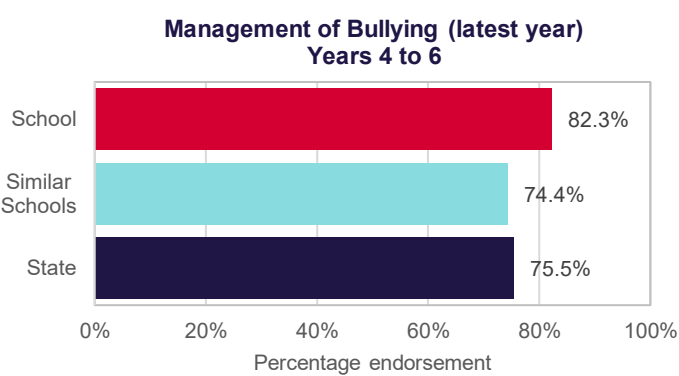
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year averag e
School percentage endorsement:	85.3%	82.8%
Similar Schools average:	77.7%	77.7%
State average:		



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 (2024)	4-year averag e
School percentage endorsement:	82.3%	81.8%
Similar Schools average:	74.4%	75.6%
State average:		

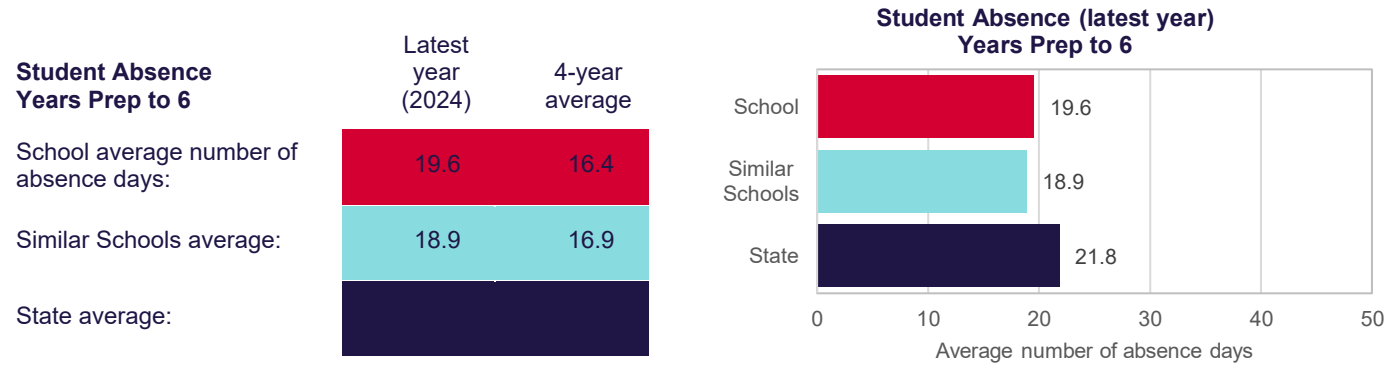


ENGAGEMENT

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.



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 (2024):	92%	91%	90%	90%	89%	91%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,444,627
Government Provided DET Grants	\$327,464
Government Grants Commonwealth	\$12,566
Government Grants State	\$0
Revenue Other	\$78,779
Locally Raised Funds	\$470,227
Capital Grants	\$0
Total Operating Revenue	\$4,333,663

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,698
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,698

Expenditure	Actual
Student Resource Package ²	\$3,493,727
Adjustments	\$0
Books & Publications	\$456
Camps/Excursions/Activities	\$199,699
Communication Costs	\$3,276
Consumables	\$70,082
Miscellaneous Expense ³	\$19,708
Professional Development	\$28,184
Equipment/Maintenance/Hire	\$93,326
Property Services	\$270,271
Salaries & Allowances ⁴	\$162,060
Support Services	\$48,966
Trading & Fundraising	\$81,385
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$211
Utilities	\$27,657
Total Operating Expenditure	\$4,499,007
Net Operating Surplus/-Deficit	(\$165,344)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$492,863
Official Account	\$28,176
Other Accounts	\$2,690
Total Funds Available	\$523,729

Financial Commitments	Actual
Operating Reserve	\$167,989
Other Recurrent Expenditure	\$0
Provision Accounts	\$6,000
Funds Received in Advance	\$192,824
School Based Programs	\$22,690
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$32,634
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$84,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$521,137

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.