

2023 Annual Report to the School Community

School Name: Upwey South Primary School (4894)



- 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 18 April 2024 at 09:06 PM by Damien Kitch (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 18 April 2024 at 09:10 PM by Robert Shepherd (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).

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 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

School context

Location Profile:

Upwey South Primary School is located at 91 Morris Road, in the south-eastern suburb of Upwey. The school has a large geographical footprint with plenty of space for students to play and engage in an environment which is reflective of the Dandenong Ranges area. On-site buildings encompass a school gymnasium, Lifelong Learning Centre, two classroom buildings, and the heritage listed Griffiths Homestead- with the homestead being dedicated to hosting 3MDR 97.1FM under a joint-user agreement with School Council. The school shares a boundary-line with the Dandenong Ranges Childcare Centre/ Kindergarten, and is within walking distance of Upwey South Preschool, which is also located on Morris Road.

Educational Philosophy:

Our School's Educational Philosophy is underpinned by our Guiding Principles, which are:

- **Evidence-Based Learning**

We deliver evidence-based learning for our students by actively engaging in professional learning, maintaining up-to-date assessment data, accessing reliable sources of professional information, utilising the School's Data Centre to document achievements, actions, and evidence through school-wide data tools.

- **Consistency**

We work as a school-wide team of professionals to provide consistency in daily routines and structures for our students.

- **Predictability**

The actions of the adults in our school are predictable, compassionate, calming, and supportive at all times.

- **Orderliness**

We provide our students with an orderly learning environment, which is free of clutter, reflects current student achievements, and promotes a collective responsibility for shared learning spaces.

- **Reinforcement of desirable learning behaviours**

We work hard to acknowledge on-task learning behaviours, and encourage students to regulate their learning through the Berry Street Educational Model.

- **Responsiveness**

We act promptly to support all students, staff, and community members, through providing timely information. We take action with a positive mindset, informing relevant others of our actions, and promoting a collective responsibility for student learning.

Teaching and Learning Programs across the school are facilitated through direct-explicit instruction; with classroom teaching being planned via our school-wide instructional model, the Gradual Release of Responsibility. Our academic curriculum is supported by a strong social-emotional learning culture, which is based upon the Berry Street Education Model (BSEM), School Wide Positive Behaviours for Learning (SWPBL) and associated social-emotional structures (such as Let'sTALK and a school counselling service).

The school's strong commitment to applying an evidence-based Literacy Curriculum was recognised, with the school being selected as one of only ten schools Australia-wide to take part in a four-year (2021-2025) research trail with Macquarie University (MaqLit) which is focussed upon improving Australian Literacy achievement data in the middle and upper years of primary school.

As a community-minded school, extra-curricular learning continued to be expanded throughout 2024 and enriched through learning partnerships with: Victorian State Schools Sporting Programs; Victorian State Schools Spectacular; Robocup Australia; ISSF Aerobics; 3MDR 97.1FM; John Monash Science School; Groove Foundations Music Tuition. In addition to these community partnerships, the school also offers an subject electives across Years Three-Six with students able to select cross-curricular electives, History/Geography electives, and Health/Physical Education electives.

2023 Student Enrolment and Demographic Profile

In 2023, a total of 272 students were enrolled as of August census; 49% males and 51% females. The school welcomes the recent DET acknowledgement of self-described students (gender), of which there are currently no students identified through the DET enrolment process. The total enrolment distribution was, Foundation- Year Two 48%, Year Three-Four 26%, Year Five-Six 26%.

The student population is drawn from Upwey and local suburbs, with many families travelling from surrounding areas to attend the school. The school's 'Schools Student Family Occupation Education (SFOE) Index is 0.2317, with a state average of 0.4043. In the state of Victoria, a school's socio-economic profile is based on the school's SFOE, which is a demographic rating from 0.0 to 1.0; which considers parents' occupations, language background, financial status, professional qualifications, and education. Possible socio-economic band values across Victoria are: Low, Low-Medium, Medium, and High. Upwey South Primary School's SFOE band value is 'Low' which means that the equity funding provided to the school from the Victorian government is minimal; this is due to an enrolment base with perceived high levels of language, educational and family backgrounds. Enrolment data illustrates 14 countries of origin for enrolled students (identified by countries of birth for parents), of which 1.56% of students speak a primary language other than English at home. Indigenous Australian enrolments are 0.63%. As a school of choice for the area, there continues to be strong demand for student enrolments from across the local area.

The school community are also supported by the State Schools Breakfast Program who provide a weekly breakfast and healthy food program for students. The School Council outsource the provision of an Out of School Hours Care (OSHC) Program, which includes before and after-school care, and a school holiday/ vacation care program. The extensive vacation care program also caters for students from surrounding schools. This program is hosted in the school's modern Lifelong Learning Centre, encompassing a double- kitchen, large learning space, and extensive student gardens with easy access to playgrounds and shaded hardcourts. Daily attendance at the OSHC Program has continued to grow, with the service being delivered by through TheirCare (<https://theircare.com.au/>).

2023 Staffing Profile

The 2023 staffing profile consisted of one principal-class members, 13 classroom teachers, two tutors, and six specialist teachers. The 2023 classroom structure was complemented by each class engaging in specialist programs, constituting the delivery of: Visual Arts; Performing Arts; Health/ Physical Education; LOTE- Auslan; Science.

The teaching staff are supported by four Education Support staff; comprised of two Integration Aides, one Business Manager, and one Office Manager. The staff are actively supported by a professionally conducted School Council, Parent Association (PA), and Student Leadership Team, who work collaboratively to focus upon continuous improvement of the school learning environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Upwey South Primary School continued to focus upon delivering evidence-based teaching, with a focus upon improving literacy, numeracy outcomes for students. Within the area of numeracy, the school invested in building the capacity of middle leaders through engaging with the Victorian Teaching and Learning Academy (VTAL), and undertook an audit of current practices as the first step of a three-year professional development plan for teaching staff. Within the area of Literacy, the school continues to partner with Macquarie University, with a focus upon student engagement and evidence-based literacy practices.

NAPLAN data sets reflect progress towards the achievement of these goals. It should be noted that the school encouraged all students to take part in NAPLAN, inclusive of those with diagnosed specific learning disorders (SLDs).

Year Three Reading

- 78% of student in 'exceeding' or 'strong' (state achievement of 70%)
- school mean scale score of 416.9 (state mean scale score 414.7)

Year Five Reading

- 86% of student in 'exceeding' or 'strong' (state achievement of 77%)
- school mean scale score of 523.2 (state mean scale score 505.5)

Year Three Writing

- 97% of student in 'exceeding' or 'strong' (state achievement of 78%)
- school mean scale score of 441.6 (state mean scale score 421.2)

Year Five Writing

- 94% of student in 'exceeding' or 'strong' (state achievement of 75%)
- school mean scale score of 509.4 (state mean scale score 495.7)

Year Three Spelling

- 69% of student in 'exceeding' or 'strong' (state achievement of 61%)
- school mean scale score of 415.0 (state mean scale score 408.6)

Year Five Spelling

- 84% of student in 'exceeding' or 'strong' (state achievement of 70%)
- school mean scale score of 507.0 (state mean scale score 491.8)

Year Three Grammar and Punctuation

- 63% of student in 'exceeding' or 'strong' (state achievement of 56%)
- school mean scale score of 421.6 (state mean scale score 414.0)

Year Five Grammar and Punctuation

- 68% of student in 'exceeding' or 'strong' (state achievement of 64%)
- school mean scale score of 495.5 (state mean scale score 499.9)

Year Three Numeracy

- 69% of student in 'exceeding' or 'strong' (state achievement of 67%)
- school mean scale score of 397.3 (state mean scale score 415.7)

Year Five Numeracy

- 68% of student in 'exceeding' or 'strong' (state achievement of 68%)
- school mean scale score of 491.0 (state mean scale score 492.7)

Wellbeing

In 2023, the school focused upon building student understanding of what it means to be 'personally engaged' with learning. This theme was explicitly taught through small-focus groups which included the use of the school counselling service, and through classroom discussions based upon the notion of 'student voice vs student choice' and 'group voice' vs 'group noise'.

Professional Learning in this area was facilitated through a partnership with the Quaglia Institute as part of an 11 school network partnership, facilitated by Upwey South Primary School, with a focus upon setting high expectations for the learning environment.

Within the Year Four-Year Six Attitudes to School Survey, the following indicators measure impact across the network schools involved in this focus:

- high expectations for success 95% positive endorsement (network schools 92%)
- stimulated learning 70% positive endorsement (network schools 71%)

Within the Parent Opinion Survey, the following indicators are relevant for the goals of the school:

- high expectations for success 86% positive endorsement (network schools 87%)
- stimulating learning environment 83% positive endorsement (network schools 79%)

Within the Staff Climate Survey, the following indicators are relevant for the goals of the school:

- collective responsibility 100% positive endorsement (network schools 90%)
- believe student engagement is the key to learning 100% positive endorsement (network schools 96%)

Engagement

In 2023, a proportion of the student cohort continued to experience long-term absences; either through planned family holidays or through isolation due to illness.

The following attendance data is relevant:

- 167 students engaged in one day or greater of a school-approved absence
- 53 students engaged in one day or greater of an unapproved absence
- 0 students missed school due to school refusal
- 23 students engaged in one day or greater of an unexplained absence

In 2023, as part of the school's focus upon student voice and engagement, the school introduced elective based programming for students in Year Three-Year Six. This involved cross-curricular subject offerings across Terms Two-Term Four based upon student voice surveys. In addition to these community electives, Year Five-Six students were able to select electives in the area of History and Geography throughout the year.

In 2023, the school also introduced a Science Specialist, and adopted Auslan as the Language Other Than English (LOTE) both of which were 'curriculum engagement' areas highlighted through localised surveys conducted in late 2022 with students, parents/carers, and staff.

Financial performance

In 2023, the school finances and facilities continued to be managed effectively. The school finished 2023 in a staffing surplus, with School Council cash reservations marked for a junior playground installation in early 2024.

As a school within the Outer Eastern Region, the school received Disability Inclusion Tier 2 funding in 2023, which was utilised to increase tutoring sessions for students, and utilised to support the employment of a 0.4FTE school counsellor.

At the conclusion of 2023, the school invested in a one-one laptop program (school supplied devices) for Year Five-Six students, to come into practice from the commencement of 2024.

Refer to the data tables within the Financial Performance and Position for further information.

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 271 students were enrolled at this school in 2023, 135 female and 136 male.

3 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).

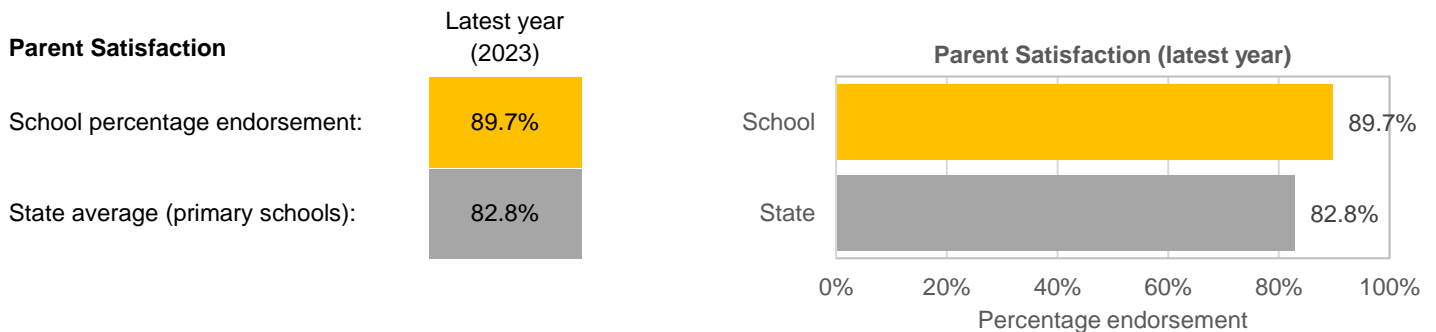
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

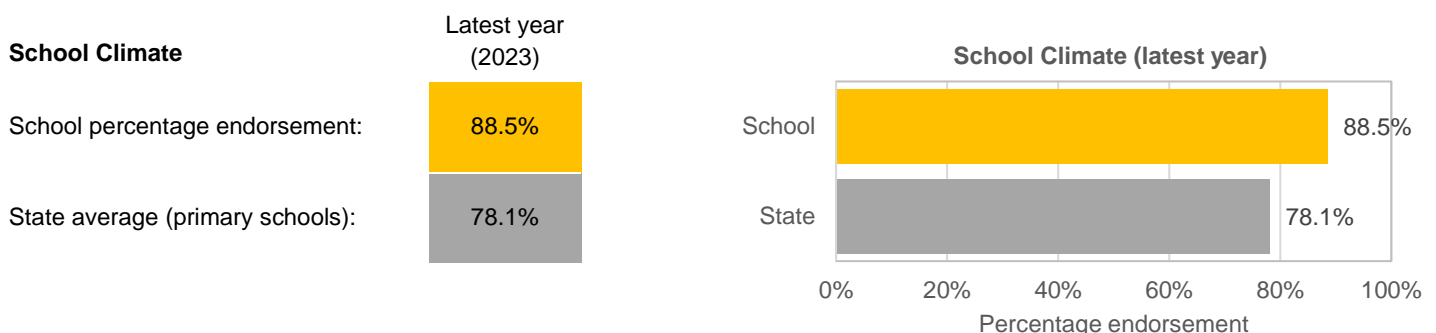


School Staff Survey

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:

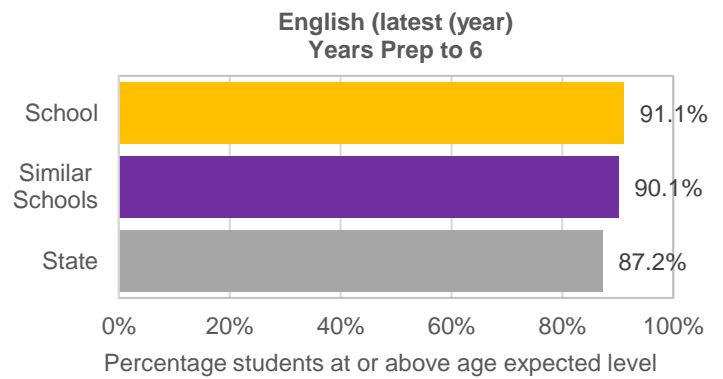
91.1%

Similar Schools average:

90.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

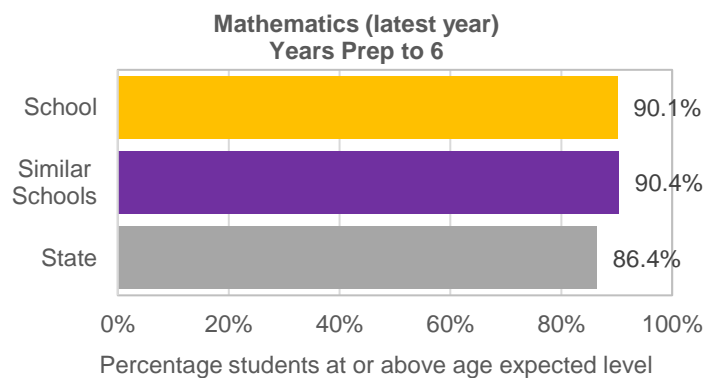
90.1%

Similar Schools average:

90.4%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.1%

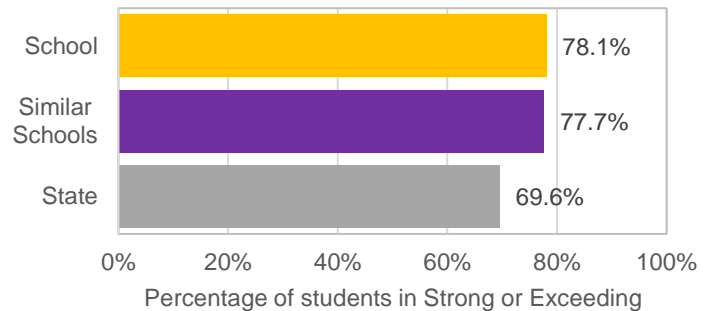
Similar Schools average:

77.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.5%

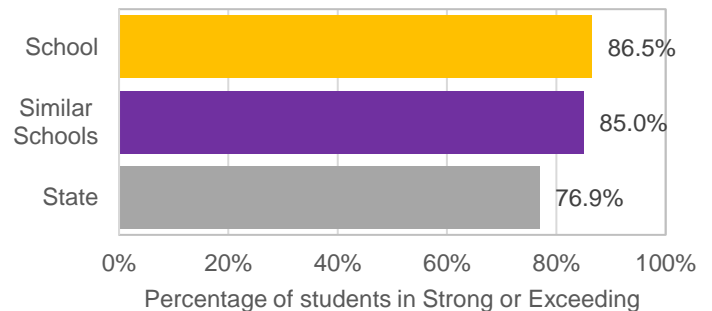
Similar Schools average:

85.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.8%

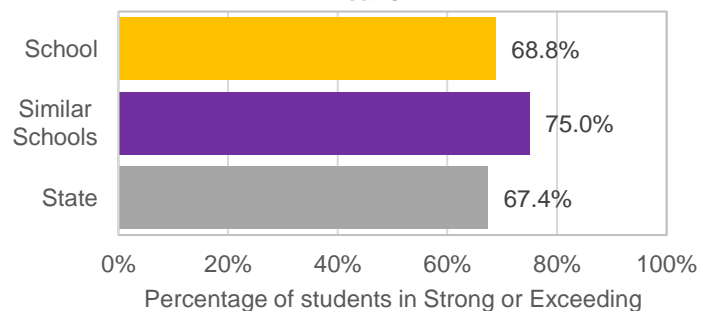
Similar Schools average:

75.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.4%

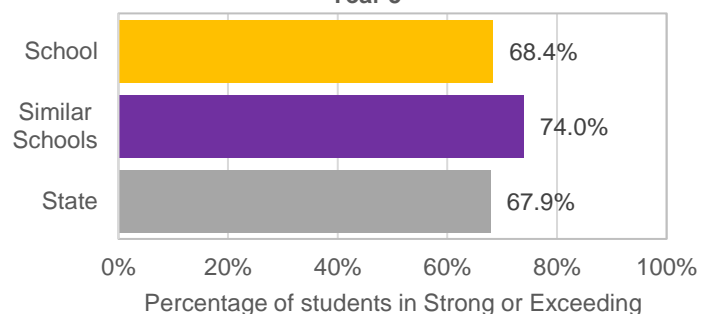
Similar Schools average:

74.0%

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:

93.5%

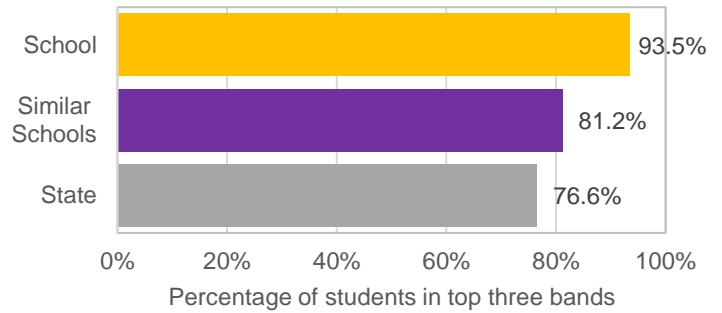
Similar Schools average:

81.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

86.7%

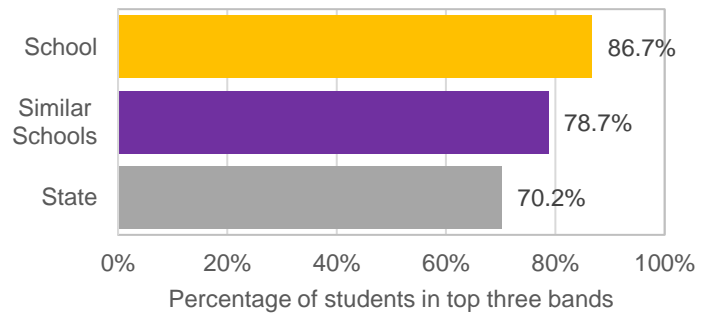
Similar Schools average:

78.7%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

87.5%

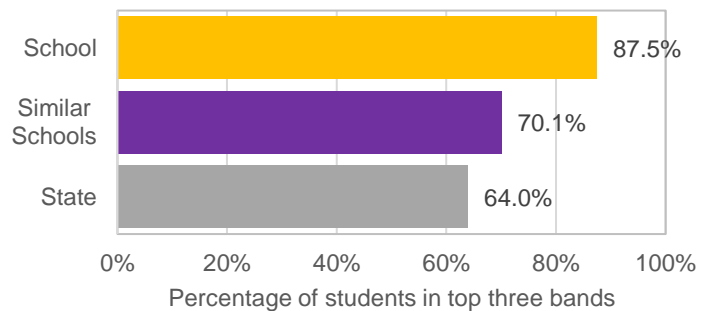
Similar Schools average:

70.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

56.7%

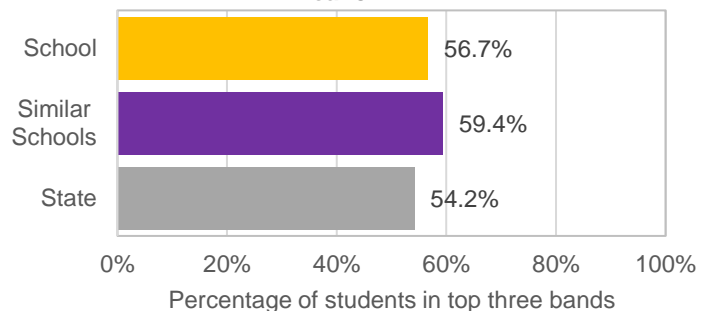
Similar Schools average:

59.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

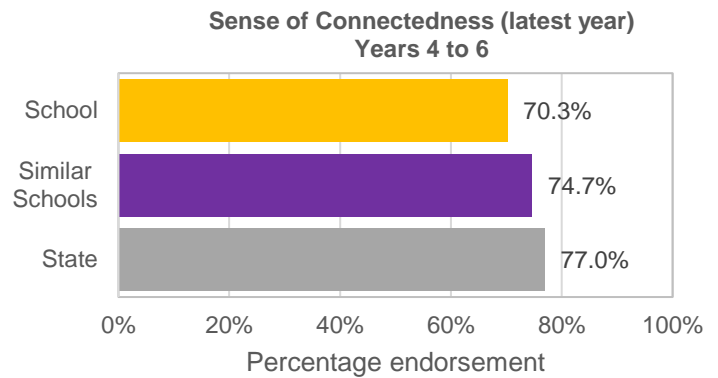
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	70.3%	64.5%
Similar Schools average:	74.7%	76.4%
State average:	77.0%	78.5%

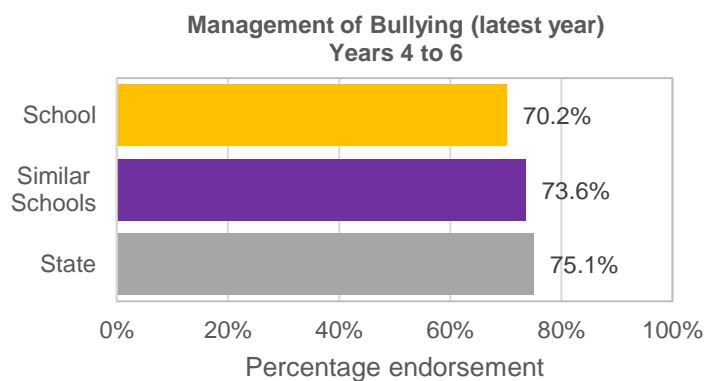


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	70.2%	64.9%
Similar Schools average:	73.6%	75.9%
State average:	75.1%	76.9%



ENGAGEMENT

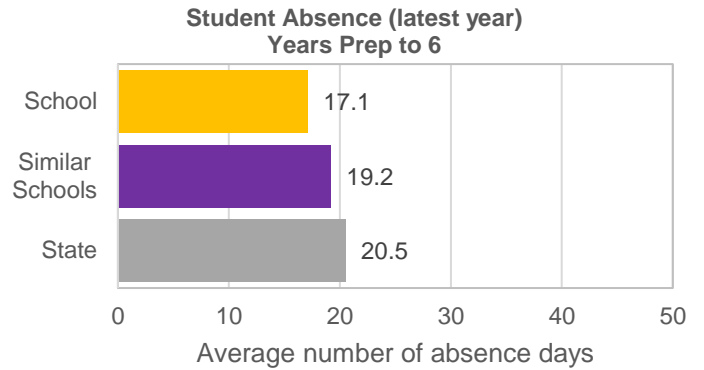
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	17.1	15.1
Similar Schools average:	19.2	17.0
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%	92%	93%	91%	92%	90%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,300,068
Government Provided DET Grants	\$569,808
Government Grants Commonwealth	\$7,936
Government Grants State	\$22,792
Revenue Other	\$25,548
Locally Raised Funds	\$259,099
Capital Grants	\$0
Total Operating Revenue	\$3,185,251

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,681
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,681

Expenditure	Actual
Student Resource Package ²	\$2,272,959
Adjustments	\$0
Books & Publications	\$418
Camps/Excursions/Activities	\$117,847
Communication Costs	\$6,254
Consumables	\$85,779
Miscellaneous Expense ³	\$23,042
Professional Development	\$25,585
Equipment/Maintenance/Hire	\$56,246
Property Services	\$168,988
Salaries & Allowances ⁴	\$37,154
Support Services	\$238,599
Trading & Fundraising	\$9,319
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,305
Total Operating Expenditure	\$3,075,493
Net Operating Surplus/-Deficit	\$109,758
Asset Acquisitions	\$53,990

- (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

Funds available	Actual
High Yield Investment Account	\$278,318
Official Account	\$36,832
Other Accounts	\$0
Total Funds Available	\$315,149

Financial Commitments	Actual
Operating Reserve	\$107,841
Other Recurrent Expenditure	\$3,752
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$26,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$239,093

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.