

2023 Annual Report to the School Community

School Name: Bellbridge Primary School (5254)



- 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 24 April 2024 at 08:51 AM by Christopher Pugh (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2024 at 03:42 PM by Andrew Halliburton (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

Bellbridge Primary School is in the outer western suburb of Hoppers Crossing, approximately 35km from the Melbourne CBD. The school is set in attractive, well-maintained grounds that provide students with a variety of play/sporting areas including basketball courts, an oval and soccer field, playgrounds and passive areas. Bellbridge Primary School Community shares a vision and commitment to the holistic development of every student by providing a high-quality inclusive learning environment with an equal focus on learning and wellbeing. Our Motto: Individual Pathways, United Journey.

In 2023, the student enrolment was 623. We had 144 EAL students, 20 Koorie students, 22 PSD students, 6 international students, 2 student in Out of Home Care, 255 students identified with disabilities as per NCCD and 210 students attracted Equity Funding. The SFOE index was 0.4208 and our socio-economic band level was Medium. The school had 65 staff which was comprised of 3 Principal Class, 35 (FTE) teachers (including 2 Learning Specialists) and 31 non-teaching staff, including 16 (FTE) education support staff and 4 administration support staff. The Tutor Learning Initiative (TLI) was implemented by 1 tutor (1.0 EFT). We continued to support a significant number of funded students in our Program for Students with Disabilities (PSD), with 45 students supported by individualised education plans, as well as a growing number of unfunded students with challenging needs who did not meet the criteria for the PSD program.

The teaching staff worked collaboratively in Professional Learning Teams (PLCs) which were aligned to grade levels situated in single year level classrooms. The PLCs met weekly, in a dedicated/timetabled 2-hour planning block and one hour PLC meeting after school each week. The PLC model supported a strategic and consistent approach to assessment, curriculum planning, and personalised teaching and learning that focused on catering for individual student needs. Our ongoing commitment to school-based instructional models for teaching and learning provided the platform for program delivery and consistent teaching practice across the school. The school ensured that all students had effective, needs-based programs in English and Mathematics. All teachers maintained a commitment to a weekly program that included a minimum of ten hours of learning in the area of English (reading and viewing, writing, speaking and listening) and seven hours of mathematics (number and algebra, measurement and geometry, statistics and probability). Our specialist subjects include Physical Education, Performing Arts, Visual Arts, AUSLAN and S.T.E.M. (Science, Technology, Engineering and Maths). ES staff supported personalised learning for students with additional needs and for students with a language background other than English.

Our Learning Specialists also provided student-centred coaching, as well as facilitating professional learning to support a consistent approach to teaching practices in the areas of learning and wellbeing strategies. The school is certified as an eSmart School. It is highly committed to ensuring all students are competent in using technology in a productive and safe manner and has a well-planned and well-resourced program to provide students with regular access to a range of ICT programs and tools. All students in Grades 4-6 have a personalised netbook to use as a learning tool at school every day. The Respectful Relationships program continued throughout the year across P-6, as well as in specialist classes. We implemented The Resilience Project, which included staff, parent and student presentations, as well as weekly lessons around the concepts of gratitude, empathy, mindfulness and emotional literacy.

This vision is supported by the implementation of our School Wide Positive Behaviour Support (SWPBS) program, which actively promotes positive behaviours in all classroom and non-classroom settings within our school. Staff and student wellbeing continues to be a key focus, supported by our involvement in The Resilience Projects education program. We foster inclusive practices as guided by the Disability Inclusion framework and work with external agencies to support the learning and wellbeing of our students. We continued our dedication to the Better Buddies program through the Alannah and Madeline Foundation. All Prep to Grade 6 classes have a buddy class and meet at least once a term. Week 6 of each term is noted as 'Buddies Week'. Our prep classes are supported through this program and participate in 'buddy reading' each day, with their older buddies supporting them with the development of basic concepts of print related to their Take Home Books, as well as assisting them with morning routines in their classroom.

Compass communication (email, News Feed, SMS) was used as a consistent communication tool between home and school, along with the school Facebook page and school/team newsletters that celebrated student achievement and events.

Progress towards strategic goals, student outcomes and student engagement

Learning

There were three teachers who attained full VIT registration after working with a mentor teacher through this Inquiry process. Two teachers (one graduate and one mentor) also participated in the Career Start program, which supported new teachers in their early stage within the industry.

Professional Learning Community (PLC) practices continued to be strengthened. Professional Learning was provided through an external agency as a way to improve PLC leader's ability in facilitating a PLC, as well as improve understanding of the PLC Improvement Cycles. Structured Improvement Cycles were used to develop teacher practice and support students at their point of need. The Improvement Cycle template was revisited and refined based on feedback.

Data analysis practices continued to be developed in teams and whole school settings. Team moderation sessions were provided during after school meeting times to allow teams time to discuss data and compare results. Feedback from parents via the 2023 Parent Opinion Survey (Student Cognitive Development and Student Development sections) included: Effective Teaching = 81%, High Expectations for Success = 87%, Stimulating Learning Environment = 80%, Student Motivation and Support = 79%, Student Voice and Agency = 80%. Our Grade 4-6 Student Attitudes to School Survey demonstrated the following data: differentiated learning challenge 80%, effective teaching time 79%, stimulated learning 66%, motivation and interest 69%, perseverance 63%, self-regulation and goal setting 77%, sense of confidence 64%, student voice and agency 52%, high expectation for success 90%. We continue to excel in our Grade 3 and 5 NAPLAN data. School percentage of students in the strong and exceeding proficiencies (Yr. 3 Reading 68% compared to 64% for similar schools, Yr.5 Reading 80% compared to 74% for similar schools, Yr.3 Numeracy 70% compared to 60% for similar schools, Yr.5 Numeracy 64% compared to 62% for similar schools).

Wellbeing

With the introduction of FISO 2.0 (Framework for Improving Student Outcomes), the links between Learning and Wellbeing have never been stronger at Bellbridge Primary School.

Since the implementation of the Respectful Relationships program in 2018, an annual scope and sequence continues to be followed to implement the program across all P-6 classes. Staff and students continue to engage and participate in The Resilience Project's School Education Program through weekly lessons, with consistent vocabulary being used across the school. The Zones of Regulation (ZoR) program was introduced and implemented in 2023. Staff received professional learning regarding the effective implementation of the program, and staff began implementing ZoR lessons into their planners. Consistent vocabulary was being used to improve emotional literacy skills, with students and staff discussing their 'zone' (blue, green, yellow or red). Our School Wide Positive Behaviour Support (SWPBS) program continues to be strengthened, as we focus on positive reinforcement and engaging strategies to address challenging behaviours.

Other programs we continued to deliver included Active Travel in partnership with Wyndham Council, eSmart cyber-safety and Better Buddies.

2023 saw the introduction of the new Disability Inclusion Reform, which supports Bellbridge Primary School to respond to the needs of students with disability to ensure they can participate and achieve their full potential at school and in life. The reform included changes to the funding system by providing more funding for Tier 2 supports that allowed us to ensure that we were making reasonable adjustments for all of our students. The Program for Students with Disability (PSD) funding model is being replaced by Tier 3 funding which is applied for through a Disability Inclusion Profile.

Feedback from parents via the 2023 Parent Opinion Survey (Safety and Student Development sections) included: Promoting Positive Behaviour = 88%, Respect for Diversity = 87%, Confidence and Resiliency Skills = 85%. Our Grade 4-6 Student Attitudes to School Survey demonstrated the following data: effective classroom behaviour 69%, attitudes to attendance 80%, managing bullying 66%, respect for diversity 66%, sense of connectedness 67%, sense of inclusion 81%.

Engagement

Our focus on student attendance was maintained throughout the year, especially due to post pandemic return to school focuses. The 'Everyday Counts' program continued to be a focus, as well as regular home school communication for students with significant attendance issues, and occasional, formal support was sought from regional health and wellbeing staff when critical issues arose. Student attendance was acknowledged and celebrated at termly assemblies. Our data showed that we had maintained a high average attendance rate across P-6 of 89.4%, which was better than similar to schools with the same background characteristics. Classroom teachers, office staff and leadership maintained regular contact with parents, Department of Families, Fairness and Housing (DFFH), Education and other agencies in relation to regular absentees and school refusers.

Feedback from parents via the 2023 Parent Opinion Survey (Connection and Progression, and Parent Community Engagement sections) included: Positive Transitions = 82%, Student Connectedness = 89%, Parent Participation and Involvement = 77%, School Communication = 83%, Teacher Communication = 73%.

We implemented a comprehensive program to support the transition of students from Kindergarten to Year 7 in preparation for 2024. We provide opportunities for local kindergartens to visit our school in Term 4 prior to transition sessions starting. Our 2024 Prep students participated in 2X 40-minute transition sessions 1x 1 hour and 40 minute session, as well as the state-wide orientation day (1 hour and 40 minutes). Our 2024 Grade 1-6 students participated in 2X one-hour transition sessions, 1X one-hour and 40 minute transition session, as well as the state-wide orientation day (1 hour and 40 minutes). Our 2023 Grade 6 students were able to attend their 2024 high schools on the state-wide orientation day. We continue to provide transition experiences for all students that support and prepare them for the next year level/phase of their learning at Bellbridge Primary School and beyond.

Financial performance

In 2023, Bellbridge Primary School managed the Student Resource Package funding and other locally raised funds in a fiscally responsible manner, ensuring that compliance with financial controls and accountability were adhered to and reflective of DET's policy guidelines relating to the recording and reporting of revenue and expenditure. Resources were allocated to program budgets in line with the DET FISO mantra – Framework for Improving Student Learning Outcomes. The end of year cash balance in the school's bank accounts are as follows: CBA:- \$70,971.57 WESTPAC HIGH YIELD INVESTMENT ACCOUNT:- \$417,724.05. These funds will be carried forward to 2024 to further the provision of quality programs. In 2023, revenue included: DET Quarterly Cash Grant SRP Cash Component (including Equity Social Disadvantage funding), DET School Maintenance Program Grant, Overseas Fee-Paying Student receipts and hiring fee from Camp Australia. 53% of Voluntary Contributions and 71% of Voluntary Netbook Contribution were received. The major fundraising event the Colour Run, raised \$21,138.00. These funds are to be allocated towards making improvements around the school grounds to support an active environment for students.

For more detailed information regarding our school please visit our website at
<https://www.bellbridgeps.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 667 students were enrolled at this school in 2023, 316 female and 351 male.

32 percent of students had English as an additional language and 3 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).

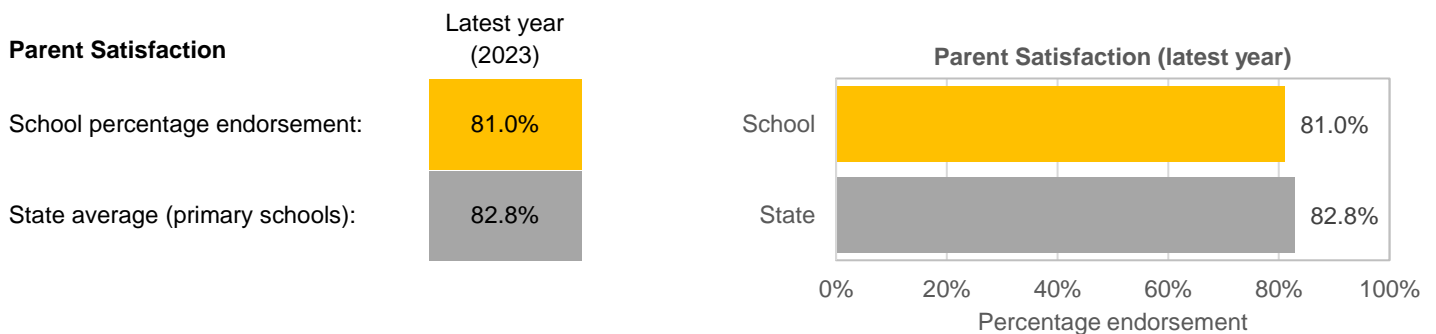
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

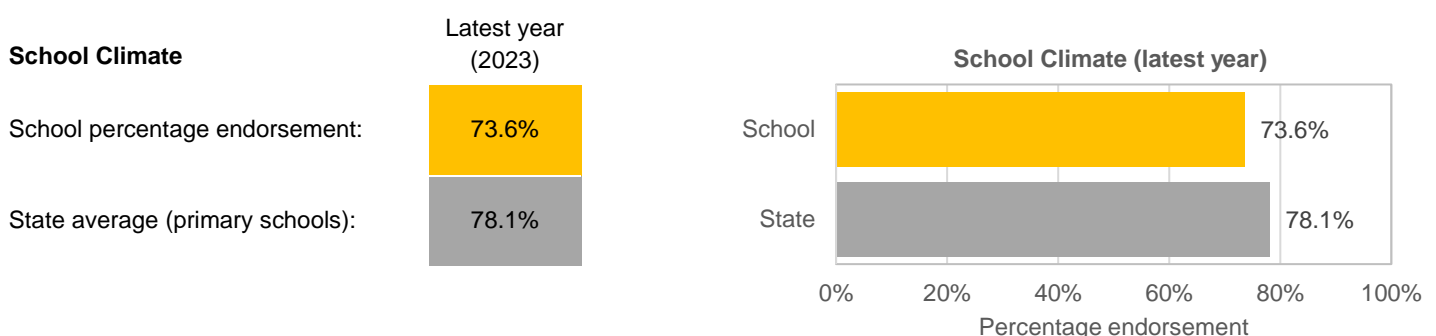


School Staff Survey

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:

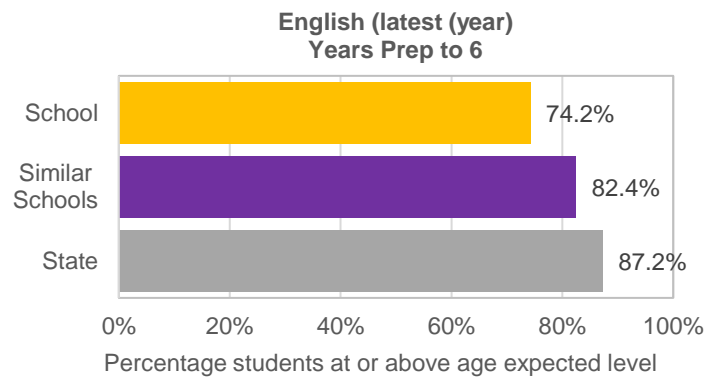
74.2%

Similar Schools average:

82.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

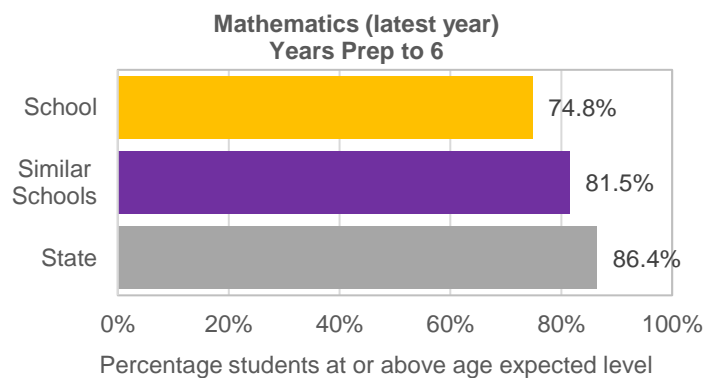
74.8%

Similar Schools average:

81.5%

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:

68.2%

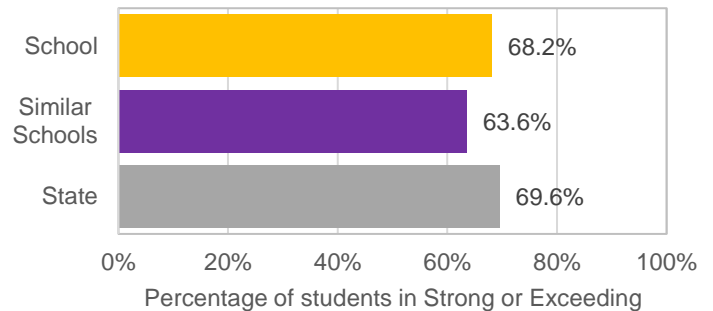
Similar Schools average:

63.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.6%

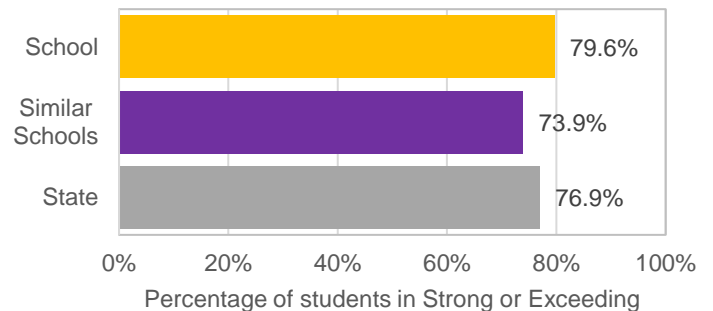
Similar Schools average:

73.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

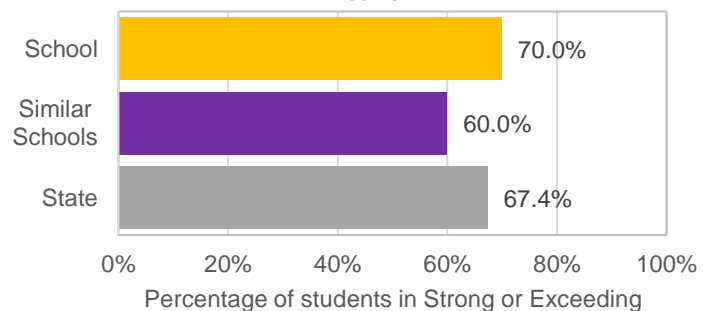
Similar Schools average:

60.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.3%

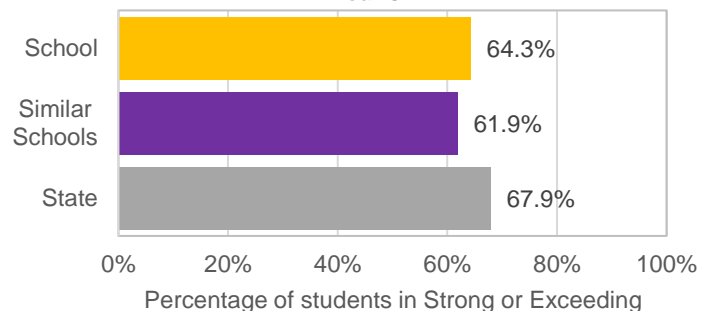
Similar Schools average:

61.9%

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:

73.4%

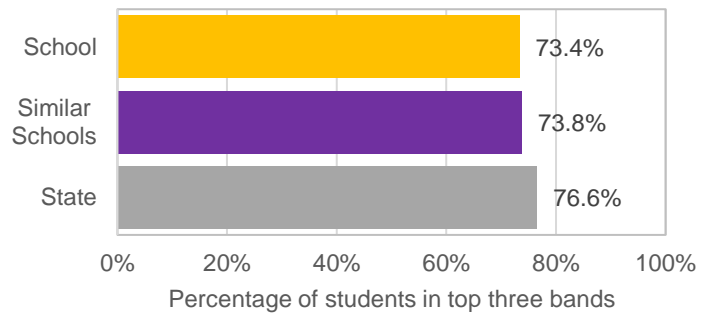
Similar Schools average:

73.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

76.3%

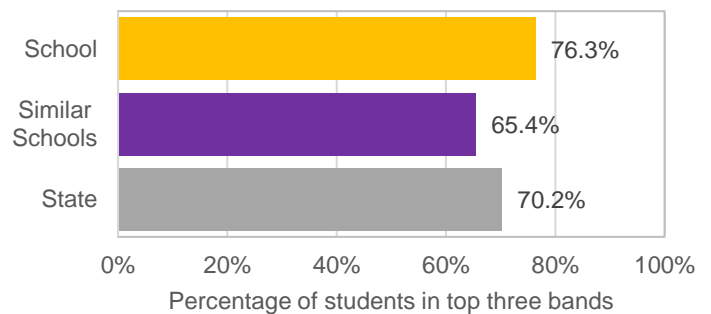
Similar Schools average:

65.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

71.6%

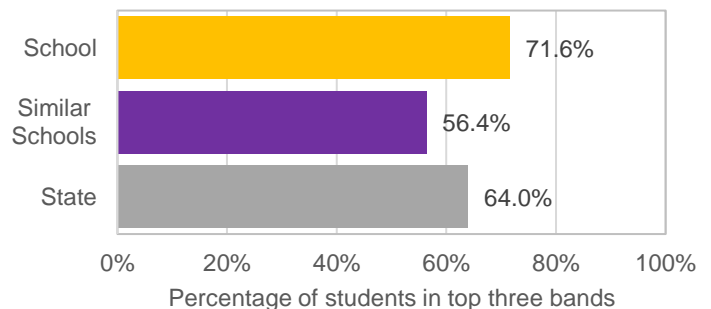
Similar Schools average:

56.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

67.5%

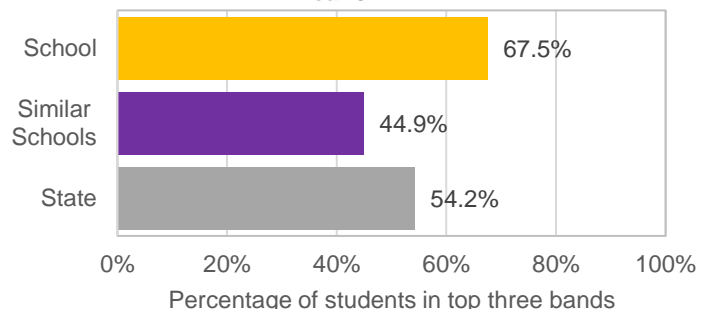
Similar Schools average:

44.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

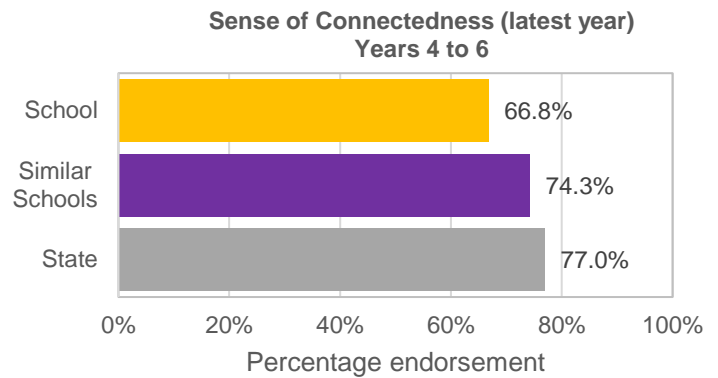
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	66.8%	74.2%
Similar Schools average:	74.3%	76.5%
State average:	77.0%	78.5%

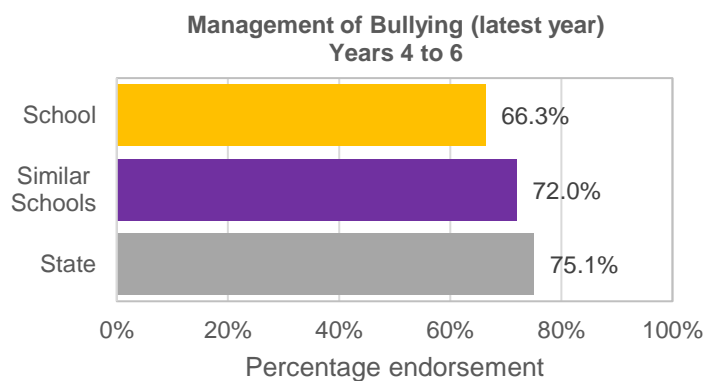


Student Attitudes to School – Management of Bullying

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:	66.3%	76.5%
Similar Schools average:	72.0%	74.4%
State average:	75.1%	76.9%



ENGAGEMENT

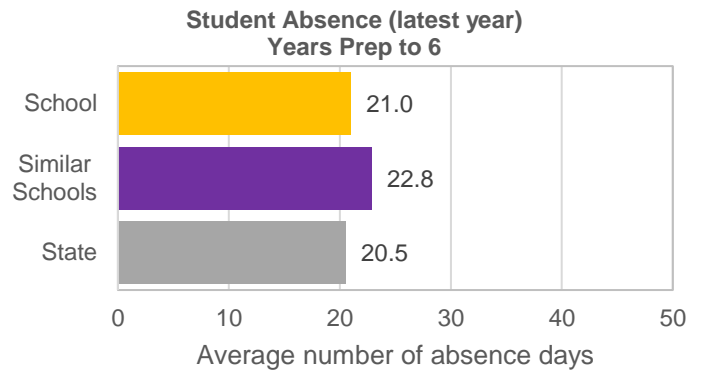
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.0	19.1
Similar Schools average:	22.8	20.1
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):	90%	90%	89%	90%	89%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,586,955
Government Provided DET Grants	\$841,976
Government Grants Commonwealth	\$2,843
Government Grants State	\$0
Revenue Other	\$29,344
Locally Raised Funds	\$398,804
Capital Grants	\$0
Total Operating Revenue	\$7,859,921

Equity ¹	Actual
Equity (Social Disadvantage)	\$308,096
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$308,096

Expenditure	Actual
Student Resource Package ²	\$6,037,051
Adjustments	\$1,557
Books & Publications	\$1,599
Camps/Excursions/Activities	\$95,082
Communication Costs	\$6,899
Consumables	\$146,465
Miscellaneous Expense ³	\$14,217
Professional Development	\$9,406
Equipment/Maintenance/Hire	\$178,131
Property Services	\$100,480
Salaries & Allowances ⁴	\$384,848
Support Services	\$46,326
Trading & Fundraising	\$24,033
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$82,096
Total Operating Expenditure	\$7,128,189
Net Operating Surplus/-Deficit	\$731,732
Asset Acquisitions	\$23,340

- (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	\$417,724
Official Account	\$70,972
Other Accounts	\$0
Total Funds Available	\$488,696

Financial Commitments	Actual
Operating Reserve	\$167,093
Other Recurrent Expenditure	\$0
Provision Accounts	\$863
Funds Received in Advance	\$0
School Based Programs	\$112,776
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$280,732

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.