

2023 Annual Report to the School Community

School Name: Hazelwood North Primary School (2382)



- 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 26 March 2024 at 01:08 PM by Gillian Connolly (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 March 2024 at 01:11 PM by Leigh Markham (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

Hazelwood North Primary School is located in the Latrobe Valley, nestled in farmland approximately 6 km from Morwell and 10 km from Traralgon with a current SFOE of 0.4083. A large number of the children at the school come from the Hazelwood North area with other children coming from neighbouring towns. Students are bused or driven by parents to school. We have recently completed the process of upgrading our school administration building, student toilet block and reinstatement of our basketball court which has been fantastic. This has improved the overall look of the school and has opened up the centre of it to be a hive of activity with students. Our vision for the school is: At Hazelwood North Primary School we are a community of life-long learners who are inclusive, kind and curious. We are problem solvers who work together with confidence to strive for growth and excellence. Our values are: We are respectful; We are responsible; We are resilient. At HNPS we use the Science of Reading and Learning principles to ensure our students are receiving best practice teaching and learning opportunities. In 2023 we offered specialist programs covering Visual Arts, daVinci (design and technology) and Physical Education. Library was also offered across all year levels. Extra curricula activities organised included various grade excursions, our Grade 2 sleepover, a Grade 5/6 camp to Sovereign Hill and a 3/4 camp to Phillip Island. The school has an amazingly dedicated and enthusiastic Parents' & Friends' Club who are the main fundraising body for the school and work hard to support us in buying equipment such as a new BBQ and gazebos, upgrading areas of our yard and supporting events such as our Grade 6 graduation. For most of the year we had a full and active School Council who supported the school throughout and its development. With an enrolment of 164 students, we ran a foundation grade, one foundation/ grade one class, two grade one/two classes, two grade three/four classes and two grade five/six classes. Classes in all areas received support from the 4 EFT Educational Support staff working with students and across programs such as intervention, tutoring and Speech Therapy Assistance. We had 9 EFT teaching staff that included a Leading Teacher - Student Wellbeing and Inclusion (0.6), Learning Specialist, a full-time Business manager and Principal. We have no Aboriginal or Torres Strait Islander staff at the school.

Our current Strategic Plan Goals are:

- To improve learning growth for all students with an emphasis on high achievement.
- That all students are engaged in a safe and inclusive learning environment
- To support all students to be active agents in their learning
- To build school connectedness to the school and engagement with the wider school community

Progress towards strategic goals, student outcomes and student engagement

Learning

Strategic Plan Goal 1 - To improve learning growth for all students with an emphasis on high achievement: Throughout 2023, we embedded our whole school approach to teaching phonics and phonemic awareness in our Foundation to Grade Two levels and identified how to extend this work across our Grade Three to Sixes. Our Grade 3 NAPLAN results demonstrate the effectiveness of our approach for the last 2 years with over 90% of students sitting in the strong or exceeding category, well above state, network and similar schools. The Grade 5 results do reflect the missed opportunities in having access to this approach, and the impact of remote learning. We ran a tutoring program last year to fill gaps and support these students to improve their reading and writing. Our staff worked together to continue their learning around best practice approaches to the other 'Big 6 Pillars of Literacy'; oral language, vocabulary, fluency and comprehension. This will extend into 2024 where we will embed a whole school approach to these areas, training and supporting teachers in the process. Our numeracy results are also stronger across both year levels and even though we haven't had a specific focus on improving practices in this area, we have translated some from the literacy approaches such as using daily reviews. Our approach has also moved in to more hands-on work using manipulatives and real-life scenarios to make mathematics more relatable. The work in our Professional Learning Communities (PLCs) has continued and supports our teachers to effectively track learning data and adjust teaching practices quickly and effectively. Throughout the year we ran our tutoring program (with a VIT teacher) to target students who needed additional support with their literacy and our ES staff ran intervention sessions in numeracy. For our higher ability students, we ran a weekly program that focused on thinking and problem solving.

Strategic Plan Goal 3 - To support all students to be active agents in their learning: Similar to the 2022 report, our focus has been working on Strategic Plan goals 1, 2 and 4 we have not had this as a central part of our work. Having said that the school continues to use PIVOT to survey students about how they experience their classroom. This relates to the content of lessons, level of challenge and teacher practices so enables teaching staff to analyse the data and identify what areas are going well and what we need to work on next. Using this data, teachers set professional practice goals to work on.

Wellbeing

Strategic Plan Goal 2 - That all students are engaged in a safe and inclusive learning environment: Throughout 2023 we embedded our School Wide Positive Behaviour Supports which we call Positive Behaviour for Learning (PB4L). Students are explicitly taught the expected behaviours at our school that align with our values of Be Respectful; Be Responsible; Be Resilient. Since introducing this framework in 2022, our school has a calmer and more positive climate, with students, staff and parents following the expected behaviours and being acknowledged for demonstrating them. In 2023 we introduced The Resilience Project (TRP) across our school with all year levels participating in weekly lessons on Gratitude, Empathy and Mindfulness (GEM). GEM underpins all of the teaching and learning in TRP and there has been a noticeable change in the interactions between students, staff and parents. We will be running TRP throughout 2024 to embed the concepts, approaches and mindset associated with the program. This year we employed a Leading Teacher (LT) – Student Wellbeing and Inclusion to lead the introduction of TRP and to provide an additional resource for students, staff and parents to tap into when needed. This has been a fantastic addition to our school with the LT supporting behaviour management, providing professional development for staff, information sessions for parents and taking the lead with the introduction of the new Disability & Inclusion funding process. This work is reflected in our performance data which shows our school sitting above state and similar schools in the category of managing bullying, which is an increase of 11% compared to the 2022 results.

Strategic Plan Goal 4 - To build school connectedness to the school and engagement with the wider school community:

Our parent satisfaction survey results in general satisfaction in the school unfortunately did have a significant drop, however for most of the year our school was highly affected by a building project that effected access to play areas for the students and general accessibility. School Council suggested running some parent focus groups to uncover specific reasons for this drop, however there was very little interest from parents in attending these. Our staff survey showed an increase in their perceptions of school climate which is encouraging. Despite this, when we hold school events such as our Welcome BBQ, sports, concerts and open days they are well attended by parents and their extended family.

Engagement

The introduction of our Leading Teacher - Student Wellbeing and Support this year has had a positive impact on engagement throughout our school. It has provided students and parents with a touch point to discuss worries and concerns, which have been followed up and resolved promptly. The position has provided our staff with a resource to draw on for more expert advice in the engagement, behaviour and general wellbeing of our students. This area is also supported by the employment of a school counsellor, who attends every fortnight to provide a safe space for students to talk about their concerns and provide coping strategies. Our school has a staff PB4L team that regularly analyses data to identify areas of improvement across our expected behaviours and also areas of the school where there may be a higher level of behaviour incidents. By analysing this data and discussing with staff, we can put strategies into place to minimise incidents occurring which results in students feeling safer at school. Each year we have a Student Voice group which consists of representatives from across all year levels who get together to discuss ways we can improve our school, and organise fun days such as crazy hair and sporting team colour days. We also hold House Meetings, which are run by the House and Vice Captains. These involve mixed age groups across the school attending a meeting where students work on house related work such as making banners and chants for sports days or playing cooperative games together. Our junior grades worked with Bunnings to set up some vegetable and flower garden beds, linking this with their learning. Our senior students also were involved in many interschool sporting events such as football, cricket, soccer and basketball. Our attendance data shows a decrease from 20.2 average days away to 19.2 days. Our average number of days absent per student continues to sit below similar schools and state level, however we would like to reduce this number further to ensure students are maximising their learning time. When looking at particular year levels, our grade 6 cohort has the lowest attendance rate at 86% compared to rest of the grade levels. Our attendance data is significantly impacted on a number of families who elect to take extended holidays across the year, which effects all year levels. Our Parents' and Friends' Club work hard across the year to support fundraising for equipment that enhances our students' experience at school, as well as adding to the fun with special lunches, raffles and our colour run.

Other highlights from the school year

Our Welcome BBQ, Open Day and end of year concert were all very well attended and enabled us to show off the fantastic learning that is happening across our school. The student-led conferences were also a hit with parents who loved listening to their child talk about their learning, achievements and what their goals were for the rest of the year. This year we had two camps; one for Grades 3/4 and the other for Grades 5/6. Our 5/6 students attended a two-night camp to Sovereign Hill which was fantastic. They got to

experience the night light show and several education sessions on the gold rush which they had been learning about. On the way back from camp, they stopped in at the Treasury Building in Melbourne for a tour. Our 3/4 students attended a two-night camp to Phillip Island and had a terrific time. They got to undertake many challenging activities such as the giant swing, rock wall climbing and go carts. They also attended the Nobbies where they went for a nature walk and visited the Antarctic Journey exhibition which was a lot of fun. Our Grade 2s had a sensational evening at their school sleepover, where they got to have dinner, play some games and watch a movie before bed and then breakfast at school the next day. We had some incursions across all year levels and a visit from some players of the Collingwood Football Club. Our F-2 students visited Gumbya World to look at the animals and link this with the learning they had been doing in the class. Another highlight of the year is our Colour Run which is a major fundraiser put together by our Parents' and Friends' club, this day is a lot of fun for students, teachers, and parents. Our Curieosities (high ability students) attended a biomimicry excursion and the Sale Botanic Gardens and loved it.

Financial performance

For 2023, we operated with a surplus that was increased by receiving funding for students through the new Disability and Inclusion Funding process. Our surplus from 2022 was carried over to 2023 which enabled us to continue running 8 grades and employ an additional staff member. In 2023 there were significant increased staffing costs with long-term classroom and specialist teacher vacancies that were covered by casual relief teachers. The majority of money received is directly from the Student Resource Package and we also received some Equity money which allowed us to run intervention programs with increased Education Support Staff hours. Sporting Schools Victoria grants enabled us to provide additional Physical Education Programs such as clinics, subsidised swimming program and the purchase of much needed equipment. We continue to successfully run our Out of School Hours Care (OSHC) program with our third-party provider the YMCA. Our classroom wing roof was finally replaced and some additional funds were used to ensure the completion of our building works.

For more detailed information regarding our school please visit our website at
<http://www.haznthps.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 166 students were enrolled at this school in 2023, 70 female and 94 male.

0 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).

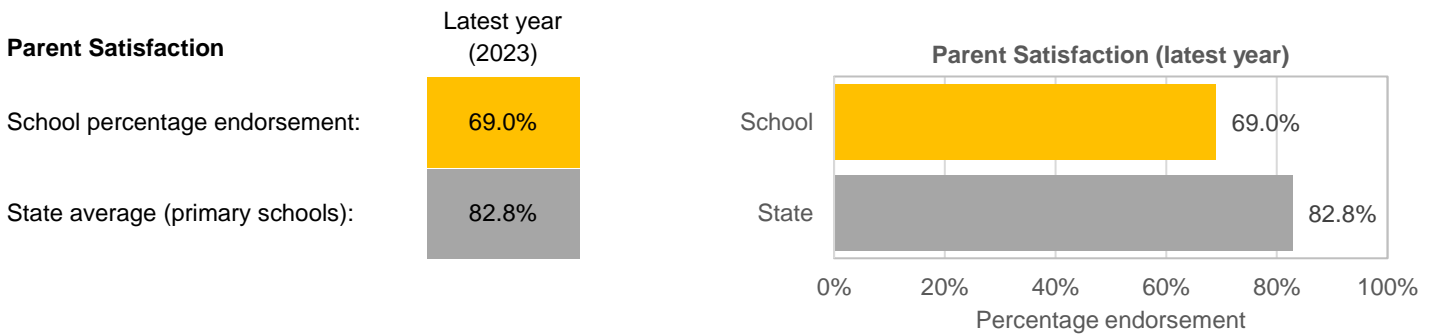
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

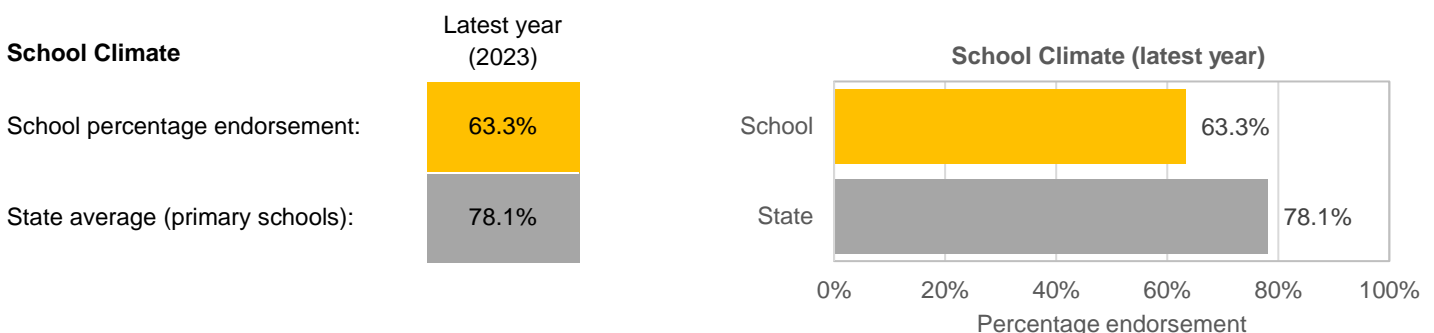


School Staff Survey

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:

NDA

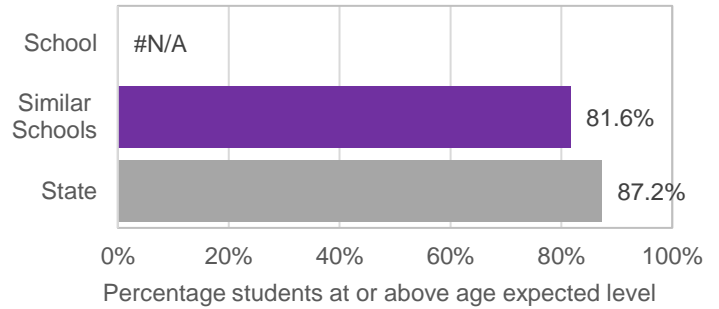
Similar Schools average:

81.6%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

NDA

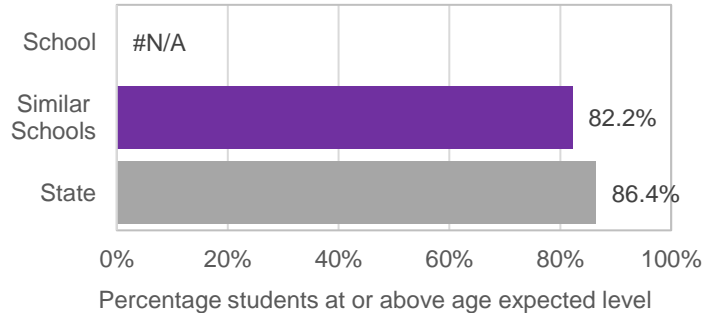
Similar Schools average:

82.2%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.7%

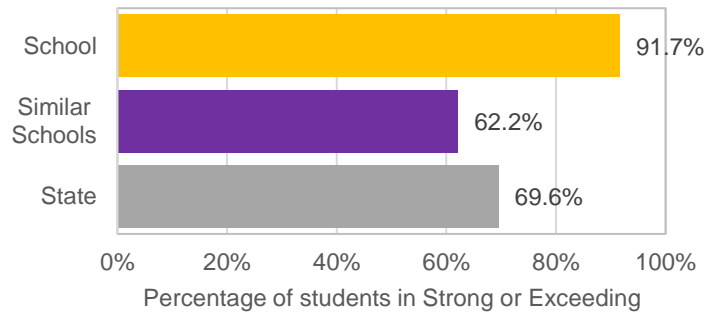
Similar Schools average:

62.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.0%

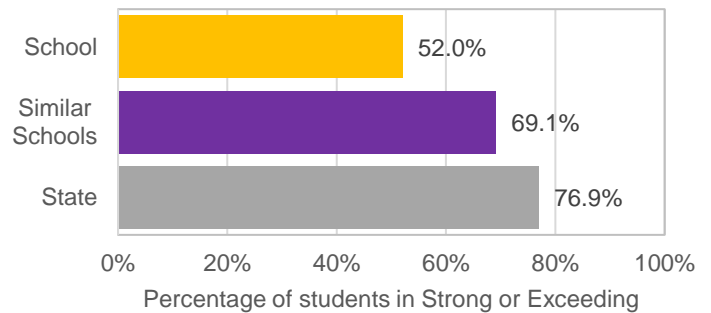
Similar Schools average:

69.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.8%

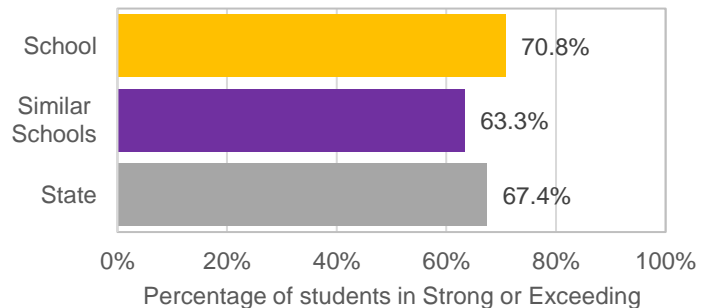
Similar Schools average:

63.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.0%

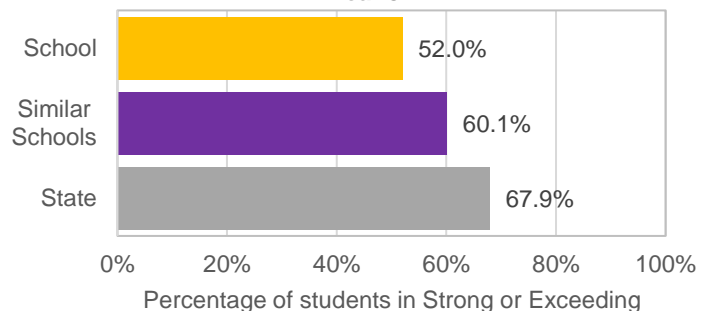
Similar Schools average:

60.1%

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:

81.3%

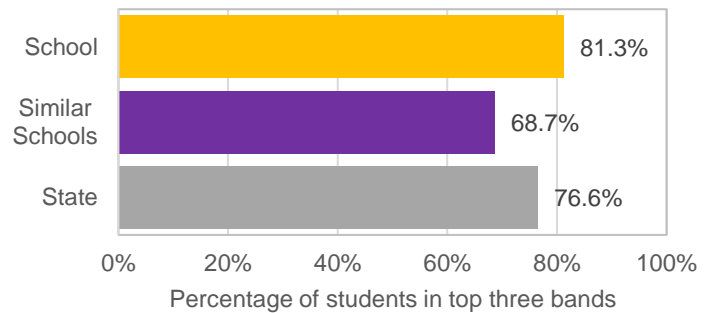
Similar Schools average:

68.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

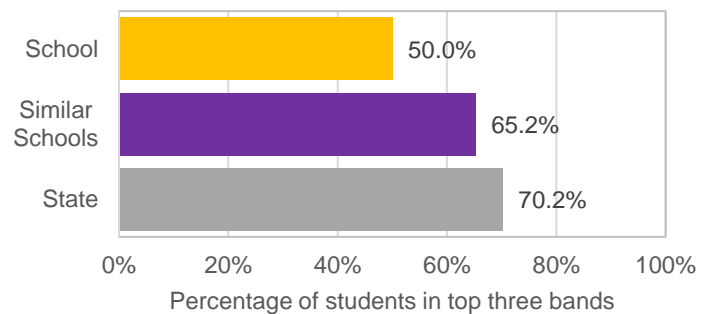
Similar Schools average:

65.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

86.7%

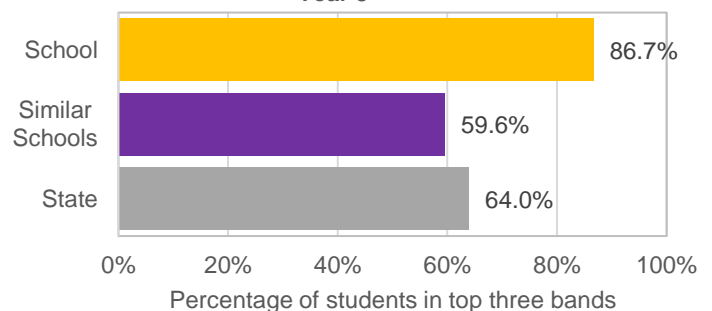
Similar Schools average:

59.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

33.3%

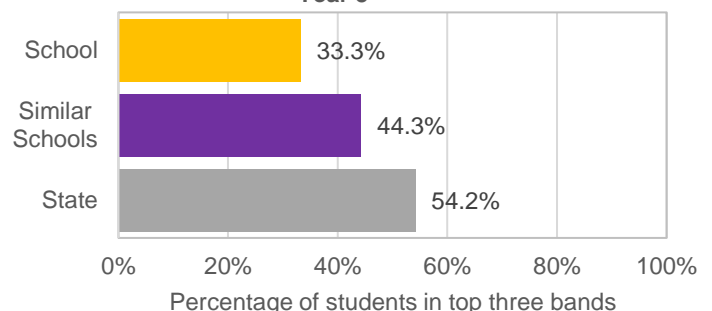
Similar Schools average:

44.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



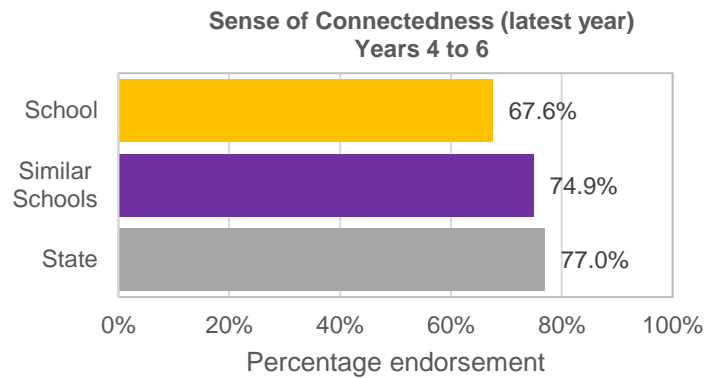
WELLBEING

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).

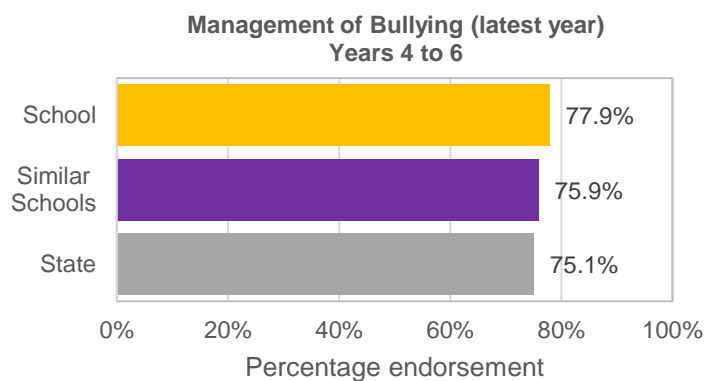
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	67.6%	55.5%
Similar Schools average:	74.9%	75.8%
State average:	77.0%	78.5%



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:	77.9%	63.1%
Similar Schools average:	75.9%	76.7%
State average:	75.1%	76.9%



ENGAGEMENT

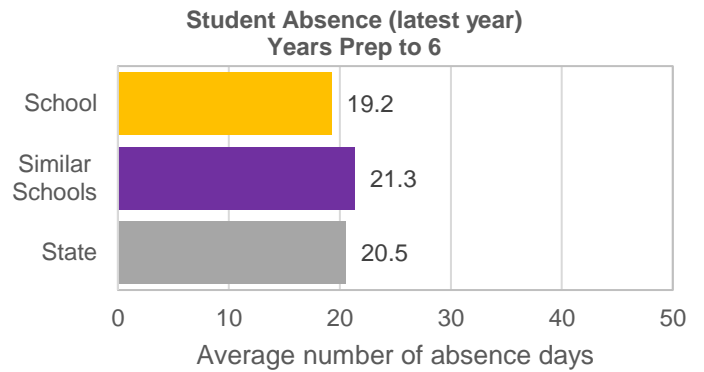
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.2	18.6
Similar Schools average:	21.3	19.2
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	91%	91%	93%	89%	90%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,885,975
Government Provided DET Grants	\$427,496
Government Grants Commonwealth	\$0
Government Grants State	\$5,400
Revenue Other	\$18,338
Locally Raised Funds	\$71,852
Capital Grants	\$0
Total Operating Revenue	\$2,409,062

Equity ¹	Actual
Equity (Social Disadvantage)	\$65,883
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$65,883

Expenditure	Actual
Student Resource Package ²	\$1,672,340
Adjustments	\$0
Books & Publications	\$3,627
Camps/Excursions/Activities	\$39,716
Communication Costs	\$3,160
Consumables	\$30,070
Miscellaneous Expense ³	\$3,137
Professional Development	\$15,754
Equipment/Maintenance/Hire	\$61,689
Property Services	\$57,852
Salaries & Allowances ⁴	\$305,339
Support Services	\$0
Trading & Fundraising	\$13,699
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,166
Total Operating Expenditure	\$2,225,547
Net Operating Surplus/-Deficit	\$183,515
Asset Acquisitions	\$29,550

- (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	\$220,976
Official Account	\$7,412
Other Accounts	\$0
Total Funds Available	\$228,388

Financial Commitments	Actual
Operating Reserve	\$88,254
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$75,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$203,254

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.