

2023 Annual Report to the School Community

School Name: Glen Huntly Primary School (3703)



- 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 05:02 PM by Nerida Burns (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 02:02 PM by SUPRIYA ARIKAREVULA (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

Glen Huntly Primary School (GHPS) is located in a residential suburb about 16 kilometres south-east of the Melbourne CBD in South East Victoria Region. The West Site of the school opened in 1914 and the East Site in 1921. It is located on Grange Road on two separate sites on opposite sides of the road and it is connected by an overhead footbridge. The 7.12million Capital works project Stage 2 & 3 is complete and opened this year. The new and refurbished facilities ensure that GHPS provide the best learning environment for our students.

The school is in the third year of the Strategic Plan for 2020- 2024.

The school's vision is to optimise student learning growth across all curriculum areas and levels of ability, enhance the leadership profile and strengthen instructional and shared leadership aligned to the high performance culture of the school. Be a high performing school with embedded evidence informed best practice, that is visible in each classroom.

GHPS is committed to:

- Nurture respectful, positive, informed and caring 21st-Century global citizens.
- Help develop children who are happy, confident and who love school and learning.

The school values are central for how students, staff and school community learn together:

Respect and care for each other and the environment

Pride in our actions and striving for personal best for ourselves and our school

Resilience to accept and adapt to challenges, try hard and build positivity and self confidence

Teamwork and learning together with optimism and enthusiasm to achieve

Creativity to allow us to view and develop new possibilities to meet our goals

The community takes pride in and embraces the cultural and social diversity of its students and being able to connect in a friendly, approachable and supportive way.

A total of 273 students enrolled at this school in 2023, 131 female and 142 male, 35 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander. The enrolments continue to fluctuate.

There are thirteen classes in 2023: nine classes on the East Site and four on the West Site. The school's SFOE (Student Family Occupation Enrolment) band value is low, which is trending positively. In addition to 273 Student Resource Package funded students, there are 11 International full fee paying students and a small number of students who receive funding through the Program for Students with Disabilities. The school hosts a campus of the Noble Park English Language School where NPELS enrolls eligible students who have been in Australia for less than 12 months.

The staffing levels of the school include 14 equivalent full-time teachers, two part- time teachers 0.6, two Principal class, one Leading teacher, one Learning Specialist, Tutor Learning Teacher (0.6) High Ability Practice Leader and 7 Education Support Staff. EAL and non EAL students have been supported through the Response to Intervention (RTI) Framework. RTI divides support into three tiers of increasing intensity, organised according to need at GHPS. RTI provides a useful model to consider how best to embed academic support for students with learning difficulties within a school-wide approach to teaching and learning both in large, in-class and small groups (out of class) intervention. School Entry Assessments on all new students to the school provide an indicative entry point, valuable to identifying point of need teaching within the classroom and/or additional support where required.

- Whole School Intervention Development
- Whole School Intervention Model
- Tutor Learning Initiative – Year 2-6
- MiniLit – formerly known as Tree House Reading – Prep/Year 1
- Small Group Enhancement and Enrichment Groups throughout the year

Specialist programs include Physical Education, Performing Arts, Music and Japanese Language, Visual Arts, and Science. The Science Specialist program teaches Years 4-6 in Semester 1 and P-3 in Semester 2. Classroom teachers visit the Library each week to support their Inquiry programs, for research purposes and to borrow/return texts.

In addition to curriculum enrichment programs including Cooking through Gourmet Kids (please see Learning Enhancement and Enrichment Resource), there is a small vegetable garden and sustainability program incorporating our chicken care program.

Teaching Support Staff include 1.0 Business Manager and administration staff at 0.63. Integration/Education Support roles assisted PSD funded students (Tier 3) and identified tier 2 students received point of need support through the Disability Inclusion funding rollout in South Eastern Victoria Region.

Parent satisfaction was 100% which was a significant increase from 83.8% 2022 and well above the state of 82.8%.

Progress towards strategic goals, student outcomes and student engagement

Learning

The AIP goals; The percentage of students in the Top two bands Year 3 NAPLAN Numeracy will increase from 50% (2021) to 58% and the percentage of students in the Top two bands Year 5 NAPLAN Numeracy will increase from 53% (2021) to 54%. NAPLAN results were in year 3, exceeded and above similar schools- 59%, 86% network – 57%, 85% and state- 39% and year 5 met and above similar schools- 48%, 88% network -46%, 86% and state- 27%. The Numeracy Learning Specialist and Leading Teacher worked with staff on analysing student maths data to plan and differentiate their teaching (including enabling and extending prompts) to meet student's learning needs. Learning walks by principal class provided feedback to teachers on their practice. To build teacher practice explicit Professional Learning relating to Differentiation (HITS) Reviews, Lesson Openings and Focused Mini Lessons and/or lesson closures occurred regularly. Explicit Professional Learning for parents and students addressing findings in both NAPLAN and ICAS testing explained the instructional model and vocabulary used. Tutor Learning Initiative supported students in their bottom two bands identified from 2022 NAPLAN data.

AIP goals; The percentage of students with above benchmark growth in NAPLAN writing will increase from 49% (2021) to 51% (2023). The percentage of students with above benchmark growth in NAPLAN reading will increase from 34% (2021) to 36% (2023). Year 3 NAPLAN reading results saw 84.2% of students in the strong and exceeding bands, which was just below similar schools and well above state at 69.6%. Year 5 reading data was also just below similar schools and above state (76.9) with 90% in the strong and exceeding bands.

The Literacy Leader collaborated with staff to imbed the Instructional Model. This included the delivery of a structured literacy model in prep and grade 1 as well as a readers workshop model in grades 2-6. There was a continued focus on using the e 6 + 1 Traits to Writing Success in the writers workshop and reading data and teacher anecdotal notes formed the basis for the PLC inquiry improvement cycle.

Wellbeing

Glen Huntly takes a holistic approach to student wellbeing with a focus on building student resilience and connectedness across the school.

The percent endorsement on the Sense of Connectedness factor indicates that our school has performed above state 77% and almost equal to similar schools 79.5% with our school reporting 78%. To develop connectedness to school and country staff had CUST training (Community Understanding and Safety Training). Three flag poles and flags were installed on the East playground and indigenous signs acknowledging country are now on display. A highlight of the year was the smoking ceremony that the whole school attended. Regular community circles run at least twice weekly to develop connectiveness and stronger relationships between students and their teachers. This practice is now embedded in the school. Breakfast Club supported by Food Bank and Woolworths operates two mornings a week and caters for up to forty students and their family. Food packages are also given to our families in need.

The school runs a weekly Wellbeing Wednesday Session, a dedicated one-hour block focusing on and explicitly teaching these areas of focus. During this hour the school follows the State Government's Resilience Rights and Respectful Relations Program. All staff have received professional learning around this program and it forms the basis of our explicit teaching during the Wellbeing Wednesday hour. Our teachers use wellbeing checklists that help us identify students at risk and in need of additional support. The school runs a Buddy and Leadership Program, whereby students in Prep are matched up with an older buddy in Grade 5. When the Prep student moves up to Grade 1 the next year, they keep the same buddy as they move in to grade 6. Connections is another initiative that runs across the school for grades 2 to 4 where twice a term students come together in mixed groups to complete challenges and team work focused activities

Lunchtime clubs provide opportunities for all students to engage in hands on and passive activities. This especially allows for students who find the playground overwhelming to have a quieter space to engage with.

Students are encouraged to take regular short breaks throughout the day, including a brain break of fruit or vegetables at 10 am and to get up and be physically active before returning to learning. In addition, the school has partnered with Sporting Schools to provide several sporting activities at the school outside the normal PE Program. Sports offered this year have included soccer, hockey and AFL.

Engagement

The 2023 student attendance data continued to trend positively with the average number of absence days being 23.6 down from 26.5 days in 2022. Performance Summary data indicates that for 2023 our Attendance data was: Prep 90%, Year 1 88%, Year 2 86%, Year 3 90%, Year 4 87%, Year 5 88% and Year 6 88%.

GHPS was still above similar schools, 17.4 days and state average of 20.5. A continued focus on communicating directly to

parents/carers the cumulative Attendance and Days Late data for each semester in June and December reports, makes all families aware of their child's situation in relation to these figures.

In relation to relevant 2023 AToSS data, our results were School Connectedness 78% (84% 2022), Attitudes to Attendance 83% (84% 2022) and Sense of Inclusion 87% (89% 2022). These figures indicate that we have maintained strong positive data in terms of these

aspects. The continuation of regular Community Circle work in each class has provided meaningful platforms for Student Voice, Student Agency, the resolution and care for emerging wellbeing issues and the building of relationships in a class community context. The implementation of the Respectful Relationships program (Resilience, Rights and Respectful Relationships) school wide has also supported and nurtured the development of student and staff wellbeing.

The Junior School Council, Wellbeing captains, Breakfast club, lunchtime club activities and improved school facilities also aim to enhance and advance Student Sense of Connectedness, student Sense of Belonging and Student Engagement.

Financial performance

Glen Huntly Primary School has maintained a sound Financial Position in 2023 and the Finance Sub Committee of the School Council has monitored and reviewed all financial reports throughout the year, including some large expenditure items throughout the year.

The Financial Performance and Position Report shows an end surplus of committed funds of \$10,000 at the end of 2022. These funds were committed to GPA bike shed.

We are very grateful to Theircare, our Before and After school care provider who donated \$22,000 (incl GST) towards our school which went towards ICT, science items, fence and gates, and classroom whiteboard trolleys.

GPS Parent community raised \$16,815 and the Building Fund raised \$13,665 resulting in a total of \$30,480, this was put towards the 3 new Flag Poles, TVs, Outdoor furniture, and COMPASS platform.

In August 2022 School Council commenced discussions for the renewal of MOU with Noble Park Language School which will result in additional funds for the period of the MOU. This has now been signed off by the region, with an agreement of \$7,500 per annum.

Salaries and allowances totaling \$132,336 relates to cost of Casual Relief Teaching (CRT) Staff required to cover teachers on approved leave or unwell. The number of CRT days was high and unplanned due to follow on effects of COVID.

The camps/excursions/activities expenditure is self-funded.

The New gymnasium has been hired out in 2023 to various groups, with great success using the income to help to cover the ongoing maintenance, insurance and running costs of the space, this also covers the cost of SAMS4 Schools which supports compliance of all hirers.

For more detailed information regarding our school please visit our website at
<https://www.glenhuntlyps.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 273 students were enrolled at this school in 2023, 131 female and 142 male.

35 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).

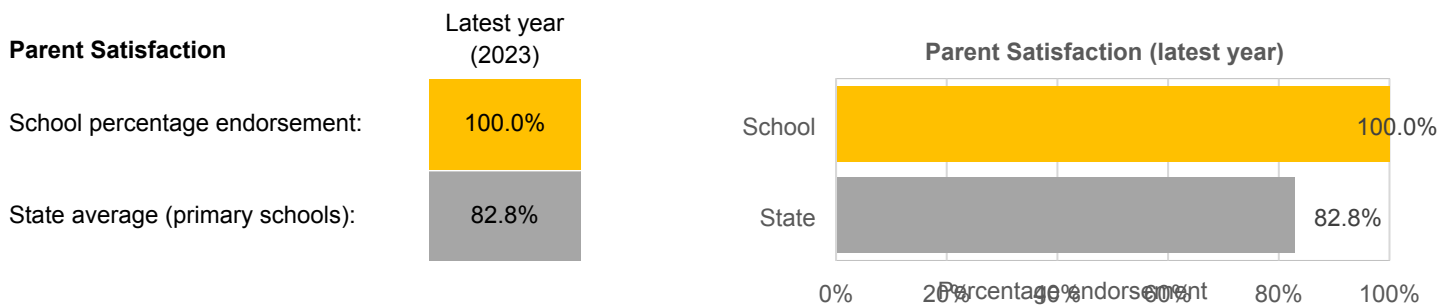
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

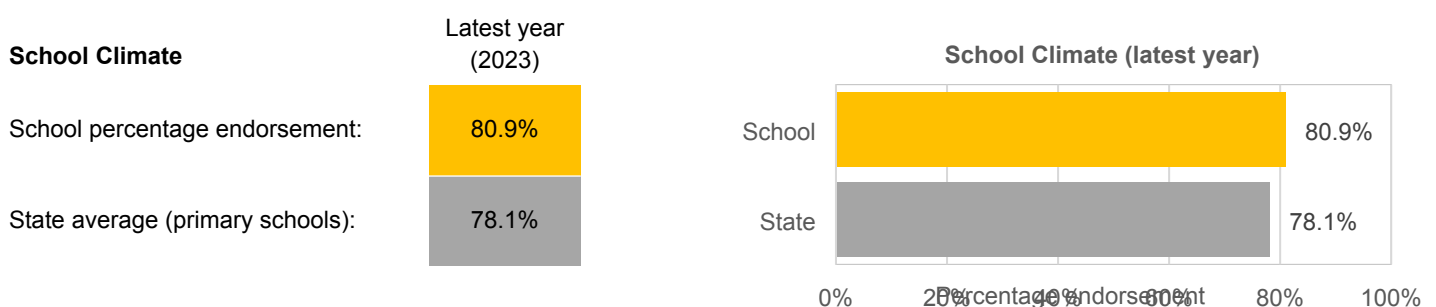


School Staff Survey

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:

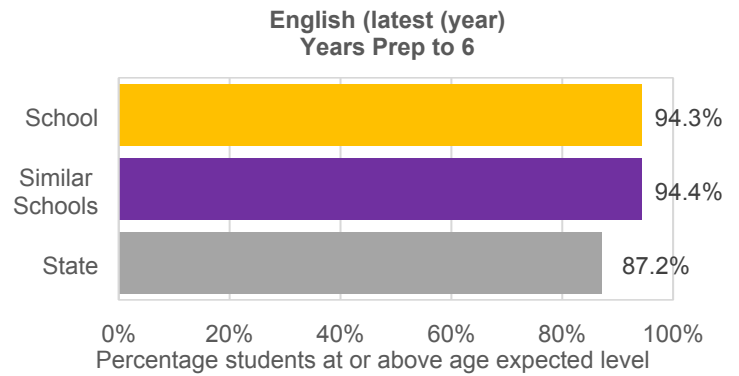
94.3%

Similar Schools average:

94.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

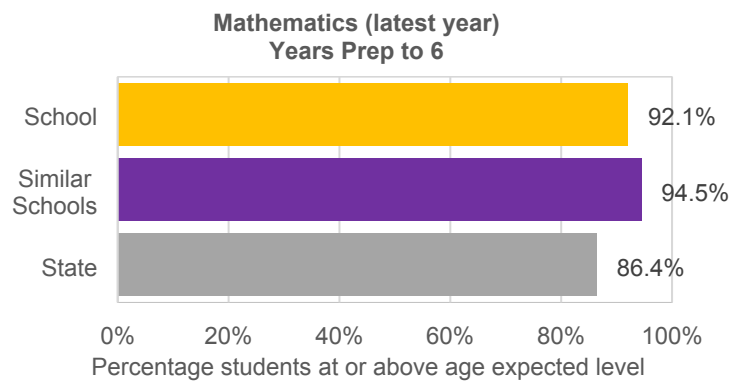
92.1%

Similar Schools average:

94.5%

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:

84.2%

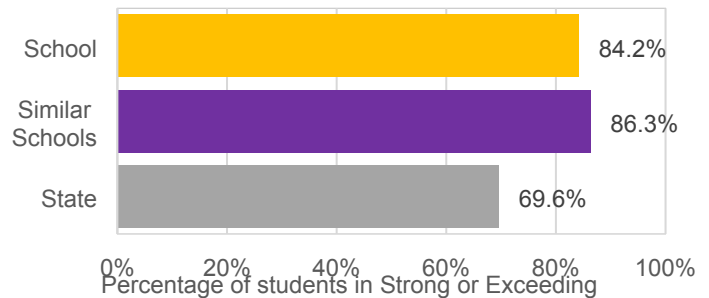
Similar Schools average:

86.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.0%

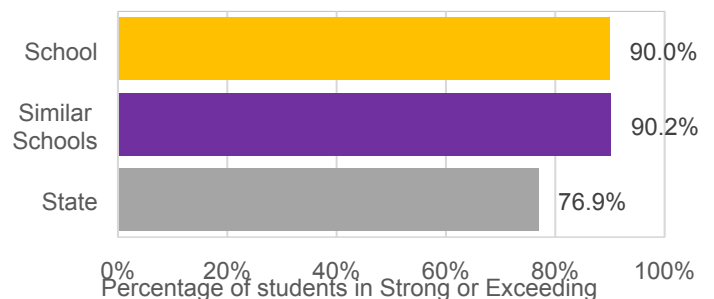
Similar Schools average:

90.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.5%

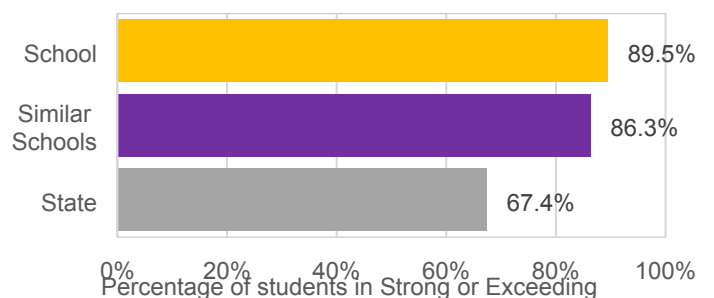
Similar Schools average:

86.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.1%

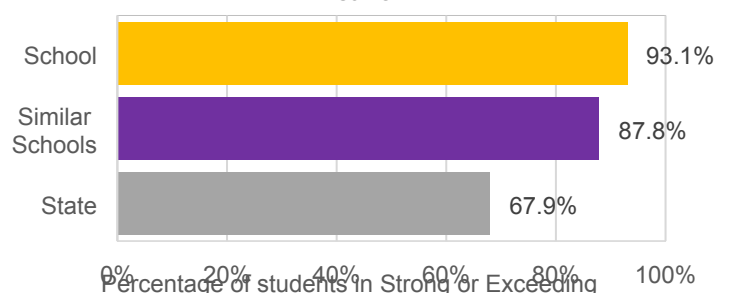
Similar Schools average:

87.8%

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:

94.9%

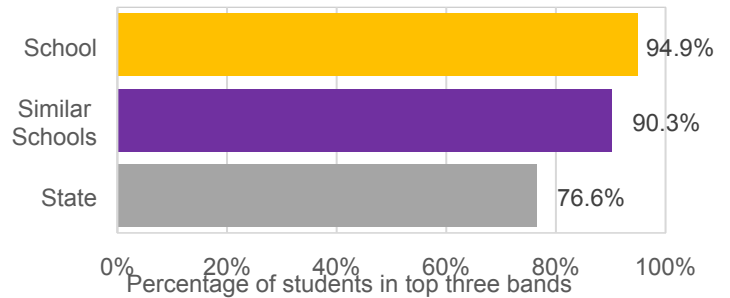
Similar Schools average:

90.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

94.7%

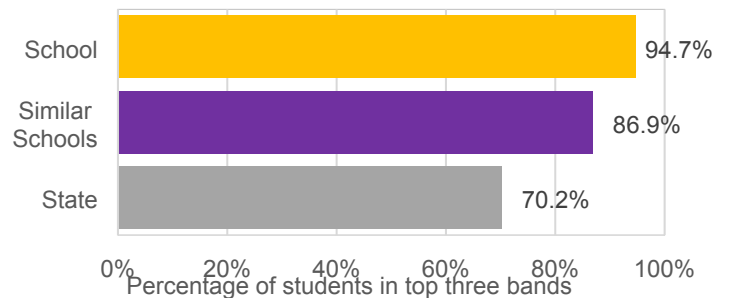
Similar Schools average:

86.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

90.0%

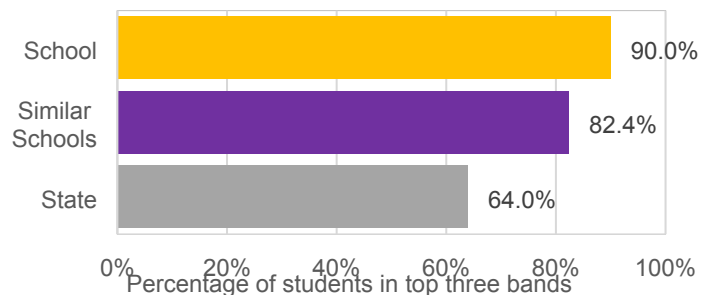
Similar Schools average:

82.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

82.5%

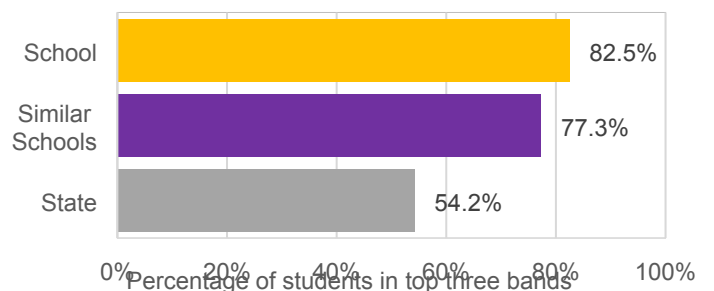
Similar Schools average:

77.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

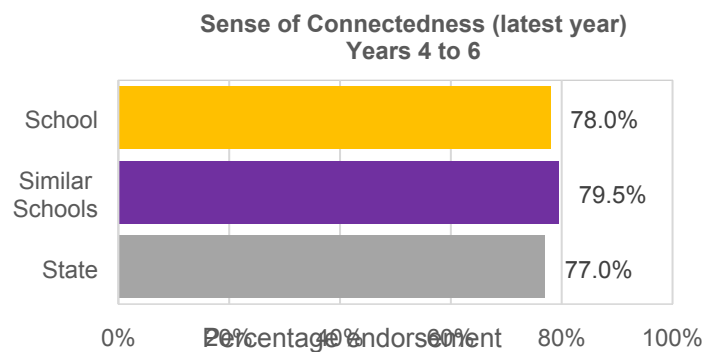
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.0%	85.2%
Similar Schools average:	79.5%	80.7%
State average:	77.0%	78.5%

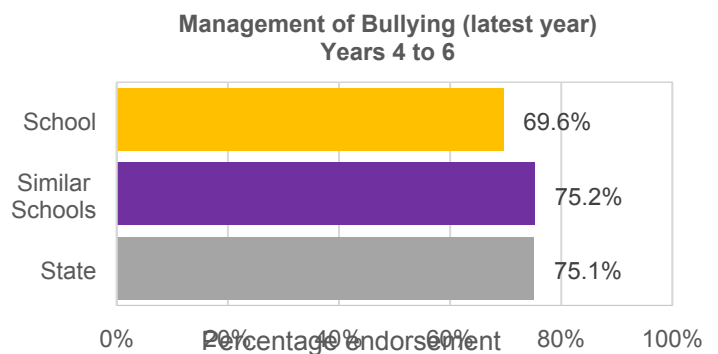


Student Attitudes to School – Management of Bullying

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:	69.6%	78.0%
Similar Schools average:	75.2%	77.0%
State average:	75.1%	76.9%



ENGAGEMENT

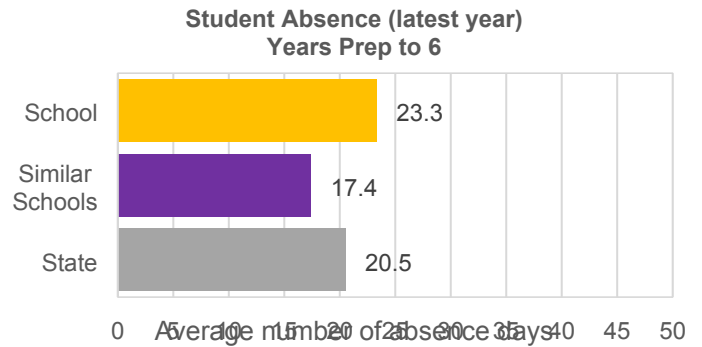
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.3	17.7
Similar Schools average:	17.4	14.0
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):	90%	88%	86%	90%	87%	88%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,565,717
Government Provided DET Grants	\$387,125
Government Grants Commonwealth	\$2,134
Government Grants State	\$100,000
Revenue Other	\$20,100
Locally Raised Funds	\$302,454
Capital Grants	\$0
Total Operating Revenue	\$3,377,530

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,245
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,245

Expenditure	Actual
Student Resource Package ²	\$2,583,525
Adjustments	\$0
Books & Publications	\$2,735
Camps/Excursions/Activities	\$113,001
Communication Costs	\$5,337
Consumables	\$64,176
Miscellaneous Expense ³	\$26,934
Professional Development	\$9,893
Equipment/Maintenance/Hire	\$74,925
Property Services	\$92,368
Salaries & Allowances ⁴	\$106,907
Support Services	\$66,720
Trading & Fundraising	\$27,331
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,094
Total Operating Expenditure	\$3,198,948
Net Operating Surplus/-Deficit	\$178,582
Asset Acquisitions	\$16,549

- (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	\$440,537
Official Account	\$25,158
Other Accounts	\$13,665
Total Funds Available	\$479,360

Financial Commitments	Actual
Operating Reserve	\$90,506
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$29,127
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$133,633

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.