2024 Annual Report to the School Community

School Name: Wollert Primary School (5589)

- 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 13 April 2025 at 08:33 AM by Leanne Tingwell (Principal)

- This 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2025 at 06:20 PM by Marcus Abney-Hastings (Acting Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

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

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Wollert Primary School opened in 2022 in the middle of a fast developing growth corridor which continues to steadily build the school enrolment. Wollert Primary School operates as a Supported Inclusion School (SIS), one of fifteen in Victoria. We are a government mainstream school with a commitment to developing exemplary practice in Inclusive Education that will not only benefit our own students, but our network and education system as a whole. With this in mind, our school is purpose built in facilities to assist in accommodating students with diverse learning needs.Our commitment to fostering exemplary inclusive practices provide opportunities for staff, students and families to develop a deep understanding of the language, conduct and mindset needed to ensure inclusion is seen, heard and felt in our school. Wollert Primary School prides itself on building a culture that allows full access and participation for all. We provide excellent learning opportunities for all students through quality evidence-based teaching approaches, outstanding teaching and learning practices, the Victorian Curriculum, EAL and ABLEs resources.

Wollert Primary School opened in our founding year with 220 students, Foundation to Year 6. We are designed for a long-term enrolment of 630, with a mainstream enrolment capacity of 580 and an additional 50 places allocated to specialist provision when required. 2024 saw our school enrolment end with just under 600 students from year levels F–6. We celebrate our rich cultural diversity with more than 30 countries and cultures represented in our school. Nearly thirty percent of our families nominate India as their country of heritage, twenty percent Australia, ten percent Iraq with a varied percentage representing all other countries. Our school has a sixty percent EAL population, proportional to the many cultures within our school. We have straight classes in Prep, then move to composite classes as we move vertically through the school: Junior, Middle and Senior cohorts. The staffing profile of Wollert Primary School includes a principal and 4 assistant principals, 4 learning specialists, 32 full time equivalent teachers, 5 part time teachers, 21 Education Support (ES) staff, 3 full time and 1 part time office administration staff.Wollert Primary School sits beside the Kirrip Community Centre, which includes a three and four-year-old kindergarten. Wollert Primary School abuts rapidly growing residential areas in the suburb of Wollert. Community is important at Wollert Primary School, with staff working in partnership with the community to provide authentic learning opportunities and the best academic and personal outcomes for all students.Everything we do is framed by our strong vision: We Optimise Learning For All. This extends to our Motto: Aspirations Without Limitations

Our values are our collective actions that frame our behaviours and intent to create a positive, inclusive culture.Be KIND frames our ‘SOCIAL & EMOTIONAL BRAIN’: We encourage ACTS of KINDNESS that express and show we care, have empathy, tolerance and acceptance of each other. We are friendly to all through our actions of helping, assisting, active listening, noticing, acknowledging and trying to understand how others feel.Be CURIOUS frames our 'WONDERING BRAIN’. Curiosity is exploring the GAP between what we already know and what we want to know. The behaviours and actions in which we support each other to explore and demonstrate CURIOSITY includes sharing puzzlement, inquisitiveness, awe and ‘aha’ moments.Be BRILLIANCE frames our ‘ACHIEVEMENT BRAIN’. This links to pride and knowing the effort and steps that has supported our success. The behaviours and actions we support each other in, to express and demonstrate brilliance include self-awareness, self-acceptance, tenacity, grit and resilience in the action of falling, dusting ourselves off and learning from this. Be JOY is our wrap around value that frames our ‘ATTITUDE BRAIN’. A positive, happy, loving, fun and optimistic attitude creates the best environment for GROWTH MINDSETS to flourish. We support each other to express and spread JOY by embracing laughter, humour, wonder, play, silliness, light heartedness and fun. JOYOUS actions support wellbeing and when we remain mindful and conscious of what brings us joy, this ripples through our learning spaces in a contagious burst. We pride ourselves on living our values and supporting each other in our vision to make learning happen for all.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 was our first year into our first Strategic Plan and with that brought some stability in developing a data story aligned to improvement strategies. Our goals within our Annual Improvement Plan for 2024 were:

- Develop a structured planning cycle that responds to formative assessment and informs curriculum planning
- Develop consistent planning documentation school wide

We celebrated the end of 2024 with traction and clear achievement in the following actions:

-A structured approach to collaborative planning has been developed, implemented, and reviewed. This process prioritises time for analysing data, auditing the curriculum, and collaboratively planning lesson sequences based on best practices. Each week, teachers engaged in Professional Learning focused on improving their data literacy to enhance their ability to read data and make responsive decisions.

-Consistent planning documents have been developed across P-6 in Numeracy, which outline the V.C. 2.0 curriculum with a key emphasis on differentiation and learning adjustments. These documents have been prepared for implementation in Term 1, 2025. Staff will participate in curriculum auditing to deepen their understanding of the new curriculum, drawing comparisons and highlighting implications for planning. Our Instructional Playbook was developed to focus on formative assessment using weekly “Exit Tickets.” It will be launched in 2025 through Professional Learning sessions and weekly collaborative planning sessions.

-Specialist teachers continue refining their knowledge of collaboration across their spaces, focusing on an inquiry into how they can collaborate across different subject areas to make rich cross-curricular links.

As a new school, our developing data story became more visible in 2024.

Data highlights:
In English, 82.8% of our students on the Victorian Curriculum were marked at or above expected standard. This is above our similar schools (81.7%) In Maths, 80.4% of our students on the Victorian Curriculum were marked at or above expected standard. This is just above our similar schools (80%)

NAPLAN Highlight: Number of students in Top 3 Bands for Reading in Year 5 is 73.9% which is above both similar schools (59.7%) and state average (70.2%). As a relatively new school, our data validity is building with our growth data yet to be a measure we can reference. This Year 5 Reading data supports our belief that our two year focus on building reading capability in our students is beginning to transfer to student achievement. While our Year 3 NAPLAN data is yet to indicate this traction, internal formative assessment suggests great gains in reading skill acquisition.

Context: NAPLAN data is not as high as teacher judgement due to the large number of students marked on the EAL Continuum for English. Teacher Judgement of English includes students marked only on the Victorian Curriculum. Number of students marked on EAL Continuum across school in 2024: 276 students - 46 students in Year 3 and 5.

This learning achievement sets up a strong baseline to move deeper into our review of our learning model in 2025 and the explicit practice we are strengthening as a school.

Wellbeing

Our focus in creating a positive, calm and safe environment in which all members of our community can flourish has remained strong with our 2024 intent and actions. As a relatively new school, our development of a Social and Emotional Framework that meets the context and needs of our students is being created slowly to ensure what we deliver hits the growth areas of all. SWPBS implementation, alongside our belief and commitment to Restorative Practice, has continued to develop strong procedures and routines that create consistency and cohesion in how we work with students and support staff in doing so. Our SWPBS Focus group has worked strategically to implement a response framework that prompts staff actions to behaviour that align with our restorative approach. Working alongside a SWPBS Coach and an expert facilitator in Restorative Practice has amplified the knowledge and skills of all of our staff. Scheduled Professional Learning and Curriculum Days, coupled with Parent Information Sessions, has ensured we build on our knowledge as a community, partnering in the wellbeing of all.

Relationship management has been our primary focus in our intent to create psychological and physical safety for all in our school. This focus on relationship building and creating learning stories of every student has supported both academic and emotional/social growth across the school. Our commitment to developing the emotional intelligence and social skills of our students is seen in our Playscape Program from Prep to Year 2.

Our Year 4-6 Attitude to School Survey positive response to ‘Sense of Connectedness’ continues to increase with our measure of 75.8% parallel to State and just below Similar Schools. What is most pleasing is our student response to Bullying, with a positive student response of 79.6%, at least 5% higher than both Similar and State measures. Our work in creating a restorative environment that aims to minimise and repair harmful actions across the school we believe is supporting the positive growth in our Bullying measures.

Our continued focus on MTSS and developing targeted plans and approaches for our students has supported all students, particularly students requiring Tier 2 and 3 support. Building capability of staff in working strategies and student plans has been supported by our established Wellbeing Team, which includes a Wellbing and Inclusion Leader (Assistant Principal), Education Support Behaviour Mentor and School Psychologist. This extends to strengthening the capabilities of our Education Support Staff who are the one-to-one support for students whose wellbeing may be more compromised than others, which has proven to be a positive approach to minimising negative behaviour responses and increasing the wellbeing of students and staff.

Engagement

Our approach to student engagement focuses on developing our understanding of two factors: why students want to come to school and what we can do to support families with barriers to attendance.

Creating a community environment that is welcoming, safe and builds social connection through strong relationships is our first strategy in amplifying the engagement of our students and their families. Our priority in developing Learner Stories across the school has the intent of developing our collective knowledge and understanding of every student and how we can tap into what sparks them and causes them to want to be at school.

Our average number of days absent P-6 for 2024 is 27.6%. This is between 3-5% higher than both Similar School and State measures, with our average attendance rate P-6 85.7%. As a relatively new school, understanding our family beliefs and customs has helped create a picture of our absence challenge, which includes a high percentage of families taking extended leave to return to their country of heritage each year. Communication of the importance of being at school everyday and the impact of this not occurring has been disseminated in Compass notifications, newsletters, staff

communication and at community assemblies. Developing a partnership to instil the importance of being at school for students is most important and links to our desire to build strong agency and a desire to learn and connect for all.

Creating a place that sparks curiosity, playfulness, creativity and joy is a part of our educational philosophy and our engagement approach. 2024 brought many opportunities for our students to engage and build a desire to learn and grow, including whole school events (eg colour runs, house athletics), cohort excursions and project-based learning and participation in daily point of need learning that brings challenge, success as well as increased voice and agency. The introduction of a Class Attendance competition highlighted the importance of attendance across the school, with leaders monitoring weekly class attendance percentages and celebrating our collective approach to prioritising school and learning every day.

Other highlights from the school year

We are proud of how WPS strengthened connections and created meaningful experiences for our students, families, and the wider community during our third year of operation.

A standout achievement was the School Fun Run, which raised $30,000 for a new cubby house playground, enhancing student engagement and outdoor learning. Whole-school events such as the Women/Men of Wollert BBQ, R U OK? Day, Working Bee, Sports Day, District Sports, Camping, and the Year 3 Swimming Program fostered inclusivity, teamwork, and student wellbeing.

This year, we established the foundations for a Parent & Friends Association (PFA), encouraging greater family involvement. Our Specialist Team played a key role in strengthening community partnerships, including a tree-planting initiative at a local reserve, reinforcing environmental awareness.

The Biggest Morning Tea was another highlight, connecting our local retirement village, high school, and kindergarten and promoting community connection.

These initiatives reflect our commitment to fostering an inclusive, engaged, and supportive school environment, ensuring that every student thrives academically, socially, and emotionally within a connected and vibrant community.

Financial performance

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.

The Financial Performance and Position Report shows an end of year small deficit for 2024. This deficit is the result of funding shortfalls over the last few years since the School opened in 2022. In 2024, we also had the added expense of resourcing our growing school in its 3rd year of operation and also the costs associated with covering significant staff absences. We were fortunate to raise Local Funds via Local Community Grants and Fundraising efforts including the Colour Run, Mothers Day & Fathers Day stalls. We have worked hard to manage the school finances over the last few years and are pleased that we have an expected surplus at the end of the 2025 school year.

For more detailed information regarding our school please visit our website at https://wollertps.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 485 students were enrolled at this school in 2024, 241 female and 244 male.

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

Overall Socio-Economic Profile

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

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

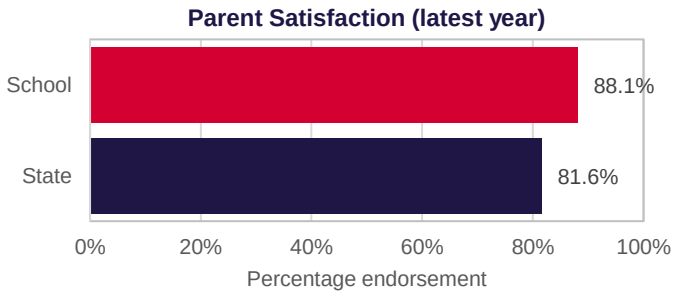
This school's SFOE band value is: **Medium**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	88.1%
State average (primary schools):	81.6%



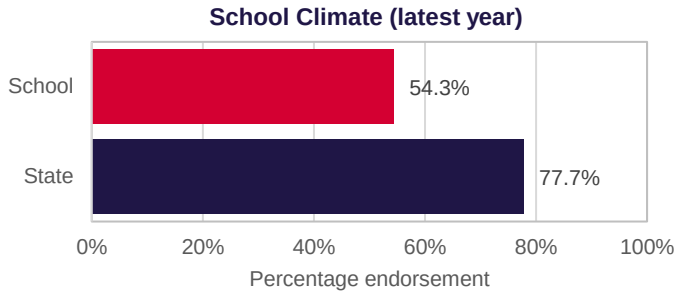
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	54.3%
State average (primary schools):	77.7%



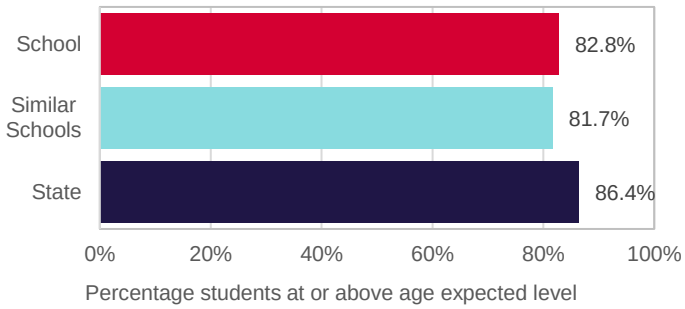
LEARNING

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

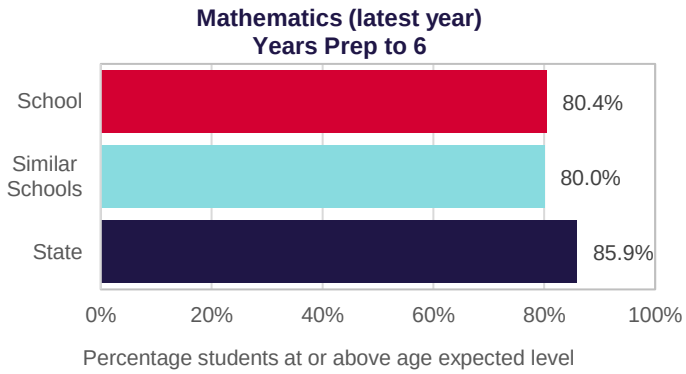
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	82.8%
Similar Schools average:	81.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	80.4%
Similar Schools average:	80.0%
State average:	85.9%



LEARNING (continued)

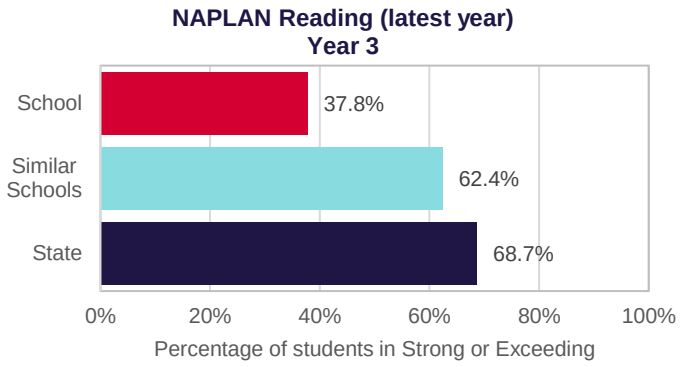
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

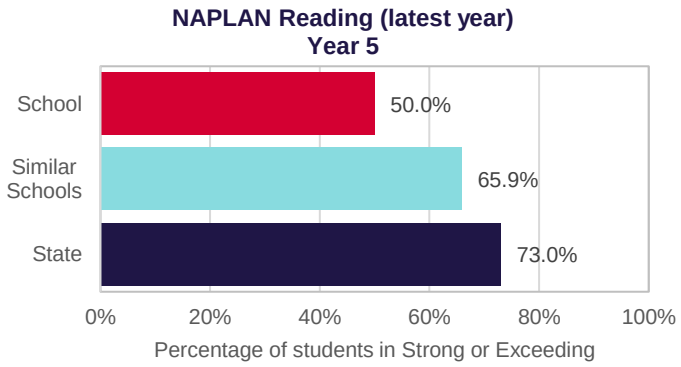
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

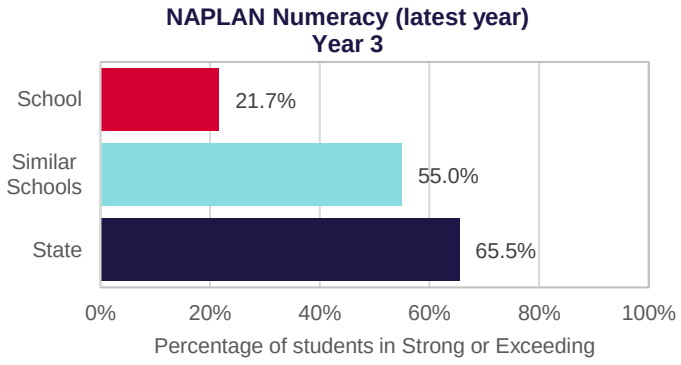
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.8%	40.5%
Similar Schools average:	62.4%	62.5%
State average:	68.7%	69.2%



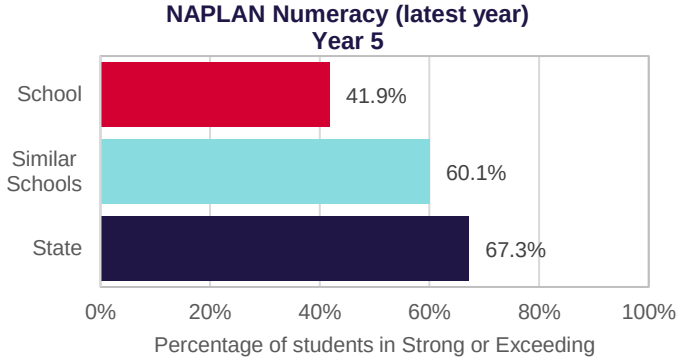
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	54.7%
Similar Schools average:	65.9%	68.7%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	21.7%	28.2%
Similar Schools average:	55.0%	55.6%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.9%	42.7%
Similar Schools average:	60.1%	60.2%
State average:	67.3%	67.6%



LEARNING (continued)

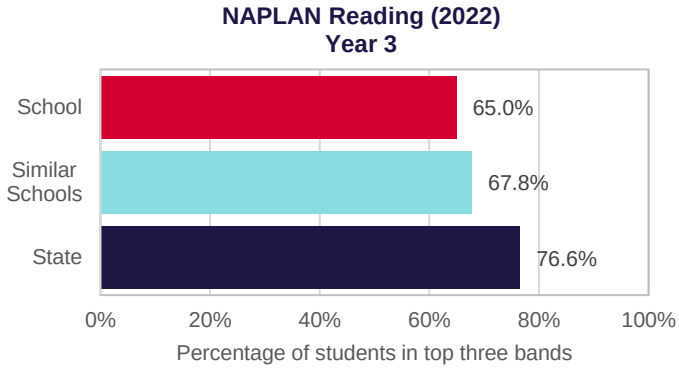
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

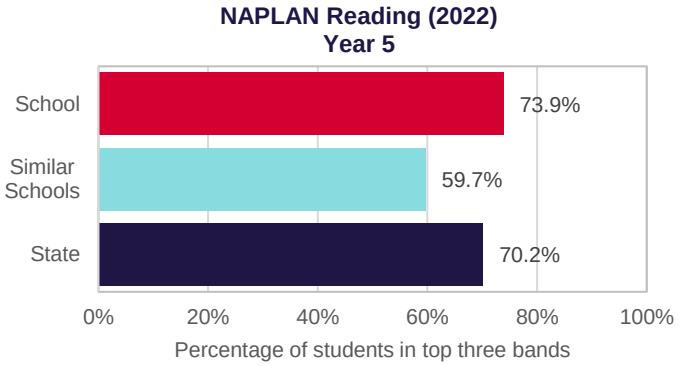
Reading
Year 3

	(2022)
School percentage of students in the top three bands:	65.0%
Similar Schools average:	67.8%
State average:	76.6%



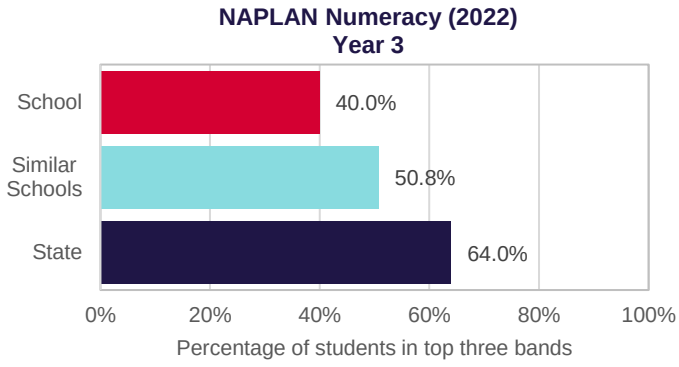
Reading
Year 5

	(2022)
School percentage of students in the top three bands:	73.9%
Similar Schools average:	59.7%
State average:	70.2%



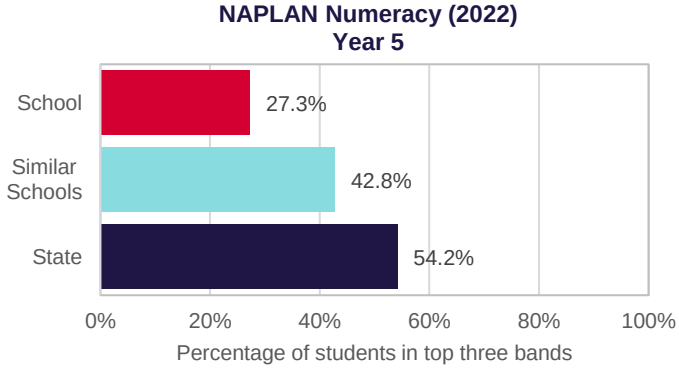
Numeracy
Year 3

	(2022)
School percentage of students in the top three bands:	40.0%
Similar Schools average:	50.8%
State average:	64.0%



Numeracy
Year 5

	(2022)
School percentage of students in the top three bands:	27.3%
Similar Schools average:	42.8%
State average:	54.2%



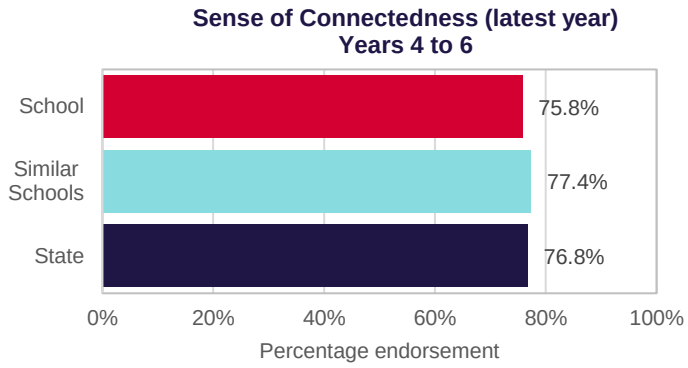
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

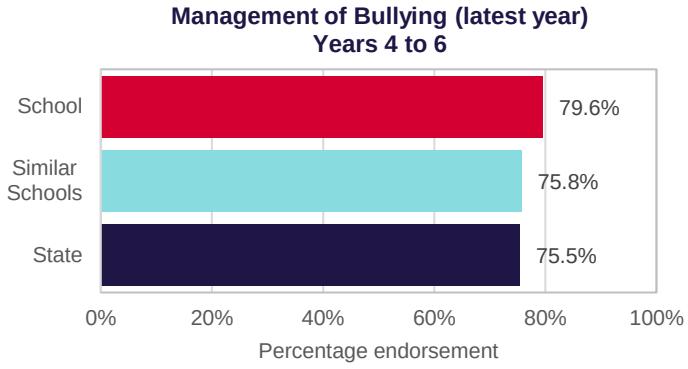
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	75.8%	73.5%
Similar Schools average:	77.4%	77.3%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	79.6%	74.6%
Similar Schools average:	75.8%	74.3%
State average:	75.5%	76.3%



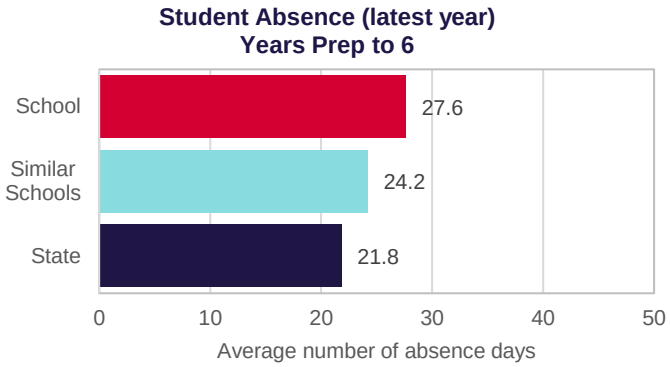
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	27.6	28.2
Similar Schools average:	24.2	22.7
State average:	21.8	20.1



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 (2024):	87%	87%	87%	84%	85%	84%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$5,845,345
Government Provided DET Grants	$745,823
Government Grants Commonwealth	$8,587
Government Grants State	$9,400
Revenue Other	$12,658
Locally Raised Funds	$207,306
Capital Grants	$0
Total Operating Revenue	**$6,829,119**

Equity [1]	Actual
Equity (Social Disadvantage)	$112,023
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$112,023**

Expenditure	Actual
Student Resource Package [2]	$5,922,835
Adjustments	$0
Books & Publications	$761
Camps/Excursions/Activities	$57,568
Communication Costs	$3,849
Consumables	$89,984
Miscellaneous Expense [3]	$48,998
Professional Development	$15,297
Equipment/Maintenance/Hire	$166,956
Property Services	$26,133
Salaries & Allowances [4]	$323,894
Support Services	$27,033
Trading & Fundraising	$83,171
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$70,046
Total Operating Expenditure	**$6,836,524**
Net Operating Surplus/-Deficit	**($7,405)**
Asset Acquisitions	**$24,545**

(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 2025 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	$270,733
Official Account	$19,040
Other Accounts	$0
Total Funds Available	**$289,773**

Financial Commitments	Actual
Operating Reserve	$150,400
Other Recurrent Expenditure	$1,334
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$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	**$151,734**

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.