

2024 Annual Report to the School Community

School Name: Albert Park Primary School (1181)



- 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 06 May 2025 at 10:09 AM by Katrina Mildner (Principal)

- As executive officer of the school council, I attest that 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 06 May 2025 at 10:09 AM by Katrina Mildner (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

Albert Park Primary School is a popular inner city-bayside school located in the City of Port Phillip with an enrolment of 453 students. We see ourselves as a unique village community, becoming life-long learners with high expectations that all students will succeed. The school sits on a footprint of 0.9 hectare of land and has two heritage listed main school buildings built in 1873 and 1889. The school sits in the heart of the village.

Vision

At Albert Park Primary school, we are dedicated to providing the highest quality education through evidence-based teaching and learning practices. We promote success in learning by fostering self-belief, motivation, and active engagement within a supportive, warm and responsive environment.

We live the 'Albert Park Way' and our community is built on a strong sense of belonging, where every student feels accepted and valued. We encourage our students to develop a deep understanding of their place in the world and to contribute positively to both their local and global communities.

Values

The Albert Park Way embodies the core values and principles that guide the Albert Park Primary School community. At its heart is the commitment to treating others as we wish to be treated, fostering a culture of kindness, fairness, and mutual respect. This ethos is evident in all relationships within the community, where diverse perspectives, backgrounds, and experiences are valued to create better outcomes for everyone. Everyone has a voice and is heard.

We believe success builds motivation and engagement. A culture of keep trying is nurtured, particularly when faced with challenges and there is a high expectation of each student achieving their best. Our respect for each other is shown in the way we act safely towards each other, physically, emotionally and culturally.

Our staff is made up of 21 equivalent classroom teachers, 4 specialists, 1 part-time learning support teacher, 2 principal Class Officers, Wellbeing & Inclusion leader, 6 educational support staff (including a School Counsellor) and 6 administrative staff (inclusive of school nurse/ library technician). Of the teaching staff we have 2 Learning Specialists to support the development of teaching & learning across the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

At APPS, we believe in developing the whole child, with provision in place for a wide range of learning experiences across the curriculum including social and emotional well-being. We provide all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from primary school to secondary school.

In 2024, we built staff capacity in assessment, differentiation and responsive teaching in Numeracy with a particular focus on supporting girls doing well. Through APPS participation in the Department of Education and Training Victoria (DE) Primary Maths Specialist program for the past two years, 3 class teachers were funded for 0.5 specialists positions. With this excellent opportunity, the school has reviewed and strengthened its provision of Mathematics across the school. The school used this opportunity to:

- Develop a shared vision for all students to maximise their learning and progress in Maths (with a particular focus on girls doing as well as boys);
- Review the whole school curriculum and year group yearly overviews to ensure that key main ideas were explicitly taught and mastered; and for planning to include review and practice of these key main ideas;
- Review and update the instructional model;
- Deliver high quality professional learning and training to whole staff; teams and individuals. As a result, teachers deepened their subject knowledge and built their confidence to cater for all student needs;
- Identify attitudes to maths and how they impact approach to learning concepts; target focus girls in maths to build confidence and positive attitude.

The impact of this was demonstrated in the Year 5 NAPLAN results:

2024 Year 5	Measure	APPS Similar Schools State		
Numeracy - all	Strong/Exceeding	89%	83%	67%
Numeracy - boys	Strong/Exceeding	88%	87%	70%
Numeracy - girls	Strong/Exceeding	90%	79%	64%

Teachers at Albert Park Primary school started the journey to move to explicit and responsive instruction in 2023/2024. This instructional approach will build knowledge and skills to secure success for our students. In 2023, the literacy program PhOrMeS, designed to enhance children's word reading, spelling, and vocabulary development was introduced in Prep-Grade 2 and was implemented across the whole school in 2024. It focuses on the interconnectedness of phonics,

orthography, morphology, and semantics. In reading, teachers have continued to develop students' fluency and comprehension skills amidst a love of reading rich texts and literature.

At APPS we aim to teach a knowledge-rich curriculum and equip all students with the solid foundations of literacy. Learning specialists have introduced sourced units of work to support explicit instruction and responsive teaching strategies as part of the development of reading and writing across the school in line with the Science of learning recommendations. Staff have been teaching units of work that will engage students interests and explicitly outline lessons to support students in connecting with previous learning and their own knowledge; develop a secure understanding of concepts being taught with opportunities for review and practice new concepts, leading to success and mastery. At APPS, this instructional approach encourages students to be active participants in learning supporting their success with their learning that will motivate and engage them in their own learning journey.

Gathering evidence across the school through learning walks; focus groups and teacher/student surveys, teachers demonstrated their focus on school improvement by developing and implementing their responsive teaching strategies. They achieved this through varied strategies to check for understanding of learning; by providing timely feedback to students and responding by scaffolding learning for students needing additional support; extending students ready for the next steps in learning or addressing any misconceptions.

Wellbeing

At APPS, student wellbeing is fostered by a number of key contributors that include strong relationships with peers and teachers, a sense of belonging, positive school climate, and a focus on developing positive self-views of themselves as successful learners. We believe that providing positive learning experiences where children experience success and develop social and emotional skills in safe and predictable environments are crucial for student wellbeing. The Albert Park Way (APW) remains central to how we care for and treat each other at Albert Park Primary School. We are a kind, caring and strong community that supports each other. There is a whole school understanding of APW with displays across the school; our students are knowledgeable about the APW and can explain it in any context and with great confidence. It remains central to building a positive school culture. Through the Grade 4-6 student survey we know that 83% of students feel a sense of inclusion and 94% say that their teachers have high expectations for their success.

In 2024, we achieved this through a strengths-based and inclusive classroom culture that is expected to be developed in each classroom. Staff attended professional learning for the Visible Wellbeing program introduced to the school with a positive psychology approach. As a result, class teachers are 'reading the room' and checking in with children's wellbeing and using strategies such as putting in brain breaks where energy or focus may need boosting; teaching the strengths explicitly each week and supporting children in identifying a strength when they see, hear, feel it in themselves or others.

With the whole school improvement focus on responsive teaching, students learning is checked throughout a lesson with expectations of active engagement and sharing responses to the learning to the teacher, a peer or in their work. Strategies to support teachers being able to check for understanding regularly were observed across all classrooms and will continue to develop in 2025. Classroom teachers have clear routines and expectations in line with whole school agreed practices with calm and supportive learning environments evident.

Teachers worked closely with the Inclusion & Disability Leader to understand supports and strategies that will benefit a range of students with additional needs. These supports and strategies were discussed and shared with parents at SSG meetings when scheduled. Working in partnership with parents is another key contributor to the wellbeing of all our students.

Engagement

APPS is an inclusive school and we actively support students with a range of needs across the school. As a high performing school, our focus on responsive teaching strategies ensures that all staff work to engage all students with their learning journey. Higher achieving students say they are generally challenged with their learning with teachers offering challenge extensions and opportunities to develop their academic, sporting and creative talents. Staff have high expectations for success and students agree in the G4-6 survey that there is a high level of differentiated learning (84%) and stimulated learning experiences (85%) with new units of work introduced in Grades 3-5. Teachers are knowledgeable in how best to support students with a range of needs and abilities. Teachers work effectively in partnership with parents and allied health professionals to create a classroom environment and learning experiences that meets the needs of students requiring additional support. Teachers and education support staff are ably supported by the Inclusion & Disability leader and the leadership team.

APPS whole school attendance in 2024 was 90.6% (62% with 90-100% attendance). This is below similar schools with a persistent high number of families taking longer leave during the school term to visit overseas relatives or take longer holidays during term time. The grade 4-6 student survey shows that 82% students believe attendance is important to their success at school; 86% of students believe the school is inclusive and that teachers at our school care about them. Both APPS and The Department of Education have a focus on improving attendance through developing a whole school policy in consultation with staff and parents in line with DoE guidelines and communicating to the school community the importance of attendance, 'every day counts', for both student success and wellbeing.

Other highlights from the school year

Being an inner-city school, APPS has wonderful access to amazing facilities and resources on our doorstep. The school actively engages regularly with NGV, just a short tram ride away, to participate in many of their wonderful programs. Our art teacher works in partnership with the NGV education staff to trial new programs with great benefits to APPS. Our specialist music and art teachers run weekly art clubs and choirs to promote and enhance our students' opportunities with the creative arts. In 2024, our choirs performed at the annual school fete, whole school assemblies and the school Christmas concert. In addition, Grade 6 performed an outstanding production of 'Matila JR'.

Our Grade 6 student leaders brought great agency to their roles in 2024. They proposed projects to leadership and with support ran a variety of lunchtime clubs and initiatives for the whole school including games club for Prep-2; chess; art club; junior choir; writing competition; junior school council fundraising events; art competition and peer mediation supporting our younger students in the playground. The Alber Park Community Awards were a highlight with our Grade 6 volunteers

contributing community hours to a Grade 1 buddy reading club; making toys for rescue cats and giving up their lunchtimes to be peer mediators. We had a number of Grade 6 students contribute many community hours to achieve - Bronze, Silver and Gold Awards.

Enhancing the curriculum offered at APPS are organised excursions and incursions for each year group, Prep to Grade 6 to take part in, including the fun overnight stay at the zoo for Grade 4, adventure camp for Grade 5 in the Grampians and a democratic, cultural trip to Canberra for Grade 6. Students have a number of opportunities to take part in a wide range of Gala days with other local schools from Grade 4-6. All Grade 1-Grade 6 students attended swimming lessons.

In partnership with Albert Park College (APC), APPS was able to offer instrumental music lessons in 2024. This was a hugely successful program with a wonderful concert at the end of the year with students performing to parents. Thank you to APC and their talented music teachers for enabling and supporting this fabulous program.

The highlight of the whole year for the community is the APPS school fete. This community event showcases the best of our community. Thank you to our wonderful School Council fundraising committee for driving the organisation and successfully bringing the community together. Our amazing staff and parent volunteers worked hard putting many hours in to bring it all together. The children talked about it for weeks. A great day out for all our families. The funds raised by the fete and the other community events held - Mother's Day; Father's Day; Parent Gala raised enough money to enable the school to install a new fence and redo the asphaltting around the school. Our strong community spirit has made a big difference for our children.

Financial performance

Albert Park Primary School operated within the designated expenditure budget for the 2024 year, fully funding all school programs and priorities as planned as well as the upgrading of classroom furniture and IT equipment. The 2021-2024 School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for school council allocation. The school is committed to providing high quality teaching and learning experiences for our students and of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year deficit of \$180,656.

The deficit was due to a number of factors, staffing (CRT) costs, and increased in school expenditure to upgrade our external facilities such as replacing of Shade Sails, updating devices, upgrading staff facilities, installing a new fence and new furniture for classrooms. We also are no longer the Program coordinator school for the local school's district sports which also reflects in the deficit.

Once again, our wonderful supportive School Council fundraising team organised various successful events that brought the community together and raised significant funds that assisted in the purchase of IT equipment, new fences and asphaltting of pathway surfaces in the school grounds.

**For more detailed information regarding our school please visit our website at
<https://www.albertparkps.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

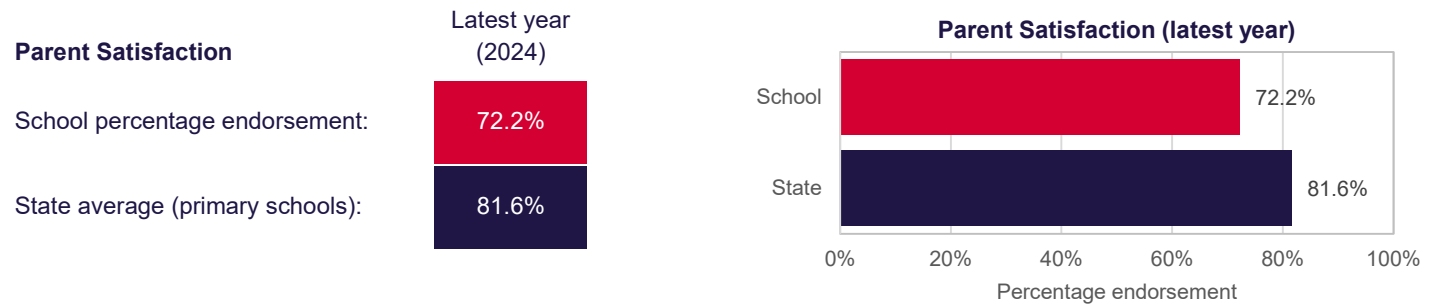
A total of 454 students were enrolled at this school in 2024, 237 female and 217 male.
7 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

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**

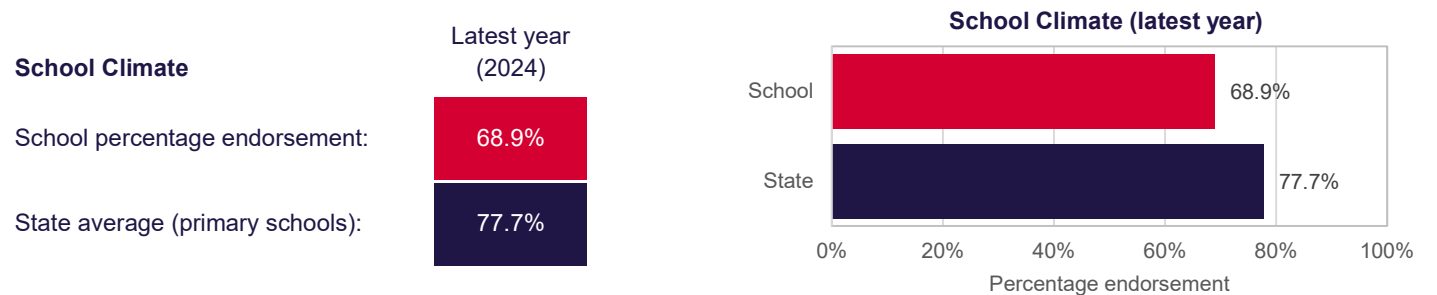
Parent Satisfaction Summary

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

School percentage of students at or above age expected standards:

Latest year
(2024)

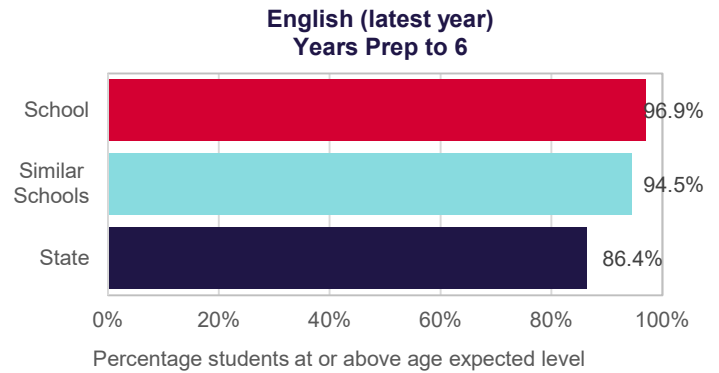
96.9%

Similar Schools average:

94.5%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

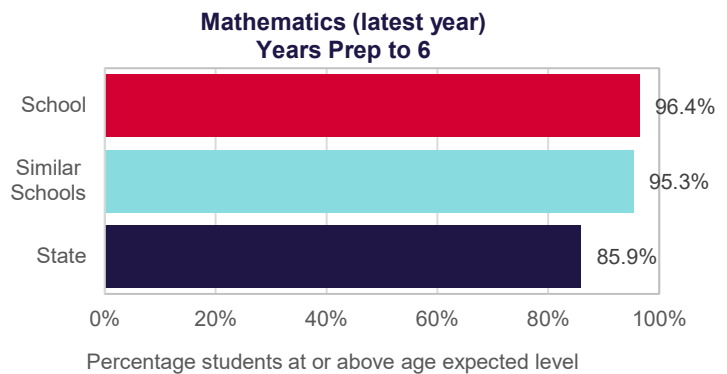
96.4%

Similar Schools average:

95.3%

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.

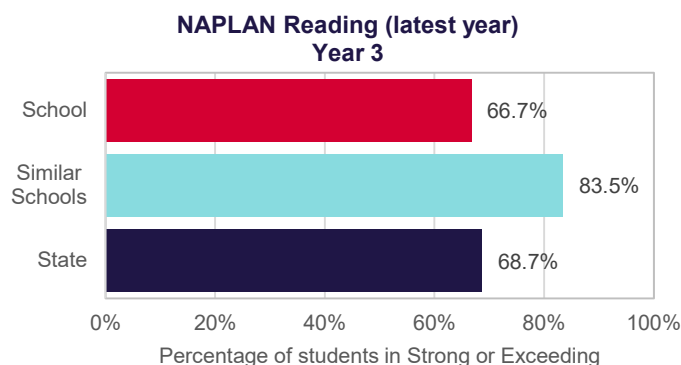
NAPLAN

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.

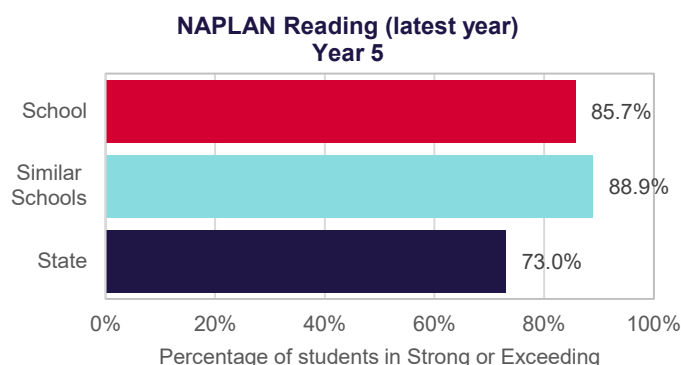
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	77.9%
Similar Schools average:	83.5%	84.5%
State average:	68.7%	69.2%



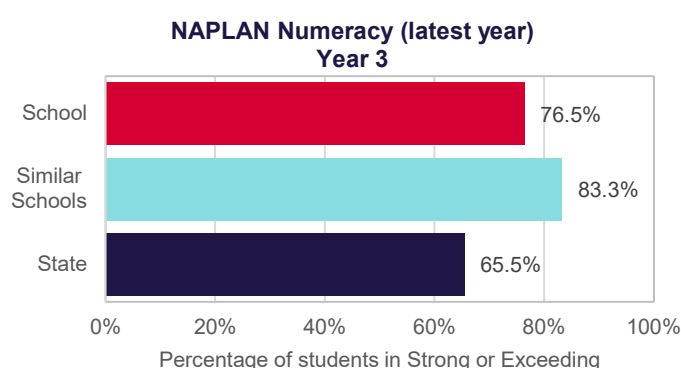
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	87.3%
Similar Schools average:	88.9%	90.1%
State average:	73.0%	75.0%



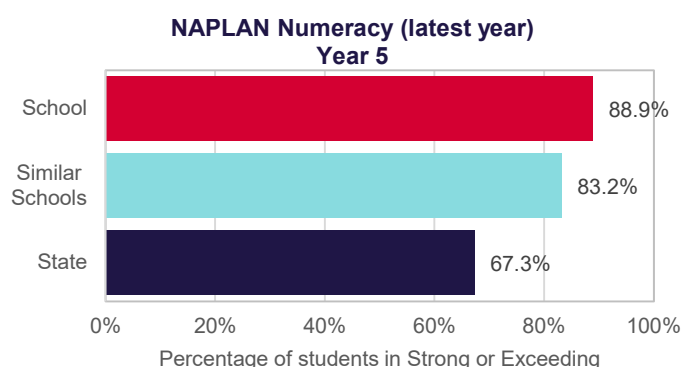
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.5%	82.8%
Similar Schools average:	83.3%	83.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.9%	83.8%
Similar Schools average:	83.2%	83.6%
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:

88.2%

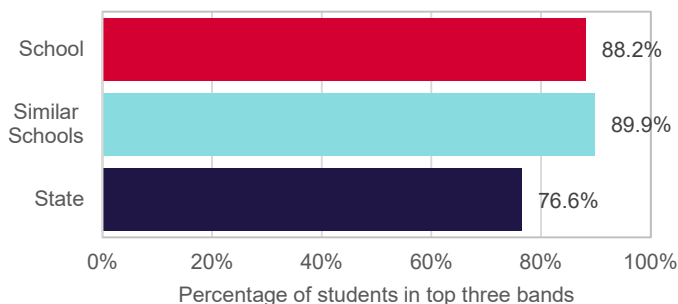
Similar Schools average:

89.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

86.7%

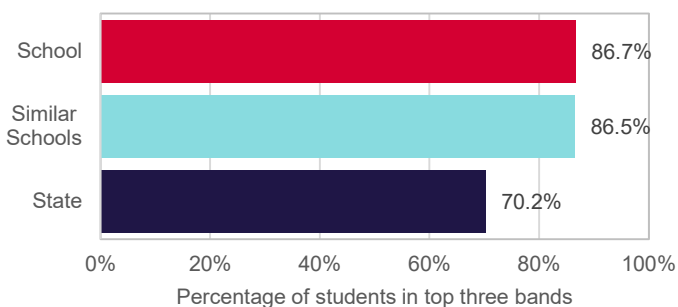
Similar Schools average:

86.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

78.9%

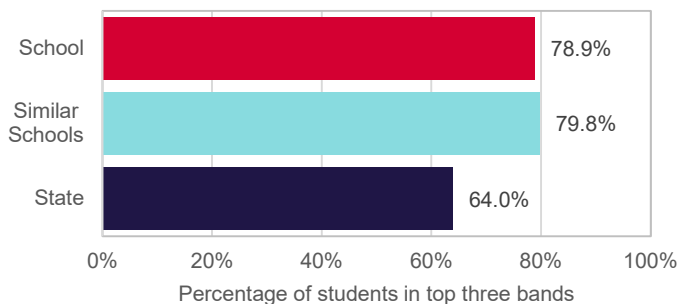
Similar Schools average:

79.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

68.0%

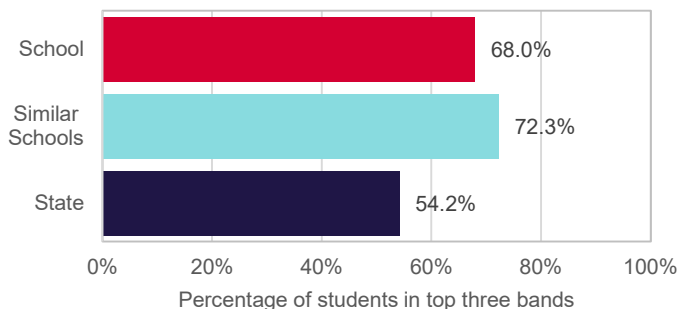
Similar Schools average:

72.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

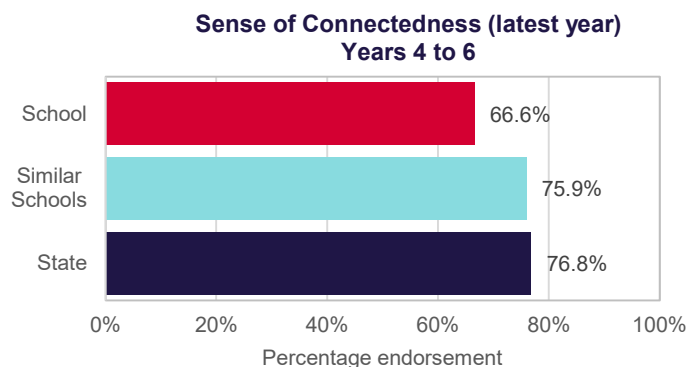
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	66.6%	71.2%
Similar Schools average:	75.9%	76.0%
State average:	76.8%	77.9%

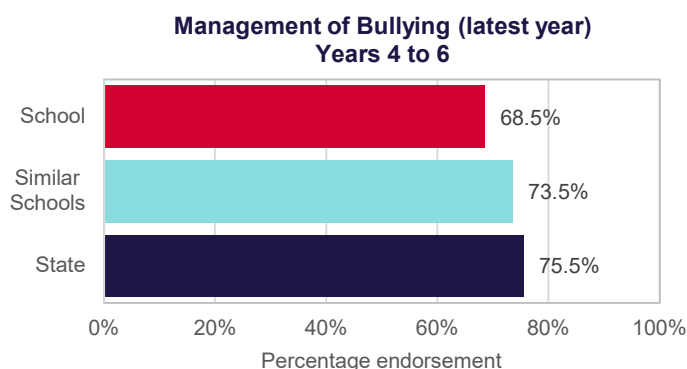


Student Attitudes to School – Management of Bullying

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:	68.5%	72.9%
Similar Schools average:	73.5%	74.5%
State average:	75.5%	76.3%

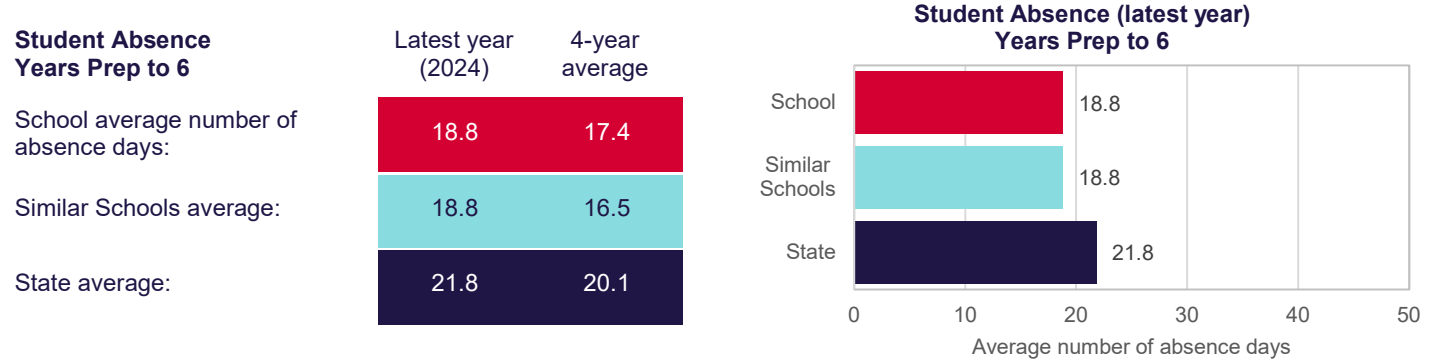


ENGAGEMENT

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.



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):	92%	93%	91%	91%	90%	89%	89%



Financial Performance and Position

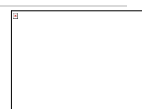
FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,307,525
Government Provided DET Grants	\$406,204
Government Grants Commonwealth	\$10,143
Government Grants State	\$0
Revenue Other	\$48,050
Locally Raised Funds	\$739,565
Capital Grants	\$0
Total Operating Revenue	\$5,511,487

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,626
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,626

Expenditure	Actual
Student Resource Package ²	\$4,415,391
Adjustments	\$0
Books & Publications	\$15,657
Camps/Excursions/Activities	\$228,986
Communication Costs	\$6,050
Consumables	\$110,572
Miscellaneous Expense ³	\$189,806
Professional Development	\$30,965
Equipment/Maintenance/Hire	\$165,021
Property Services	\$115,352
Salaries & Allowances ⁴	\$163,310
Support Services	\$161,371
Trading & Fundraising	\$55,479
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,181
Total Operating Expenditure	\$5,692,143
Net Operating Surplus/-Deficit	(\$180,656)
Asset Acquisitions	\$130,073

- (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 16 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	\$704,341
Official Account	\$100,437
Other Accounts	\$91,335
Total Funds Available	\$896,113

Financial Commitments	Actual
Operating Reserve	\$212,792
Other Recurrent Expenditure	\$3,507
Provision Accounts	\$0
Funds Received in Advance	\$239,937
School Based Programs	\$66,155
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$170,000
Capital - Buildings/Grounds < 12 months	\$20,000
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	\$712,391

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.

