

2023 Annual Report to the School Community

School Name: Jells Park Primary School (5176)



- 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 21 March 2024 at 12:55 PM by Kevin Oakey (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

To be attested by 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

Jells Park Primary School is a vibrant and dynamic school. It is situated in the south-eastern residential area of Wheelers Hill, within five minutes walking distance of the Jells Park Reserve, from which the school derives its name. Built in 1979, the school has immediate impact because of the unique contemporary design of the building which is complemented by the attractive treed setting and well-maintained school grounds. Jells Park Primary School is committed to the safety and wellbeing of our students. We have zero tolerance towards child abuse of any kind. Student enrolment is approximately 540 and the teaching staff of about 35 is supported by a number of non-teaching staff working in a variety of capacities. A blend of contract and ongoing staff, working with a variance of time fractions, enables the educational programs offered to the students to be of a wide range. Accommodation comprises 24 classrooms, a Visual Arts and Craft room, a fully equipped library, a full-size gym, a Performing Arts room and a Digital Technologies lab. The excellent facilities are well utilised by the School Community outside of school hours. Jells Park Primary School is a school with a strong commitment to encouraging all students to strive for excellence in a supportive environment, which recognises individual differences and different rates of learning. We have a structured Instructional Model that emphasises differentiation in all learning areas. The school provides a comprehensive curriculum in areas of - English, Mathematics, Science and the Humanities, Technology, Health and Physical Education and The Arts. Mandarin is taught as a Language Other Than English (LOTE) subject. The school's learning program keeps in sharp focus the need for highly developed skills in the traditional areas of literacy and numeracy. A feature of Jells Park PS is our commitment to student wellbeing as seen in our dedicated daily Social & Emotional Learning lessons. We work within the School Wide Positive Behaviour Support (SWPBS) framework, supported by Zones of Regulation strategies, are a lead school for Respectful Relationships, have a school wellbeing dog, a dedicated Wellbeing Officer and staff that make student wellbeing a consistent priority. We also liaise closely with external agencies to support student and family wellbeing. The Visual Arts, Performing Arts and PE/Sports Programs are a special feature of the school's extra-curricular emphasis, for which we are widely known. Sport and Physical Education includes students participating in inter-school sport, intensive swimming and specialist PE lessons. A sequential outdoor education program (camps) exists in Levels 3 - 6 and a fitness track around the school is available for use by students. Extra-curricular activities are a feature of the school with students encouraged to participate in literary, artistic, sporting and problem solving events beyond the school. We have had a high level of success in these, in particular Wakakirri, Maths Talent Quest, School Aerobics and the Energy Breakthrough Challenge (JP Racing). The importance of the partnership between students, staff and parents is well recognised and is evident in the high level of parent involvement in the learning programs and in extracurricular activities. The Jells Park Parents Committee are active fundraisers and support community engagement with social events throughout the year. Students are respectful, cooperative and have pride in the school. All students wear a school uniform, with house colors identified. Students are involved in decision making through the Junior School Council (JSC), with an emphasis on thinking skills and problem solving. Senior student leaders and JSC members are actively involved in programs that support the wider community and charities, working under a banner of 'Be Bold, Make a Difference'. Student achievement and good citizenship are recognised informally and more formally by a merit award system. The Learning Technology Program includes a one-to-one BYOD program in Level 4, 5 and 6. An Out Of School Hours Care Program, offering both Before School Care and After School Care, is well supported and includes Vacation Care. Professional Development of staff is an integral part of the focus placed in ensuring that teaching and learning programs are current best practice and with a focus on regular teacher collaboration. This enables teachers to be at the forefront of educational programs offered to students to develop and improve their learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

Jells Park Primary School delivered on our KIS to develop a comprehensive curriculum based around our Instructional Model in 2023. Staff and student wellbeing was again of the highest priority in 2023.

In 2023 we addressed Learning Strategies by:

- Consistently using the School Instructional Model, Scope & Sequences and Assessment Schedules.
- Having engaged and collaborative Level (PLC) Teams planning and presenting curriculum to the highest standard.
- Continuing to use digital platforms to deliver online education and connection when necessary.
- Collaborative sharing of data and ideas through regular weekly meetings of staff, ensuring that teaching was at each students' 'point of need'.

- Re-introducing Quicksmart Maths, embedding the Boost Intervention Program and having a focus on developing the 'High Abilities' program.
- Embedding the JPPS Inquiry Cycle of Instruction model.
- Embedding the delivery of the Improvement Groups (based around Fishbone Model) to ensure differentiation and agency in all classrooms.
- Embedding Soundwaves as the evidence-based Spelling Program.

We addressed the Climate for Learning for students by:

- Focusing on student attendance to ensure they were consistently present for learning, particularly late arrivals.
- Ensuring all classrooms were adequately resourced to support learning.
- Introducing the Zone of Regulation program, to complement SWPBS, to allow students to regulate their own emotions and find the best state for learning.

Student Learning was supported through Professional Development:

- Training of new PLC leaders and strategic focus on the PLC Inquiry cycle.
- Using Professional Practice sessions to embed the Improvement Group Instructional Model.
- Additional training on the spelling program - Soundwaves.

NAPLAN data showed:

- All results above State averages and Similar Schools averages.
- Numeracy results particularly strong.
- Further work required to improve Spelling, and spelling in Writing.
- "Influence" for Top 2 bands and Relative Growth in NAPLAN for Numeracy in School Performance Report 2023.

Wellbeing

Staff and student wellbeing continued to be of the highest priority in 2023. We took steps to ensure that staff and students were connected and engaged so that learning and individual growth could progress. In 2023 our Student Attitudes to School data showed over 80% of students felt 'Connected to School', which was higher than Similar Schools and State Schools averages.

For students this was done by:

- Focusing on SWPBS strategies to ensure the wellbeing of students was paramount.
- Introducing the Zones of Regulation program to allow students to acknowledge and regulate their own emotions and find their best state for learning.
- Embedded curriculum during SEL time for addressing the Rights, Resilience & Respectful Relationships resource.
- Focusing on 'inclusive' activities and learning to ensure that all students felt welcomed and connected.
- Ensuring access to the referral system for suitable access to the Wellbeing Officer for students, staff and parents.
- SWPBS professional development via our coach.
- Providing intervention / support for those students identified as Tier 1.
- Supportive allied health professionals attending school.
- Focused awareness days on different topics.

For staff this was done by:

- Continuation of the tailored Staff Mentor Program to support wellbeing.
- Having Wellbeing days to allow staff time to refresh and re-connect.
- Meeting Free weeks.
- Initiatives such as social events, staff raffle, acknowledgement and special occasions.

Engagement

Student Engagement was addressed in many ways and had the following outcomes:

- "Influence" for Student attendance (very high) on the School Performance Report 2023.
- Providing a range of 'feedback' methods and opportunities for students to address their learning environment (PIVOT, AToSS).
- Embedding the Improvement Group Model that allows for Student Agency in their learning, especially for the older students.
- Extended extra-curricular program (arts, sport, etc) to engage and interest (Wakakirri State Champions in 2023, medalist at National School Aerobics Championships)
- 1:1 digital device program for Level 4, 5 & 6.
- Caring and thoughtful teachers that support students and go the extra mile to help academically and personally.

- Strong Student Leadership program that encourages students to be active in the school community.

Community Engagement:

- Established digital platforms to continue to allow community communication and engagement.
- Creating opportunities throughout the year for the community to connect with the school - School Council, Parents Committee, Open Days & Events, Working Bees, etc.

Other highlights from the school year

Other success indicators were:

- All staff met standards of the Statement of Expectation, with goals linked to the AIP.
- Positive responses from Student Survey to Connectedness (80%), Inclusion (86%) and Stimulated Learning (80%).
- Positive responses from Parent Survey to Connectedness (83%), General School Satisfaction (80%) and Safety (83%).
- Provided full program of School Camps for Level 3-6
- Returned to the full School Concert (3 performances, 1200 spectators) at Caulfield Grammar Performing Arts Centre
- Largest school representation of students and teams at the Energy Breakthrough Challenge (JP Racing)
- Jnr Hooptime Basketball Finalists
- Introduction of a Boys Netball team which competed at Regional Level
- High number of Interscholar Sport teams representing Division Level (8 out of a possible 11 sports)
- Individual representative at regional Level for Swimming, Cross Country and Athletics

School Improvements throughout the year:

- Condition Assessment Review (CAR) completed and Priority 1 tasks underway.
- Repairs to the water tank and drainage issue surrounding the ELC.
- Introduction of Waste Warriors as part of the school's Sustainability Plan.
- Removal of gas appliances from the school facility.
- Upgraded Art Room furniture.
- Seating under the front shade sail installed.
- Cricket Nets repaired and improved.
- Solar Panel Upgrades (15kWh to 40kWh).
- Level 1 and 2 furniture upgrades.
- Address a number of Priority 1 Building improvements (AIMS / CARS).
- School funded additional ES Staff to support students.

Financial performance

The annual SRP showed a very small surplus in 2023. This indicates a fairly balanced budget for 2023. Staffing was relatively consistent and student numbers stable at 545-550.

The 2023 cash budget shows a good surplus. We were able to get full return of income from hirers and we had a generous response from our School Community for requests for donations to projects and resources, resulting in higher than anticipated income. However, we had another significant increase expenditure for Casual Relief Teachers (CRTs), due to increased demand and increased CRT rates.

In 2023 we invested department and school money into significant infrastructure repairs and maintenance (drains, sewers, concrete, etc) as part of the Condition Assessment Review (CAR), meaning we accessed the High Yield account to fund some of this additional works. A number of other smaller planned projects were carried over into 2023 budget, like seating upgrades, cricket nets improvement, tree maintenances, etc).

Jells Park PS continues to be supported by its community with high percentage of school contribution paid, allowing us to support school programs and invest in the school buildings and grounds. 2023 Equity funding was only a small amount and was used to boost the ES staffing to support students with special needs. A special government funding of \$23,500 was received to support a Wellbeing boost and will be used to run a Cyber Safety program in 2024, resource ZoR 'kits' for all classes and develop the Creative Play Alley in the school yard.

For more detailed information regarding our school please visit our website at
<https://www.jpjs.vic.edu.au/>

Draft

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 544 students were enrolled at this school in 2023, 260 female and 284 male.

29 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).

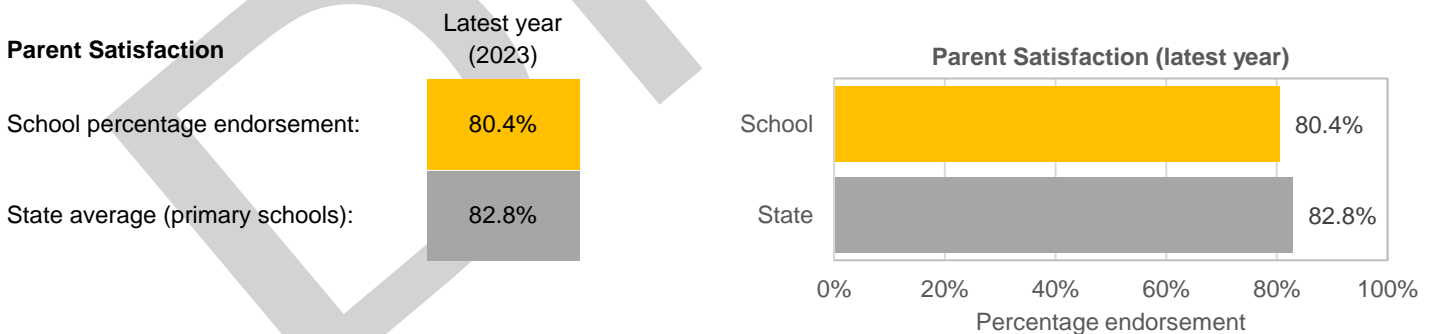
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

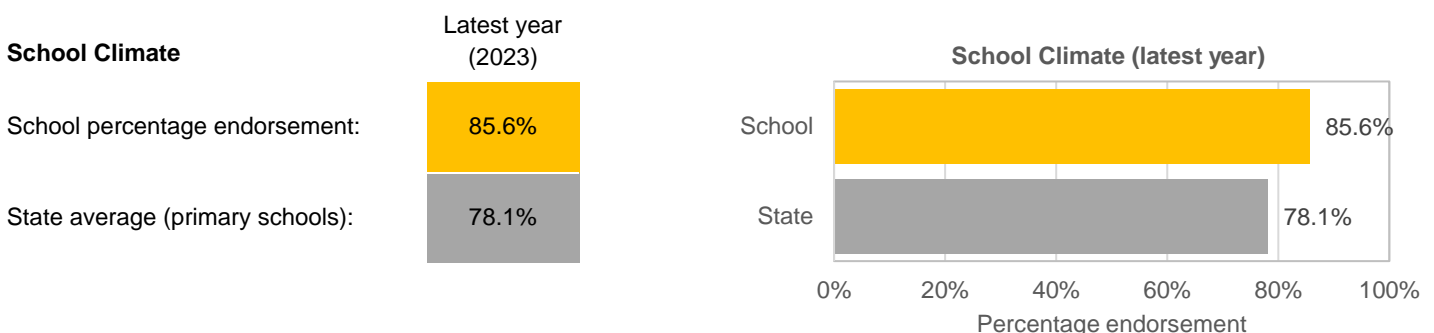


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

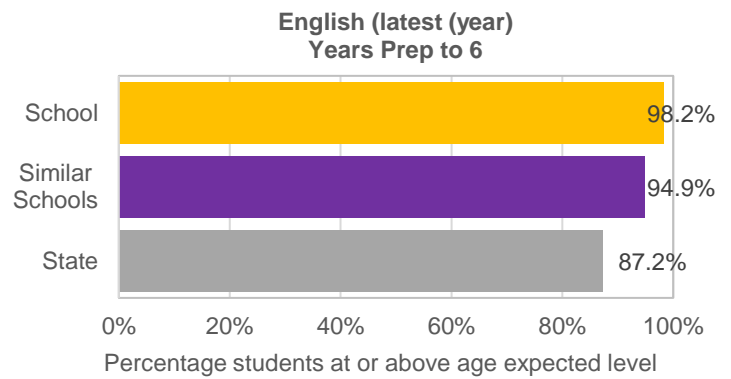
98.2%

Similar Schools average:

94.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

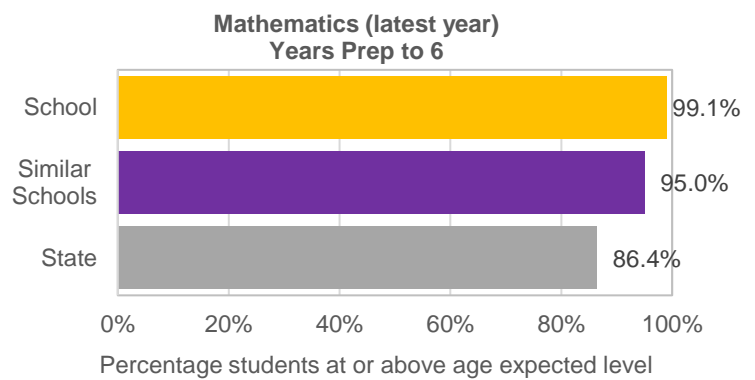
99.1%

Similar Schools average:

95.0%

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:

90.1%

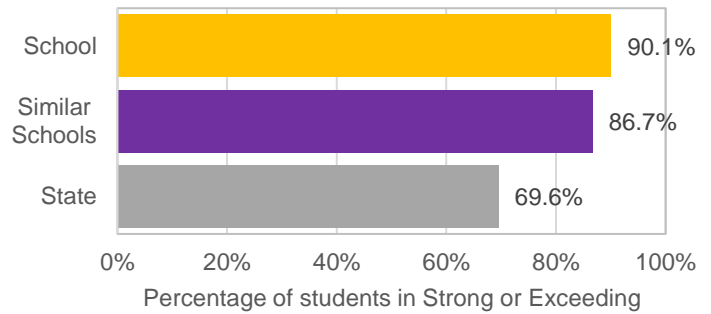
Similar Schools average:

86.7%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

91.8%

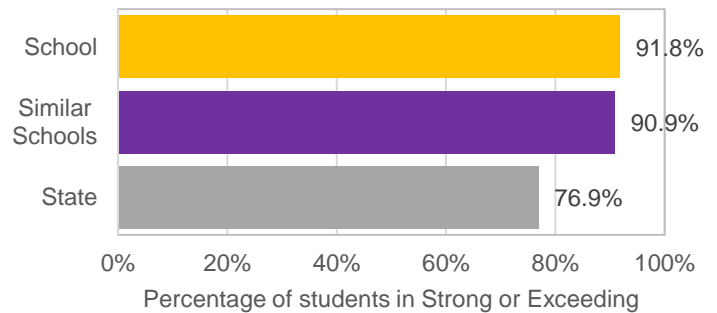
Similar Schools average:

90.9%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

93.2%

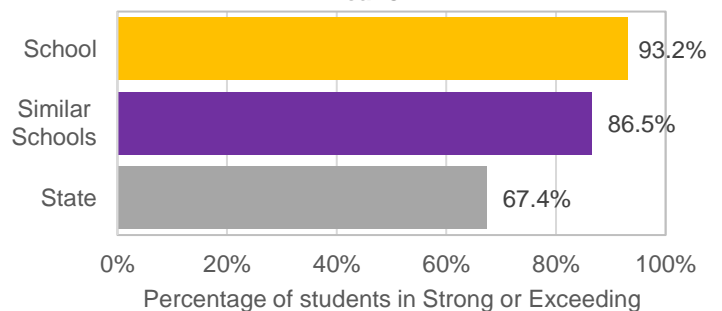
Similar Schools average:

86.5%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

93.2%

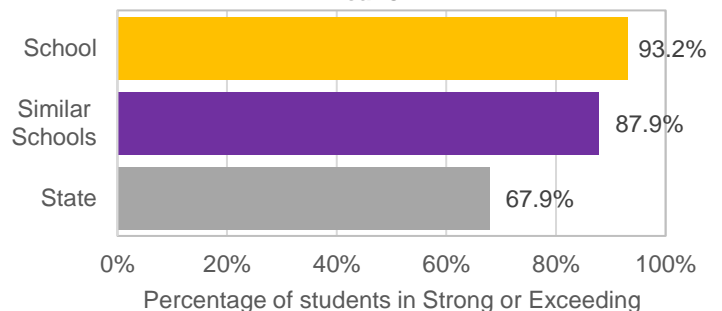
Similar Schools average:

87.9%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

88.2%

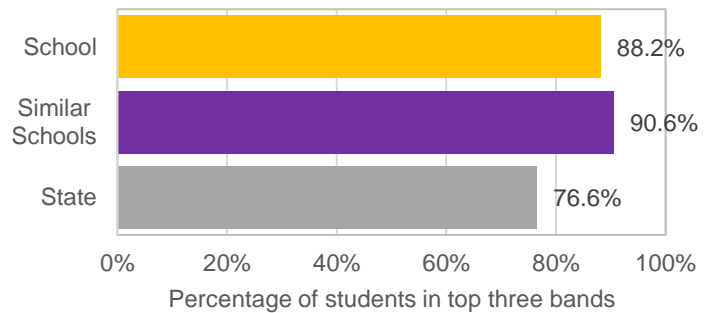
Similar Schools average:

90.6%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

85.3%

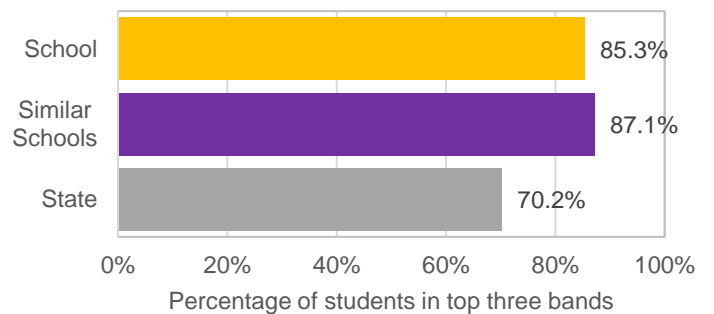
Similar Schools average:

87.1%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

87.2%

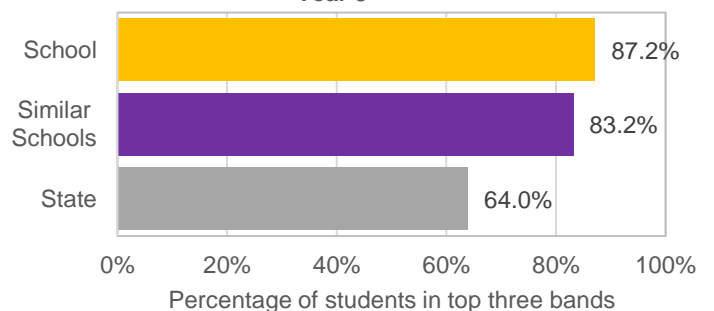
Similar Schools average:

83.2%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

76.5%

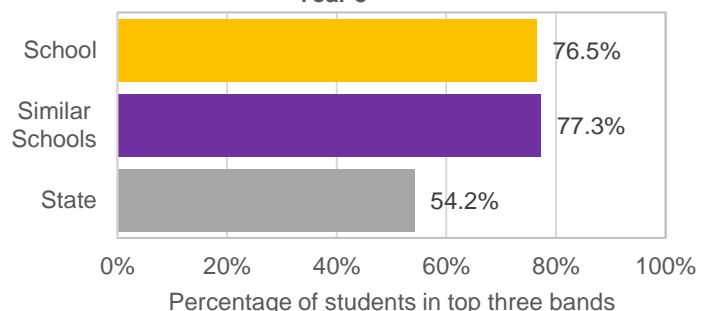
Similar Schools average:

77.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

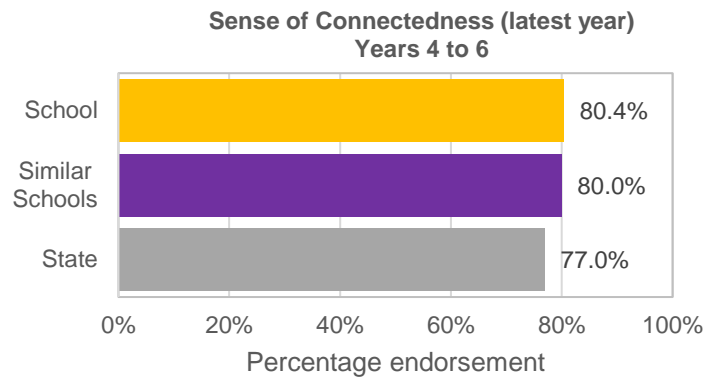
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	80.4%	83.6%
Similar Schools average:	80.0%	81.3%
State average:	77.0%	78.5%

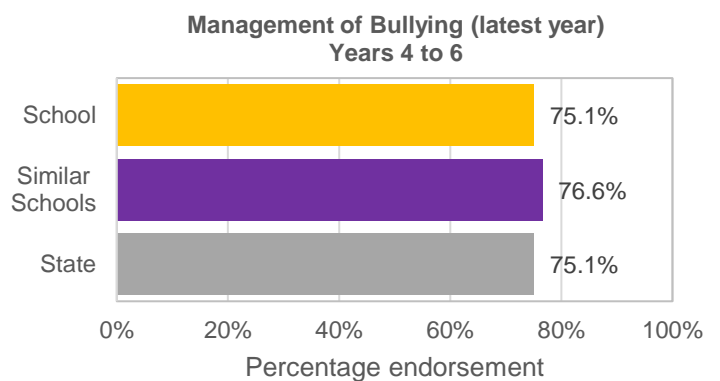


Student Attitudes to School – Management of Bullying

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:	75.1%	76.6%
Similar Schools average:	76.6%	78.1%
State average:	75.1%	76.9%



ENGAGEMENT

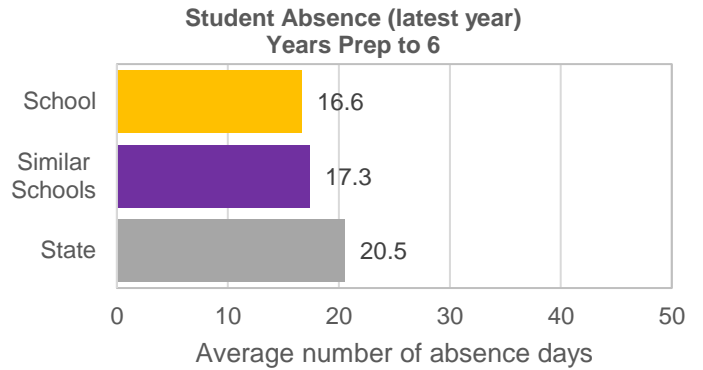
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.6	12.9
Similar Schools average:	17.3	14.1
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	91%	93%	93%	92%	92%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,658,838
Government Provided DET Grants	\$568,475
Government Grants Commonwealth	\$11,777
Government Grants State	\$0
Revenue Other	\$60,276
Locally Raised Funds	\$698,114
Capital Grants	\$0
Total Operating Revenue	\$5,997,480

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,637
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,637

Expenditure	Actual
Student Resource Package ²	\$4,636,116
Adjustments	\$3,730
Books & Publications	\$4,083
Camps/Excursions/Activities	\$334,907
Communication Costs	\$4,241
Consumables	\$120,824
Miscellaneous Expense ³	\$21,326
Professional Development	\$21,391
Equipment/Maintenance/Hire	\$107,351
Property Services	\$105,654
Salaries & Allowances ⁴	\$219,849
Support Services	\$38,202
Trading & Fundraising	\$47,950
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$733
Utilities	\$33,049
Total Operating Expenditure	\$5,699,407
Net Operating Surplus/-Deficit	\$298,073
Asset Acquisitions	\$128,753

- (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	\$697,955
Official Account	\$31,392
Other Accounts	\$35,826
Total Funds Available	\$765,173

Financial Commitments	Actual
Operating Reserve	\$161,217
Other Recurrent Expenditure	\$15,522
Provision Accounts	\$0
Funds Received in Advance	\$49,738
School Based Programs	\$190,425
Beneficiary/Memorial Accounts	\$1,863
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,136
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$60,000
Total Financial Commitments	\$761,901

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.