

2024 Annual Report to the School Community

School Name: Hartwell Primary School (4055)



- 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 17 March 2025 at 12:38 PM by Lisa Banks (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 25 March 2025 at 09:24 AM by Lisa Banks (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

Our vision for Hartwell Primary School is to personalise learning for each student and to create a learning community of lifelong learners. We are committed to continuous improvement and maximizing achievement levels for all students with the development of excellence in teaching and learning throughout the school. To realize this vision, we have identified Key Improvement Strategies that continue to 'build effective teams and meaningful relationships' and a curriculum model with a focus on 'student engagement through a personalised curriculum'.

Our emphasis on building a learning community driven by a focus on our school values of: Respect, Optimism, Co-operation, Empathy, and Integrity. Thus, enabling students, staff, and parents to have a shared understanding and high expectations. By ensuring that each individual student at Hartwell Primary School has every opportunity to learn and succeed, we are preparing them for a successful lifelong learning experience. We are proud to have a strong partnership with our community (staff/students/parents) where the learning is highly valued by all. We continue to promote school connections and involvement through activities such as School Council, classroom helpers, in the maintenance and development of our school grounds, fundraising and social activities.

We believe opportunities for the teachers to develop their skills are essential and so the results of our staff satisfaction (2024) survey, which is about school climate and professional learning, were particularly pleasing. This puts us in the top bracket of schools in the State for staff satisfaction. Hartwell Primary School comprises 29 Teachers, 10 Specialist Teachers, 2 tutors, 13 ESS staff (Administration, Integration Aides and School Nurses) and 3 Principal Class.

We offer students an attractive, safe, stimulating learning environment. We have developed innovative and flexible teaching practices in our refurbished, modern school environment and take pride in using the collective talents of the teachers, engaging consultants to ensure our teachers have the most up to date skills and understanding to teach the curriculum and a range of modern furniture and equipment to improve students' learning opportunities. We pride ourselves on excellence in the core subjects of Literacy and Numeracy. By incorporating a strong inquiry program in all other curriculum areas, our students develop their skills and understandings through the learning assets of collaboration, self-management, thinking, communication and research. Students at Hartwell participate in the specialist teaching areas of Science, Visual Arts, Physical Education and Health, Performing Arts, LOTE (Language Other Than English) and have access to a well-resourced, up-to-date Library.

As a school and community we are strongly committed to developing the whole child (academically, socially, emotionally and physically) and utilize programs such as Restorative Practices, Social Skills, eSmart (Cybersafe), Resilience, Rights and Respectful Relationships and The Resilience Project to promote and develop strong health and wellbeing for our students, staff and community. In 2024 Year 6 students completed the Stand-Up Project where they worked together to then inform teachers, students, and parents to challenge 'bullying' behaviours. Student agency and student voice are an integral part of our program as we work in partnership (student - school - parent community) to ensure the best possible outcome for each child in the learning environment of Hartwell.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2024 we continued to focus on personalising, individualising and differentiating the curriculum for all students. Literacy and Numeracy specialists worked with the teaching teams to support the use of data in each year level to construct learning at point of need. High level teacher practice was developed through the use of in-school consultants and professional learning opportunities. We believe this is crucial to ensuring the best learning environment for our students. Our aim is to optimize student learning growth in literacy and numeracy and to build the capability of students to be active learners, - to create an environment that empowers learners to be actively engaged and connected to their learning - to strengthen the capabilities of students necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

NAPLAN results indicate we have very able students, and we are pleased that the school comparison data in 2024 clearly showed that students are demonstrating their ability. Our student results in Year 3 and Year 5 Reading and Numeracy are exceptionally strong and above similar schools. Historically, our results in all areas are well-above the state average. This shows that our students continue to maintain their learning and improve their skills and understandings of the curriculum as they transition through school. An outstanding achievement in 2024 was the significant number of students in Year 3 and Year 5 who achieved strong or exceeding in the NAPLAN testing program. Our school remains above similar schools and the state average in all NAPLAN areas.

Individual Education Plans and Learning Support Plans were provided across the school for specific short-term learning foci for some students and to provide strategies to students to positively engage them in learning and the school environment. The Tutor Learning Initiative, implemented by two teachers provided targeted support across the school to assist with students who were identified as impacted in learning during remote and flexible learning. This highly successful program supported over 120 identified students in the 2024 school year, all of whom made excellent growth in their learning and re-engaged positively with school and the curriculum.

Hartwell Primary School will implement three key improvement strategies, identified as our School's Strategic Plan (2021-2025). These three initiatives will continue to build on the successful teaching and learning model in the school. Our aims for the next four years are: - to optimize student learning growth in literacy and numeracy and to build the capability of students to be active learners - to create an environment that empowers learners to be actively engaged and connected to their learning - to strengthen the capabilities of students necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

In 2025 we will continue to focus on personalizing student learning and increasing student agency within our collaborative team-teaching model, building on our successful practices from 2024. Our shared goal is to ensure that all students learning and wellbeing is differentiated in order for them to succeed in all aspects of school. We aim to enhance teacher knowledge of content, assessment practices and methodologies to achieve this. We will further develop our practices and resources so students and teachers can clearly identify the 'next' learning focus. We continue to refine and use a number of strategies to further personalize the learning program in areas of extension (Program for Individual Enrichment), for students whose English is a Second Language, to further support students on the PSD program and again provide small group tutoring for students whose

learning needs focused support. Teachers will continue the development of learning goals through student conferencing and seeking feedback from other teachers and the students on their lessons and teaching strategies.

Wellbeing

Hartwell Primary School has developed an approach to student wellbeing which ensures our students are cognitively successful, safe, and healthy, have high emotional intelligence and are socially equipped to experience positive and respectful relationships. Our school values and 'school wide positive behaviour system' continue to provide a consistent and high standard of student expectation to support the learning program. In turn our Wellbeing Curriculum and our continued participation in 'The Resilience Project,' implementation and use of the Social Skills Program, Restorative Practices, and work in the area of Resilience, Rights and Respectful Relationships provide a strong framework for developing the 'whole child'. We continue to build students' skills in problem solving, gratitude, empathy, and resilience and in the senior school, year levels continue to build awareness of the importance of developing and using emotional intelligence.

In 2025 a focus for all students will be to build agency where we aim to build the capacity and authority of students to take ownership of their learning journey. Therefore, showing the ability to make meaningful choices, set goals, and take actions that lead to academic and personal growth. In 2024 we again employed two part-time trained nurses to assist in providing first aid and support to those students with medical conditions and support the physical and emotional wellbeing of all students. Across the school we have a strong focus on building social skills and a sense of connection. We pride ourselves on providing strong systems to support all children and their needs. In 2024 we employed integration and teacher aides to support a number of students across the school supporting the learning and wellbeing needs of individuals. Collaboration is an area we highly value at our school and deem as a necessary skill for the 21st century. Circle time in each home group (class) enables discussion and problem solving and provides experiences and collaborative activities that continue to support the connectedness of the students and build their social skills throughout the school year. With our continued focus on developing 'student voice and agency' we see high levels of collaborative practice across the school - student to student, teacher to teacher, student to teacher and parent, student and teacher partnerships.

Engagement

At Hartwell Primary School our Years 4, 5 and 6 students show a strong sense of connectedness. Our data from 2024 showed that 89% of our students felt positive and engaged whilst at school and 94% of students showed a strong sense of inclusion at our school. This was well above state and similar schools indicating that our school environment was highly successful in continuing to provide a strong connections with the learning environment. At Hartwell we are proud of our partnerships and this is acknowledged with 95% of parents endorsing our school in the Parent Satisfaction survey, again significantly higher than the State average.

Our student attendance is very good and we continue to promote the 'Every Day Counts' concept as well as utilising strategies such as '10 to 9 be on time' to ensure students are at school and ready to learn. Through our communications Hartwell continues to reinforce the importance of

excellent attendance and how this ensures strong learning and wellbeing for every student. In 2024 every effort was made to ensure all students were participating in learning and we have been delighted to see that our Student Absence Data is lower than the state and similar schools average and lower than our four year average. Overall attendance percentage was 93% for our school for 2024; the most common reasons for non-attendance at Hartwell in 2024 were students who travelled and sickness. We expect this to be a similar result for the 2025 school year and will continue to promote the 'Every Day Counts' concept.

The continued use of 'Restorative Practices' by all teachers has contributed significantly to the development and maintenance of positive relationships with students, and between staff and students. One of our Key Improvement Strategies is to improve student engagement by further developing effective learning relationships. We continue to do this through building teacher empathy and rapport and by encouraging students to have greater involvement in, and ownership of the learning process. This is being developed through increased student voice and agency, involving student goal setting and reflective practices, and the continuation of 'three way interviews' for senior students. All continue to contribute to greater student motivation, interest and commitment to tasks and as a whole student agency at Hartwell.

In 2024 we continued to build parent, teacher and student understanding of the core school values, and to promote student leadership and engagement in the learning process as equal partners. We also continue our commitment to student leadership by ensuring all Year 6 students have a realistic and meaningful leadership role. With the return to a full school year we continued to prioritise the strong partnerships between school, student and family. We continue to refine systems of communication to provide quality information in the areas of teaching and learning at Hartwell to encourage positive involvement and community connection. These systems considerably strengthened our parent partnership process for learning and wellbeing.

A particular focus in 2025 will be greater and more active involvement of parents in the educative process and community events. This will be done by continuing to offer parent education sessions and by continuing regular communication about teaching and learning in all year levels and specialist programs. We hope to maintain and build our community by bringing parents into the learning environment through 'Parent Walk Throughs', parent information sessions and the further development of Individual Education Plans and parent/student interviews. The emphasis of these activities will be on building parent knowledge and understanding of the curriculum, the pedagogy used by teachers, and how they can contribute to their children's progress.

Other highlights from the school year

The 2024 school year provided many highlights for the students as well as opportunities to engage and promote community connection with our school. Our 'Great Fete' in November provided a fantastic opportunity to bring our community together for a day of celebration and fun. We value our parent community and acknowledge their support with these important fundraising events. Our assemblies, Year 6 production of 'Finding Nemo', sporting events and open classrooms were well supported by parents and provide a rich connection to the learning and wellbeing programs at Hartwell. We continue to offer a high quality camp program to our students in Year 2 to Year 6, where they have the opportunity to visit marine and rural environments, develop skills of collaboration and resilience culminating with the Year 6 Tour of Canberra. We thank our School Council for supporting our school camp program and their commitment in providing the camp program for the Hartwell students and families. Our Program for Individual Enrichment (PIE), was run internally for our students who had the opportunity to further their skills and knowledge with high quality, internally organised learning. These incursions and special

activities were accessed by approximately 300 students in areas of literacy, numeracy, science and the arts. We are proud to offer such an extension program at Hartwell.

Financial performance

When taking into consideration the 2024 school year, Hartwell Primary School proved to be financially stable and effectively utilized the budgets to ensure the teaching and learning programs and school buildings and grounds were well-resourced and managed. The 2024 Financial Position includes the Student Resource Package (staff salaries). All figures are consistent with those in recent years and the school has a credit surplus due to steady enrolments and the careful management of the employment of staff. Our fundraising activities were implemented across the year, providing opportunities for both students and the parent community to connect. We were delighted that our key school fundraising events of 2024, 'The Great Fete' raised \$40,000. We acknowledge and thank the Hartwell community for their support. As a result of well managed budgets, we were able to upgrade the school playground areas, renewed and increased devices through leases for our ICT equipment, maintained the upkeep of the school buildings and grounds and put in place a program for the extension of students. A total of more than \$110,000 was spent on staff professional learning, which is more than the amount detailed in this report. School Council and the parent community continue to support teacher development, as they believe this is vital if we are to improve our students' learning opportunities. The school received \$5,000 equity funding which was used to provide specialized learning resources, both physical and human for our PSD students. Finally, I would like to thank the School Council and in particular the Finance Committee for their support in 2024.

**For more detailed information regarding our school please visit our website at
<https://www.hartwellps.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 577 students were enrolled at this school in 2024, 295 female and 282 male.

19 percent of students had English as an additional language and 1 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).

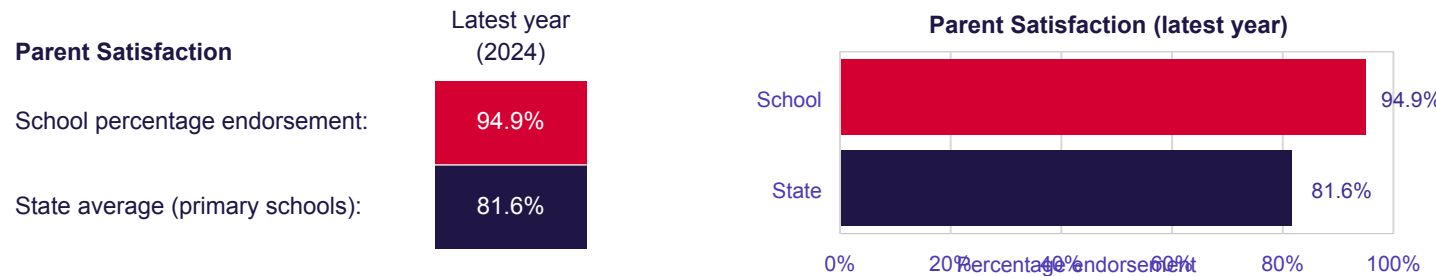
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

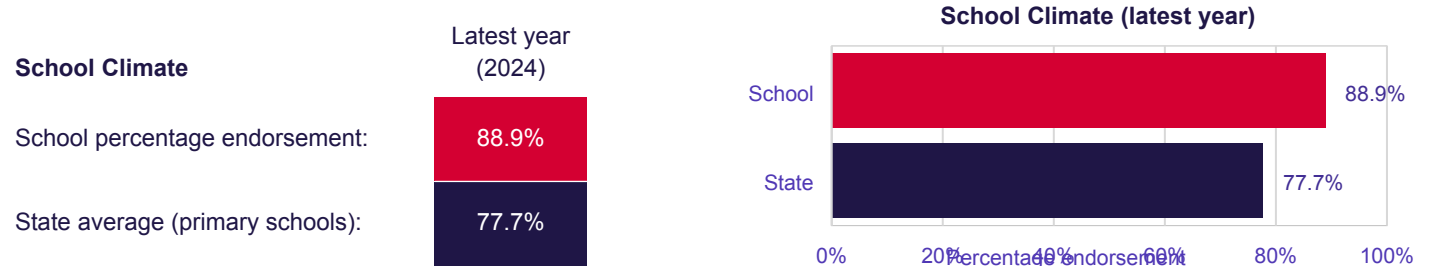


School Staff Survey

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.

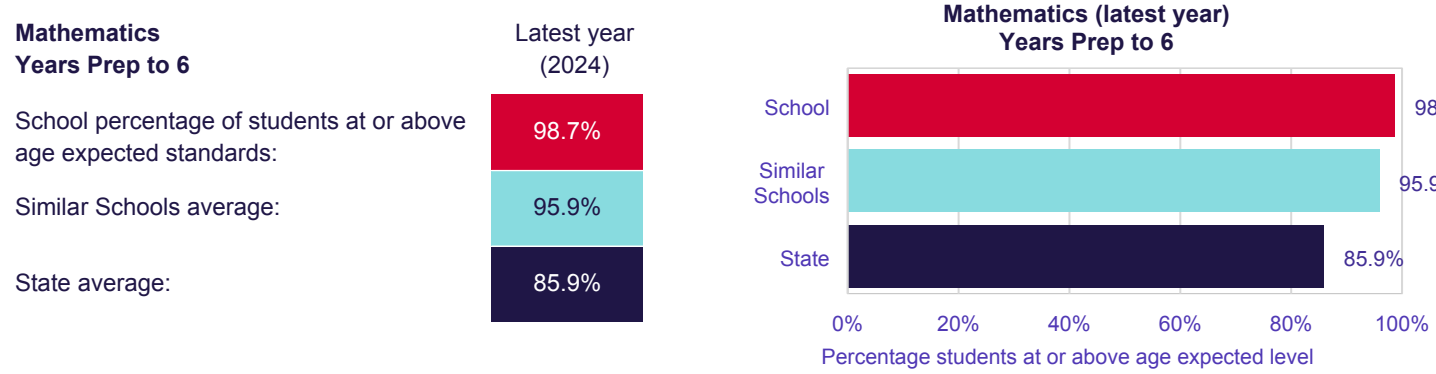
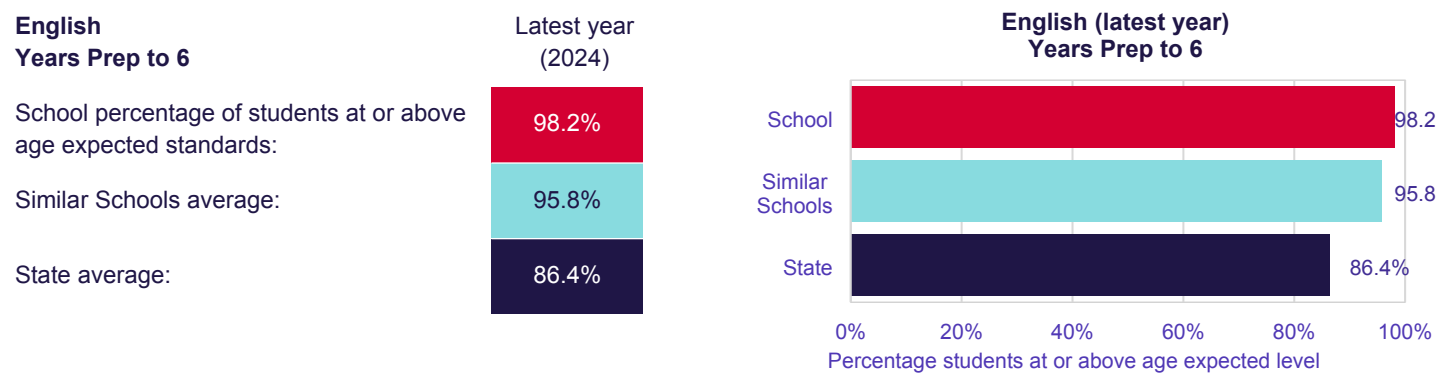


LEARNING

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.



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.

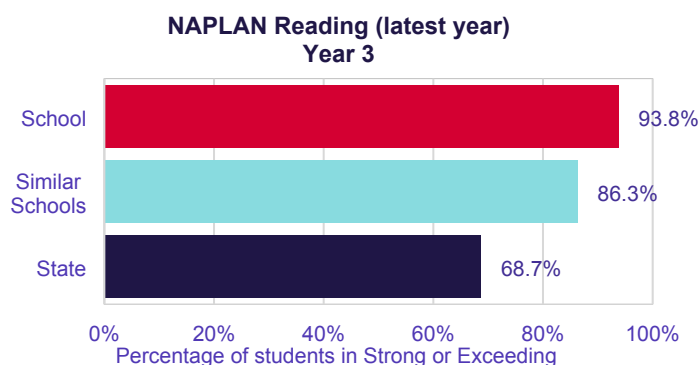
NAPLAN

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.

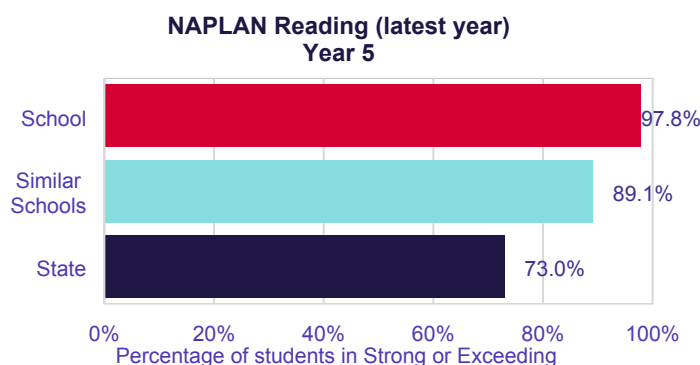
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.8%	91.5%
Similar Schools average:	86.3%	86.2%
State average:	68.7%	69.2%



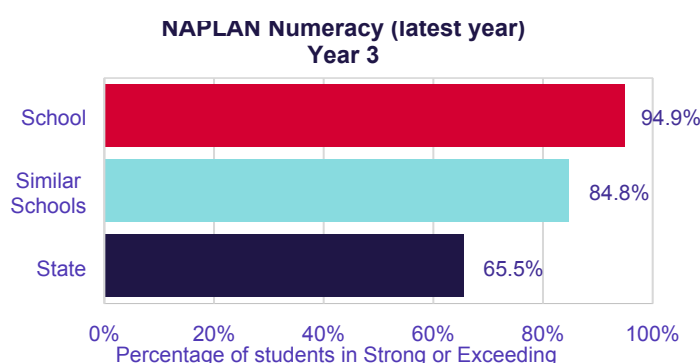
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	97.8%	96.8%
Similar Schools average:	89.1%	90.7%
State average:	73.0%	75.0%



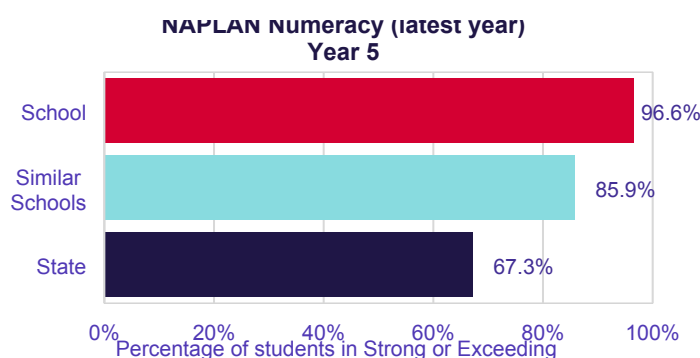
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	94.9%	92.8%
Similar Schools average:	84.8%	85.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	96.6%	94.5%
Similar Schools average:	85.9%	87.0%
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:

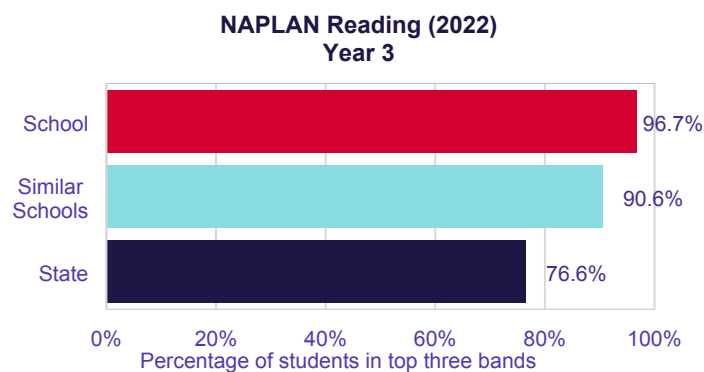
96.7%

Similar Schools average:

90.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

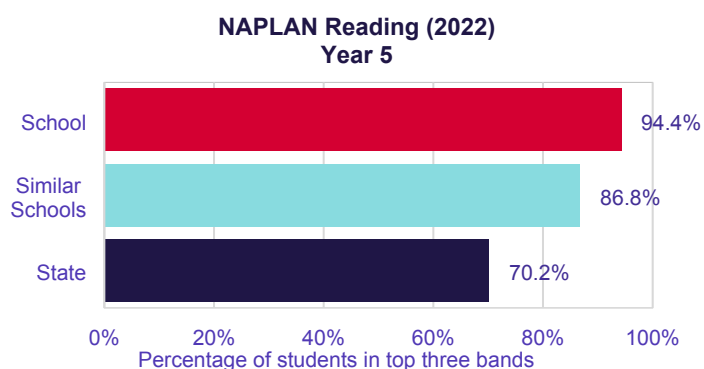
94.4%

Similar Schools average:

86.8%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

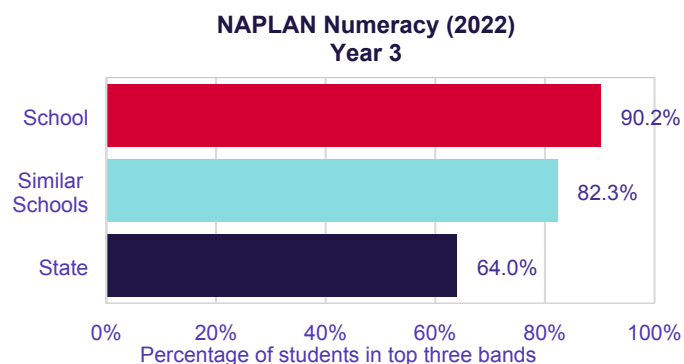
90.2%

Similar Schools average:

82.3%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

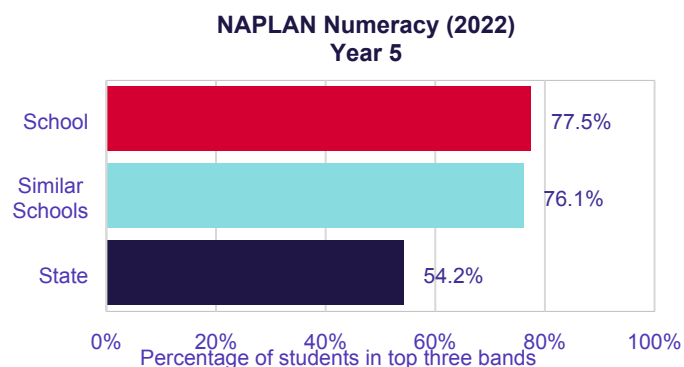
77.5%

Similar Schools average:

76.1%

State average:

54.2%

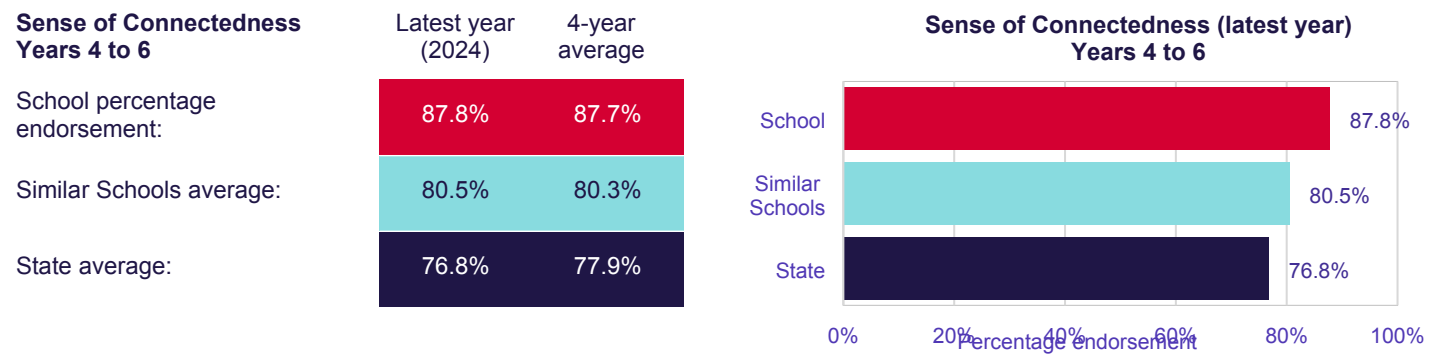


WELLBEING

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.

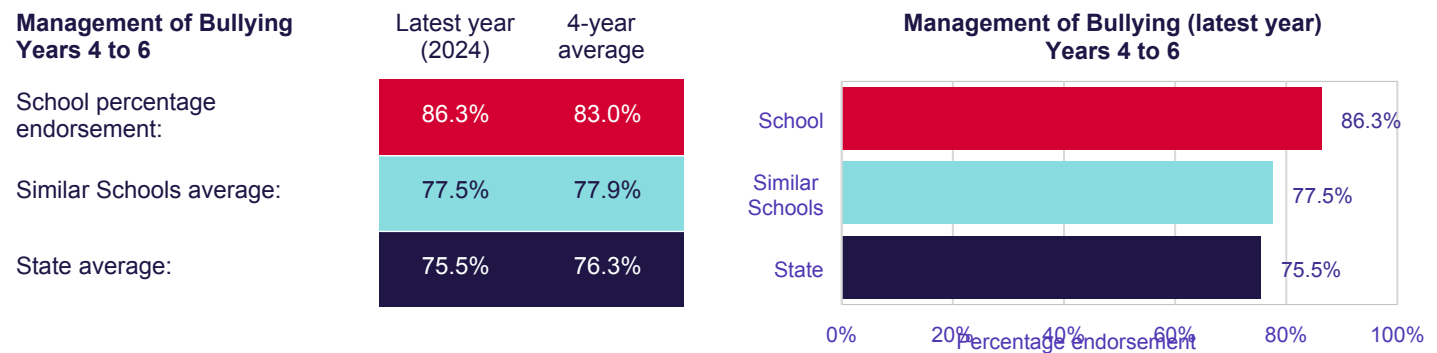
Student Attitudes to School – Sense of Connectedness

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).



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).

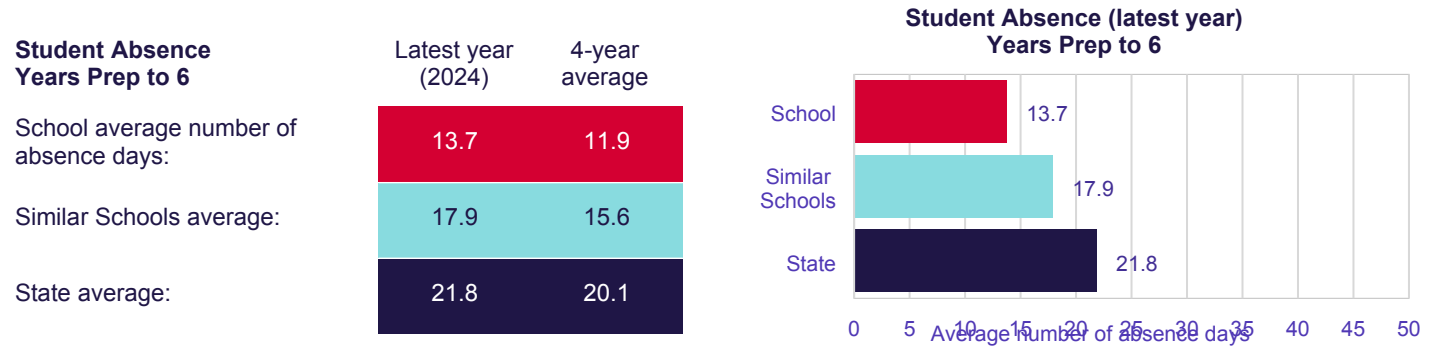


ENGAGEMENT

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):	94%	94%	94%	93%	93%	92%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,200,003
Government Provided DET Grants	\$514,209
Government Grants Commonwealth	\$14,276
Government Grants State	\$0
Revenue Other	\$42,520
Locally Raised Funds	\$848,607
Capital Grants	\$0
Total Operating Revenue	\$6,619,615

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$5,068,294
Adjustments	\$0
Books & Publications	\$3,650
Camps/Excursions/Activities	\$287,146
Communication Costs	\$3,604
Consumables	\$154,386
Miscellaneous Expense ³	\$19,990
Professional Development	\$47,544
Equipment/Maintenance/Hire	\$91,963
Property Services	\$260,338
Salaries & Allowances ⁴	\$357,858
Support Services	\$97,007
Trading & Fundraising	\$86,382
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,515
Total Operating Expenditure	\$6,534,678
Net Operating Surplus/-Deficit	\$84,937
Asset Acquisitions	\$6,560

- (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	\$723,658
Official Account	\$14,286
Other Accounts	\$23,841
Total Funds Available	\$761,785

Financial Commitments	Actual
Operating Reserve	\$244,397
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$35,011
School Based Programs	\$147,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,895
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$673,303

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.