

# 2024 Annual Report to the School Community

School Name: Silverton Primary School (5120)



- 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 23 April 2025 at 03:17 PM by Mark Pollard (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 28 April 2025 at 10:21 AM by Mark Pollard (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').

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## 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

Silverton Primary School is committed to providing a learning environment and education programs which will motivate, challenge and support students to become life-long learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued and respected. Our school staffing community has developed the following values which are seen as being central to the life of the school:

- Resilience
- Empathy
- Curiosity
- Gratitude
- Respect

Silverton Primary School is situated in Noble Park North. The school opened in 1977. It contains five flexible learning spaces, as well as specialist facilities, around a central courtyard. Specialist facilities include learning spaces related to; Media Arts, Visual Arts, Physical Education, Instrumental / Classroom Music, Dance / Drama, STEM, EAL, LOTE (Mandarin) and Science rooms. Physical features of the school include an undercover performance area, environmental pond area as well as a school vegetable garden and chicken coup. The school has a large sports oval, numerous playgrounds facilities catering for all ages, as well as synthetic hard-courts. The use of digital technologies as a teaching tool is embedded throughout all teaching programs. Technology devices including laptops, desktop computers and iPads are readily available to all students as well as multiple interactive TVs in each learning space. Robotics, 3D printing, coding, media centre, green screen, radio/ recording studio are available to students in all levels.

The school services a culturally rich community; with 40% of the student population from non-English speaking backgrounds. The enrolment in 2024 was 440 and an SFOE (Student Family Occupation and Education) index of 0.3916

In 2024 the school had a teaching staff of 36. This comprises two principal class personnel and three learning specialists. 1.6 learning tutors and a mixture of expert, accomplished and graduate teachers. The school also employs a number education support staff to support the rich curriculum that is provided. The schools' grounds are well maintained by a handyman/gardener, which is supported strongly by the whole school community.

The school's learning spaces have been structured around the four levels for primary education, with staff working in professional learning communities at each of these levels. This structure allows for and encourages high level team planning and curriculum implementation. The school's major focus is on teaching and learning with an emphasis on making the curriculum 'authentic'. Children accept responsibility for their own learning, along with learning through collaboration with peers and adults. Opportunities are also provided for students to pursue personal learning passions and negotiate their curriculum. The development of open-ended 'Inquiry-Based' learning is embedded into the practices across the school and 'Play Based' learning is entrenched in Foundation to Year Two through 'Discovery Time'. This philosophy encourages students to participate in active investigation and to integrate, rather than separate their knowledge, as they move from acquisition of facts to the development of deeper understandings.

At the beginning of the 2024 school year, the running of Silverton's Out of Hours School and

Vacation care was outsourced to an external provider (Team Kids). The decision was made after careful consideration at School Council level.

Continued efforts were made throughout the 2024 school year to improve the look and functionality of the school. Silverton began a major building project involving roof replacements and installation of new split system air conditioning units in several buildings. This project will continue into 2025. Improvements to gardens, as well as painting around the school, were some of the other key improvements to facilities.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2024, the AIP focused on the delivery of the system wide priority goals of:

#### Literacy:

1. To develop and implement, a whole school, evidence based structured synthetic phonics approach to literacy which supports students' learning.
2. Build staff capacity in planning, delivering and assessing a structured synthetics phonics program which meets students' individual learning needs.

#### Wellbeing:

1. To develop and implement a whole school acknowledgement system to promote positive behaviours amongst students.
2. Rework the Schoolwide Positive Behaviour Expectations Matrix with the new school values implemented in 2023.

Embedded within these 2 priority areas were actions and activities we knew to support the areas identified within the 2020-2024 School Strategic Plan. Specifically, to continue to improve student outcomes in literacy by developing and implementing a school wide model to scaffold the teaching of reading. To begin this work, PLCs researched and unpacked the components of a successful literacy session and created a school-wide teaching and learning model, relevant planning templates and updated the scope and sequence of the letter and sound continuum. The previous literacy block was restructured with a shift from a balanced literacy classroom, to aligning our practices with the science of reading, and following a more structured synthetic phonics approach in our literacy programs.

In order to support this new initiative decodable readers, that support the letter and sound continuum, were purchased. After research into different programs and texts available the decision to purchase Decodable Readers Australia (DRA) was made in consultation with the School Improvement Team. A substantial allocation of funds was prioritised in order to replace the previous levelled, predictable texts and provide teachers with the necessary resources and professional development to implement the updated reading teaching and learning model.

Education Support staff have also been trained in our updated literacy teaching and learning model and are being utilised more consistently in class to work with small groups of children, or one on one, to provide additional support and small group experiences for students, particularly in letter sound practise, blending and segmenting word work and decoding while reading short texts.

As part of the Learning Specialists' role, teachers were provided with opportunities for coaching and mentoring in regards to curriculum knowledge, moderation, lesson planning, using data to inform teaching sequences, unpacking the teaching and learning handbook, differentiation, assessing student progress and the inclusion of all students (including; students on IEP's and PLP's, such as; PSD, ATSI, OOHC students). Extra support and coaching has also been provided to new staff, as well as prioritising staff who are teaching our new Reading Teaching and Learning Model. The Learning Specialists (Curriculum) have a 36% face to face teaching load, with a majority time dedicated to coaching and professional learning of those staff in need.

Analysis of Reading data from 2024 suggests strong results with the percentage, of Year F–6 students assessed as either at or above expected learning level against the Victorian Curriculum (VC) Levels F–10 in Reading and Viewing at 89%. The above level cohort sits at 56% of year F-6 students assessed as either an A or B. Similar strong results are evidenced through NAPLAN with 62% of year 3 students and 70% of year 5 students achieving strong or exceeding results comparatively to 59% and 64% of similar schools respectively.

## Wellbeing

At Silverton, we place an equal emphasis on both learning and wellbeing in line with FISO 2.0. Whole school wellbeing programs are provided to support this focus, in addition to the provision of individual care and support for students as deemed necessary. All programs offered to our community have an emphasis on forming positive relationships to foster the best way to support our student's unique needs. Silverton's Start Up Program is dedicated to building positive relationships, developing friendships of students and assisting students to work in teams. A variety of activities that teach and support the implementation of our school values are included in the program. The work to build staff capacity in implementing school wide positive behaviour and relationship expectations was continued through both internal and external professional development as well as the modification of the whole school positive expectations grid. 2024 was the second year of implementation of our School Wide Positive Behaviour Framework. As such, there was a greater emphasis on explicitly teaching expected behaviours in response to the needs of each particular cohort of students as evidenced from Compass which is being used to track behaviour incidents. With a further emphasis placed on utilising available resources to support student wellbeing, numerous initiatives and programs were implemented and/or sustained including; Play Therapy program, facilitation of the Shine program, wellbeing co-ordinator working with vulnerable year 3-6 students on a weekly basis, continuation of breakfast club for all members of the school community, increased frequency and variety of lunchtime clubs offered to students throughout each week, employment of an external psychologist to provide one on one support to students and a restructuring of the Educational Support (ES) Staff timetable to support our most vulnerable students. The creation of a community cupboard with donations gathered from various organisations, assisted families who needed financial support for everyday items.

As evidenced in the School Performance Report, Silverton has improved in the wellbeing domain which is evidence that the focus and attention we have placed on the implementation of SWPBS is working.

## Engagement

Silverton maintained strong data around student attendance in 2024. 35% of our students had an attendance rate of 95% or higher. This attendance rate was significantly higher than the State average and was also higher than the average within our network of schools. With regards to student absences in 2024, the percentage of F-6 students who were absent 20+ days was 36%. Whilst this is still higher than our target, it was still better when compared with other schools across the state. Upwards of 55% of absences were listed as medical. It remained a priority at Silverton Primary School to continue working with families to ensure students were at school and learning. The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly letters to parents with unexplained absences and made phone calls after a two-day absence. Part of the Learning Specialist (Wellbeing) role was to closely monitor student attendance and work with families to implement plans to improve attendance.

Opportunities for connection between home and school have continued to strengthen in 2024. Silverton made a transition of the school data management system Sentral, to Compass. This provided an opportunity to connect with families and support them through this transition as well as implement new ways of communicating with families and tracking student data. Regular newsletters provide frequent and up to date reminders and information about what is happening in and around the school. Termly opportunities are provided for families to meet with teachers to discuss their child's learning goals and accomplishments through meet and greets, literacy/numeracy learning conversations and student led conferences. This, combined with twice yearly reports provides parents/carers with regular updates on their child's academic and social successes.

Silverton has a strong focus on Student Agency, Voice and Leadership in order to maintain or increase students' engagement levels. A dedicated Professional Learning Community (PLC) in the area of Student Agency (Authentic Curriculum) continues to meet in order to ensure there is focus on Student Agency across the curriculum and programs within the school. Our Student Leadership stems formally from our Grade Six leaders to our Silverton Student Committee (SSC) through to Kids Teaching Kids, Marine Ambassador program and Dandenong Children's Advisory Committee. 2024 also saw the introduction of the Children's University Program. Silverton's programs provide opportunities for students to have influence or voice in school life, local or global issues. Various lunchtime activities and clubs were implemented throughout the year to further engage students. Students are regularly surveyed to ensure programs meet the changing interests and needs of our students. Some examples of these include chess, sport, drawing club, computer club, just dance, Mario Kart, etc. In the wider community, Silverton Primary School participated in States School Spectacular dance performances, e-sports competitions, Chess competitions, Interschool Sports, Maths Competitions, Swimming and other district sporting events.

## Financial performance

Silverton finished the 2024 school year in a surplus position of \$46,000. As discussed in School Council, the school has employed additional Education Support staff to help support students who require additional support. The school has planned to go into a deficit position initially whilst we continue to apply for additional Disability Inclusion funding.

As outlined in the Financial Commitment Summary, Silverton has a Committed Funds total of \$313,558 at the beginning of the 2025 school year. Of this amount, a total of \$161,600 is attributed to the Departments School Savings Bonus.

Silverton received a total of \$180,000 in equity funding for the 2024 school year which was used to support students who come from disadvantaged backgrounds.

Silverton's Parents Association raised a total of \$21,000 in 2024. The funds were used to purchase new laptop trolleys for our One to One device program and to install the 'Prosser Hall' signage on the BER building, new gate signs and acknowledgement signs.

**For more detailed information regarding our school please visit our website at  
<https://www.silverton-ps.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 431 students were enrolled at this school in 2024, 189 female and 242 male.

53 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.

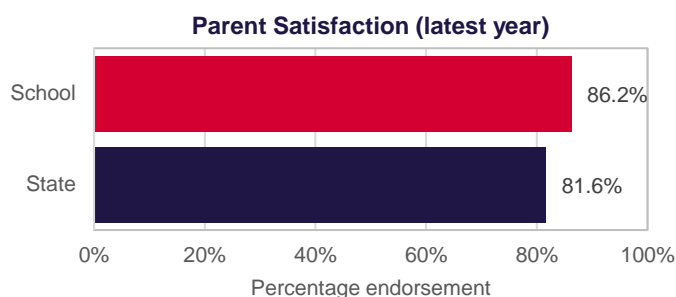
This school's SFOE band value is: **Medium**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	86.2%
State average (primary schools):	81.6%



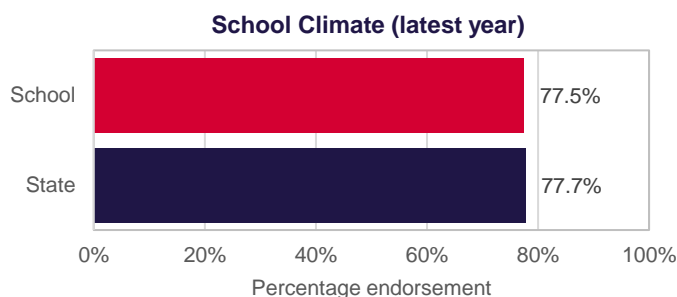
### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2024)
School percentage endorsement:	77.5%
State average (primary schools):	77.7%



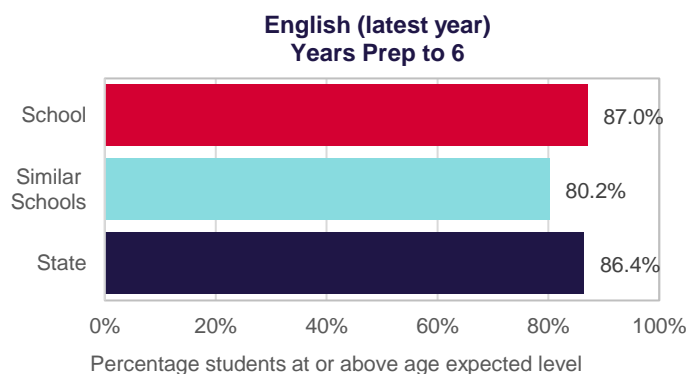
## LEARNING

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

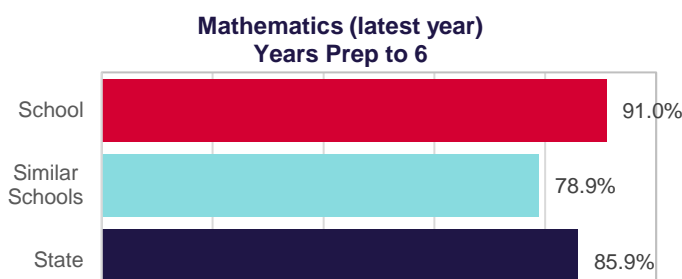
### Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	87.0%
Similar Schools average:	80.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
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School percentage of students at or above  
age expected standards:

91.0%

Similar Schools average:

78.9%

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.

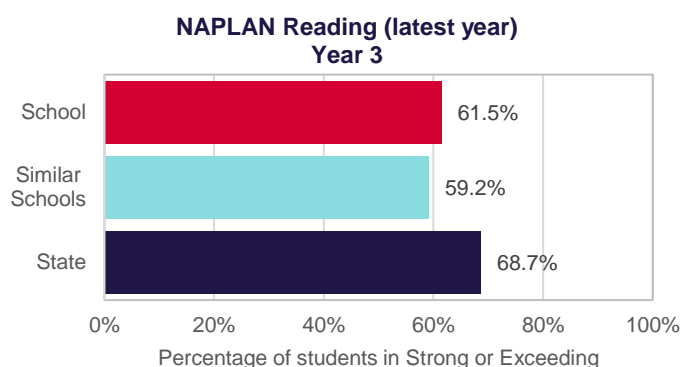
### NAPLAN

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.

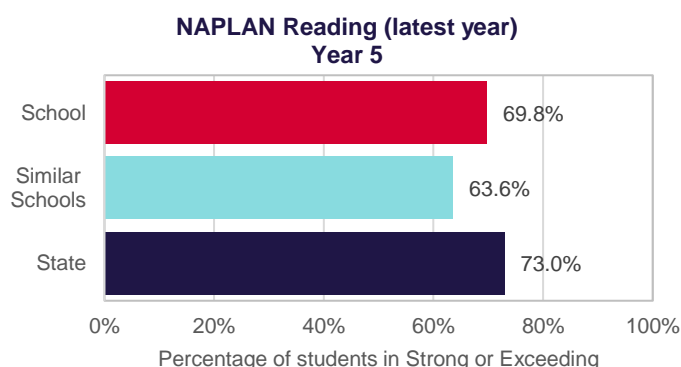
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.5%	64.7%
Similar Schools average:	59.2%	59.5%
State average:	68.7%	69.2%



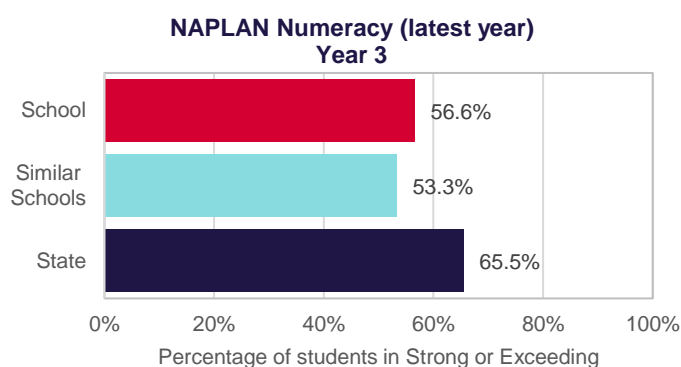
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.8%	69.8%
Similar Schools average:	63.6%	66.7%
State average:	73.0%	75.0%



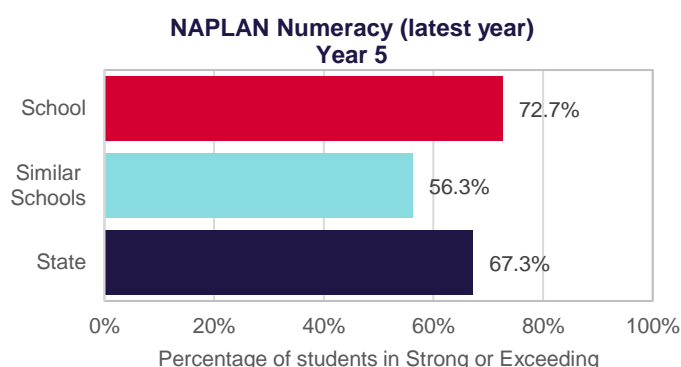
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.6%	59.5%
Similar Schools average:	53.3%	53.5%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.7%	69.7%
Similar Schools average:	56.3%	57.2%
State average:	67.3%	67.6%



## LEARNING (continued)

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

### NAPLAN 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

67.8%

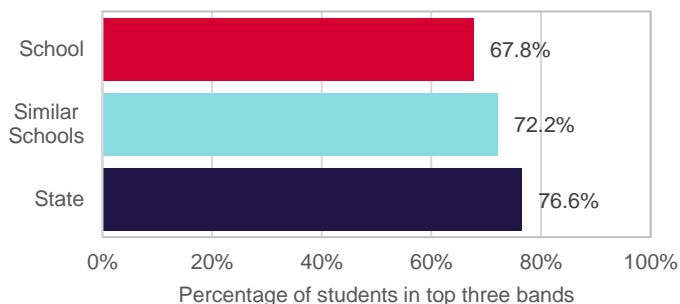
Similar Schools average:

72.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

76.2%

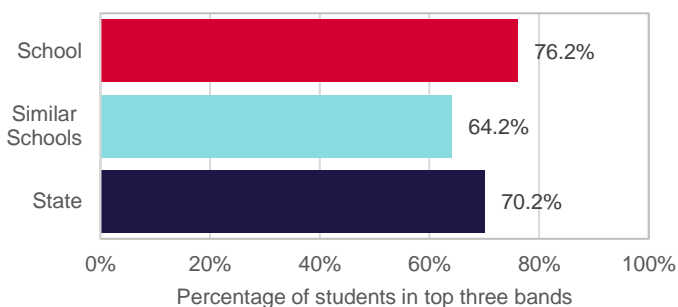
Similar Schools average:

64.2%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

71.7%

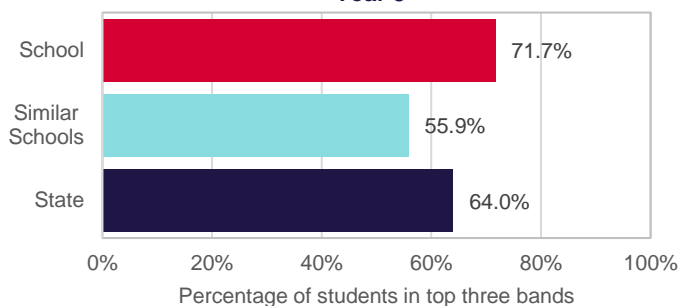
Similar Schools average:

55.9%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

71.4%

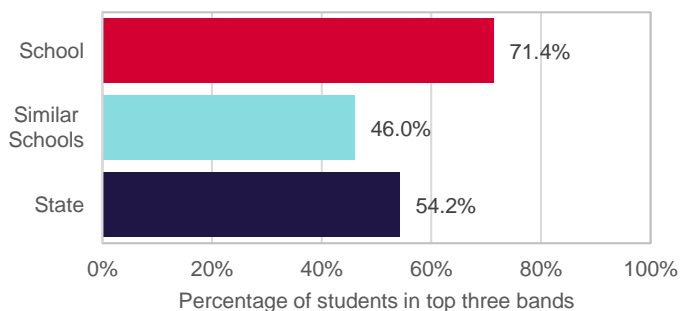
Similar Schools average:

46.0%

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.

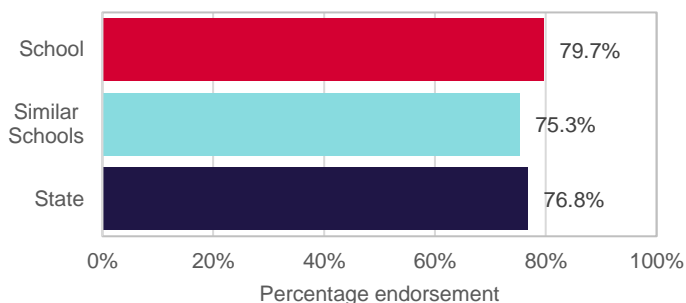
### Student Attitudes to School – Sense of Connectedness

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:	79.7%	77.4%
Similar Schools average:	75.3%	75.8%
State average:	76.8%	77.9%

#### Sense of Connectedness (latest year) Years 4 to 6



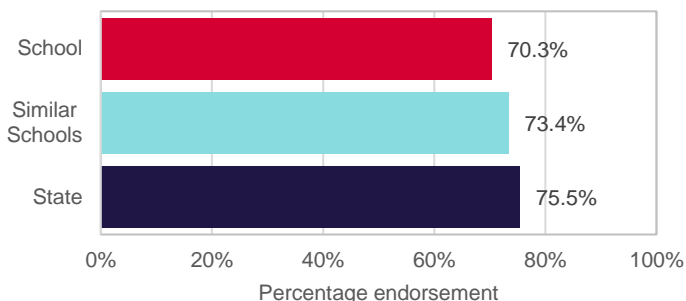
### Student Attitudes to School – Management of Bullying

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:	70.3%	66.0%
Similar Schools average:	73.4%	72.6%
State average:	75.5%	76.3%

#### Management of Bullying (latest year) Years 4 to 6

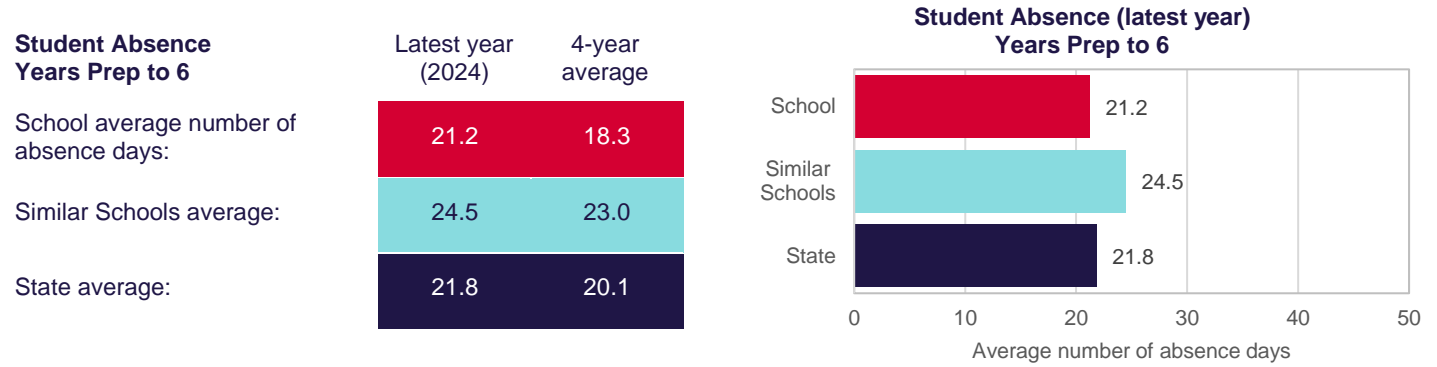


ENGAGEMENT

**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):	87%	90%	90%	87%	91%	90%	89%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,873,285
Government Provided DET Grants	\$734,019
Government Grants Commonwealth	\$2,866
Government Grants State	\$0
Revenue Other	\$47,498
Locally Raised Funds	\$389,264
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,046,932</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$195,524
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$195,524</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,672,398
Adjustments	\$0
Books & Publications	\$193
Camps/Excursions/Activities	\$130,676
Communication Costs	\$3,930
Consumables	\$98,301
Miscellaneous Expense <sup>3</sup>	\$23,496
Professional Development	\$17,594
Equipment/Maintenance/Hire	\$195,966
Property Services	\$31,847
Salaries & Allowances <sup>4</sup>	\$281,673
Support Services	\$145,637
Trading & Fundraising	\$13,323
Motor Vehicle Expenses	\$13,127
Travel & Subsistence	\$0
Utilities	\$38,245
<b>Total Operating Expenditure</b>	<b>\$5,666,405</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$380,527</b>
<b>Asset Acquisitions</b>	<b>\$21,700</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$326,742
Official Account	\$17,372
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$344,113</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$165,668
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$161,600
School Based Programs	\$151,989
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$479,257</b>

*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.*