

2023 Annual Report to the School Community

School Name: Southmoor Primary School (4910)



- 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 26 April 2024 at 03:36 PM by Jenny Siriopoulos (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

Attested on 26 April 2024 at 05:23 PM by Rebecca Smith (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

Southmoor Primary School was established in 1963, located on a generous 5 hectares in the Bayside suburb of Moorabbin, 21 km south-east of Melbourne's CBD. Our grounds are meticulously maintained and are constantly being upgraded. Our school provides a dynamic and engaging learning environment that prepares our students with real-world learning experiences and equips them with lifelong skills to succeed in a diverse and rapidly changing world. We strive to be a community-centred school that values collaboration, inclusivity, and diversity, where all members are empowered to learn, grow, and thrive.

In 2023, 430 students were enrolled at our school, 198 females and 231 males. 33 percent of our students had English as an additional language. Staff structure profile in 2023 included 2 principal class employees, 24 FTE teaching staff, 4 leading specialists, 1 learning tutor, and 16 education support staff.

Our students report feeling connected, safe and supported at our school. Parent's report strong connection and communication regarding student learning and wellbeing. Our parent opinion survey results highlight parent connectedness, support and collaborative working relationships between school, home and community. A continued focus is building upon a strong school culture towards teaching and learning confidence, with a clearer strategic direction forecast for our school.

We have adopted an Explicit Direction Instruction approach to our 'teaching and learning' incorporating the 'Gradual Release' model. This evidence-based approach to 'teaching and learning' is ensuring Southmoor Primary School supports all learners.

'Living for today with tomorrow in mind.'

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, significant progress has been made towards our AIP goals, with a strong whole school emphasis on reading instruction and the adoption of a consistent approach to Mathematics.

Several notable achievements were achieved in 2023, including:

- The implementation of a synthetic phonics approach in F - 2, facilitated through the Little Learners Love Literacy program.
- The exploration of innovative pedagogical methods, incorporating strategies from Teach Like a Champion 3.0, and the introduction of Read2Learn knowledge-rich units across the school.
- Adoption of the 'Gradual Release' model in Mathematics, ensuring lessons follow a clear sequence with consistent presentation.
- The introduction of SWPBS (School-Wide Positive Behaviour Support) throughout the school, resulting in significant improvements in the learning environment and consistency in student management approaches. Further details are provided in the Wellbeing section below.

The dedication of our staff in exploring new concepts and enhancing their practices to effectively educate students has been commendable. Particularly noteworthy is the promising improvement in student attainment in PAT reading assessments, indicating an initial shift in achievement.

While progress has been made, student achievement concerning 'Similar Schools' benchmarks in NAPLAN remains a focus area for Southmoor, when compared to cohort and SFO matched schools. This underscores the ongoing need for enhancements in teaching, learning, and the implementation of a more rigorous Response To Intervention model, which in 2024 will also encompass numeracy.

Looking ahead, the continuation to implement adjustments to curriculum, pedagogy, and assessment practices will be made to provide a clearer understanding of student attainment and the effectiveness of teaching methodologies. Central to these changes is the aim to establish a comprehensive understanding of student learning, ensuring systematic measures are in place to both extend and support students as needed.

Wellbeing

In 2023, Southmoor Primary School achieved significant milestones in fostering a positive learning environment. The implementation of School Wide Positive Behaviour Support (SWPBS) was a cornerstone, promoting a culture of respect and encouragement throughout the school. Leveraging Class Dojo, an effective communication tool, facilitated seamless interaction between families and teaching staff, enabling the reinforcement of positive behaviours in the classroom. Furthermore, there was a concerted effort to further develop the school's values into daily practices, with students consistently acknowledged for displaying the values. A structured approach to reinforcement, with a ratio of 4:1 positive reinforcement to address positive behaviours, underscored the commitment of the staff to nurture a supportive atmosphere. These approaches in their infancy seem to be producing positive results with the *Attitudes to School* Survey areas of 'Sense of Connectedness' and 'Experience of Bullying' inline with 'like schools'.

In 2024, Southmoor Primary School aims to fortify its foundation by implementing consistent routines school-wide. Initiatives such as the introduction of 'Do Now' activities in the morning, standardised entry and exit protocols, and smooth transitions between classes will enhance organisation and productivity.

To effectively monitor student behaviours and progress, the adoption of Compass Chronicle will streamline tracking and documentation processes. This comprehensive system will provide valuable insights for educators to tailor interventions and support as needed. Moreover, recognising the importance of outdoor play and social interaction, the school will introduce a system of tokens to acknowledge positive behaviours during breaks. This initiative not only reinforces desired conduct but also fosters a sense of community and well-being among students.

In summary, 2023 marked a pivotal year of establishing a positive culture at Southmoor Primary School, while 2024 heralds a continued commitment to refinement and enhancement, with a focus on consistent routines, comprehensive behaviour tracking, and proactive recognition of positive behaviours.

Engagement

2023 student engagement and attendance rates remained positive, with comparable achievement to the state average, though attendance rates vary between cohorts, with Grade 1 and Grade 6 students having higher absences, as well as an increased absence rate when measured against similar schools. This data will inform some of our key improvements for 2024.

In 2023, Southmoor Primary School acknowledged a rise in absenteeism compared to similar schools, prompting strategic planning around attendance for 2024. In 2024, the school aims to address absenteeism by establishing clear attendance expectations communicated throughout the community. Attendance will be treated as a collective priority, supported by documented processes and defined responsibilities. The focus will be on meticulous attendance recording and monitoring, enabling timely interventions when needed. Additionally, streamlined processes will be implemented to prioritise attendance-related concerns effectively. This proactive approach seeks to cultivate a culture where attendance is valued and supported, fostering enhanced student engagement and success.

Progress was made in literacy intervention and establishing a Response To Intervention program, securing increased funding under our Disability Inclusion program, and enhancing well-being initiatives through SWPBS. We are committed to ensuring all students experience a positive education, with excellence in teaching and learning and student wellbeing. We have focussed on best practice and rigor in making educational decisions, supported by a strong evidence base. We have provided a positive learning environment for all students, evidenced in our consistent whole school routines and protocols.

Other highlights from the school year

We have developed our learning environment to ensure all students are able to reach their potential. Our teachers are passionate and committed and prioritise a student learning culture that recognises and values student learning and wellbeing for all students. Specialist Programs and Inquiry Learning is scaffolded across the school providing the students to challenge their curiosity enabling them to explore topics which match their maturity and readiness for learning.

Physical Education: Sport, health and physical activity is a key part of our school's specialist program, and we place a strong emphasis on participation in sporting activities from Foundation to Year 6. Our students engage in termly House Carnivals which are always a highlight of the term.

Performing Arts: Students participate in a range of music, dance and drama activities in weekly lessons, school choir, and with opportunities for whole school performances provided to our students throughout the year.

Language Other Than English: At Southmoor our students learn Korean, they explore the Korean culture and language in weekly lessons, and in extra curriculum activities during the year.

STEAM - Science, Technology, Engineering, Art and Mathematics: Southmoor, is extremely proud of its STEAM program which links directly to our garden space. We have two STEAM labs, which have been specifically designed to ensure students are able to collaborate, investigate and explore concepts under the guidance of our STEAM specialist. Students attend STEAM lessons on a weekly basis.

SAKGP- Stephanie Alexander Kitchen Garden Program: The school offers the Stephanie Alexander Kitchen Garden Program from years 3-6. Students have a strong focus on learning the process of taking produce from the garden to the plate, while working closely with their classroom teacher and our kitchen expert.

Students in Foundation to Year Six take an active role in the care and maintenance of our outdoor school spaces, learning how to care for plants and the importance of caring for the environment encouraging our students to develop a growth mindset and a love of and for learning which both begin from home and school.

Community Based Learning: We focus on building strong links with our local community and link learning, fundraising and school projects to our community through consultation, information sharing and participation. We regularly have community partners present at Southmoor and work hard to ensure we foster meaningful relationships with several organisations. We also ensure that a key component of this learning is hearing from the students and allowing them to exhibit student voice, agency and leadership.

In this way, Southmoor truly does bring learning to life.

Financial performance

Southmoor Primary School receives funds from the department and those raised locally have all been expended and or committed to subsequent years to support the operational needs of the school and provide the students with a high-quality education. The school ended the year in a healthy financial situation with a bank balance of \$558,521.14. Currently we are expecting reimbursements for the tree audit and the shade sails of \$21,000 which we expected to receive in 2023. With these funds we can commit to a refurbishment of the administration offices and toilet upgrade later in 2024. We have managed our SRP deficit from \$274,898 in December 2022 to \$103,669 December 2023, this has also enabled us to employ another Assistant Principal to improve and support our School attendance and Inclusion and Disability program this position is outside the classroom supporting the teachers and students. There were no substantial extraordinary revenue or expenditure items during the year and the funds received from fundraising were less than expected during the year.

\$103,669 has been committed from the 2023 funds to repay the deficit for 2023 during Term 3 and Term 4 in 2024. CSEF that was paid in advance for families is also sitting as a 2024 commitment for families of \$2850.

The school budget has been managed to ensure the continuation of the school's extra-curricular programs into the foreseeable future.

For more detailed information regarding our school please visit our website at
<http://www.southmoor.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 430 students were enrolled at this school in 2023, 198 female and 231 male.

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

Overall Socio-Economic Profile

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

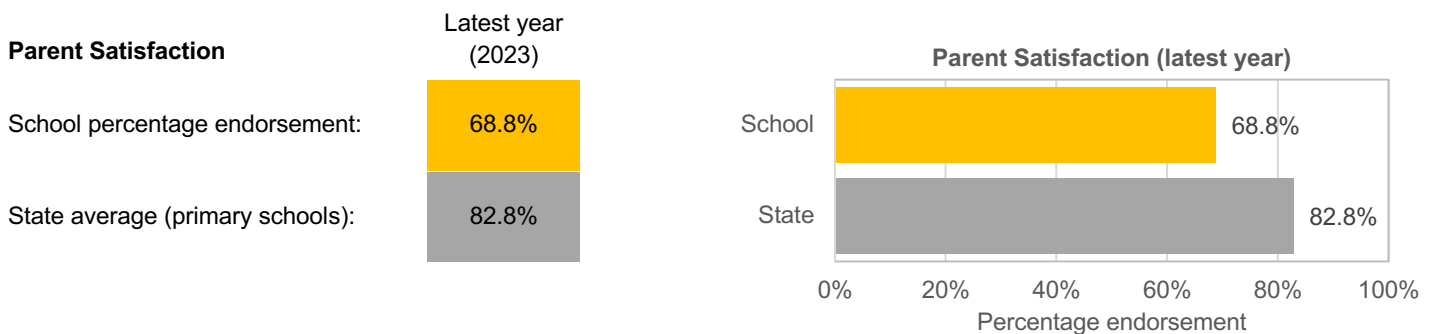
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

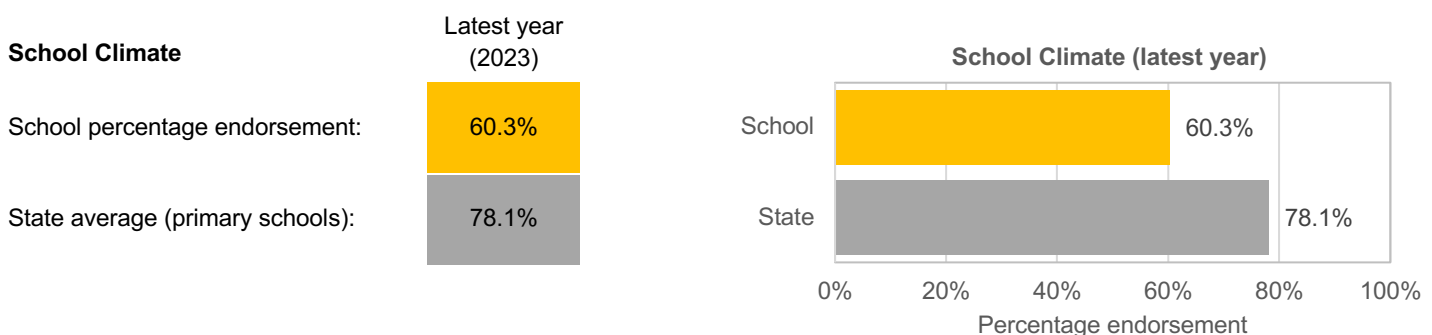


School Staff Survey

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:

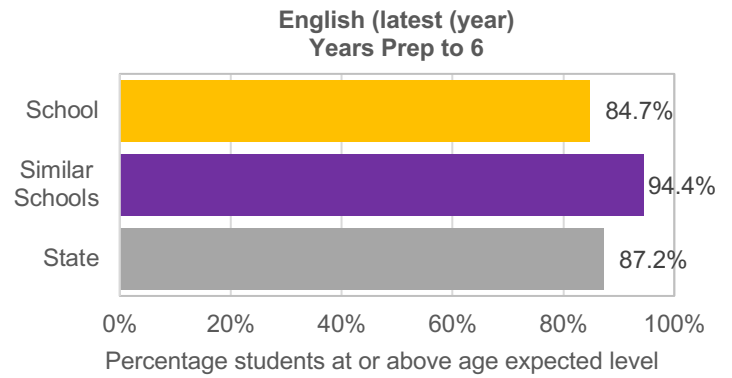
84.7%

Similar Schools average:

94.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

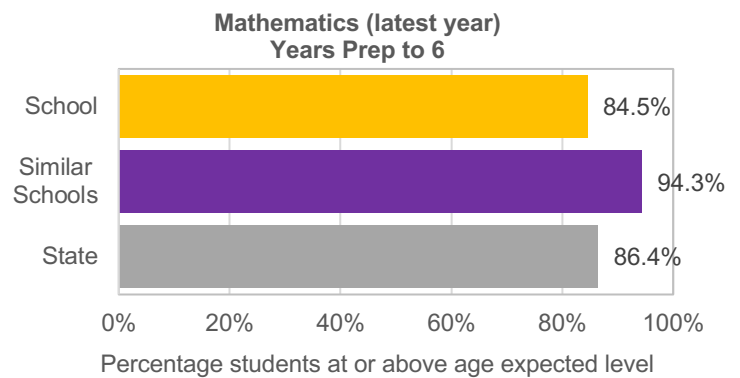
84.5%

Similar Schools average:

94.3%

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:

79.3%

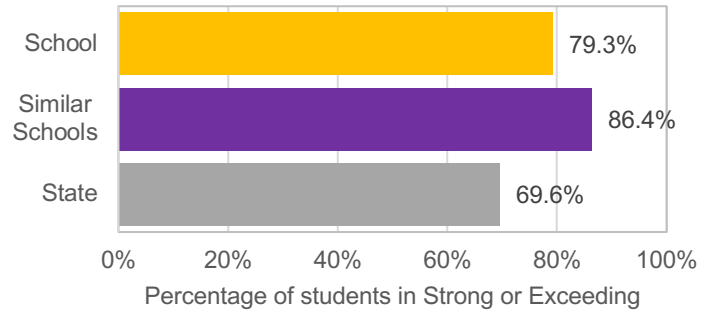
Similar Schools average:

86.4%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

82.7%

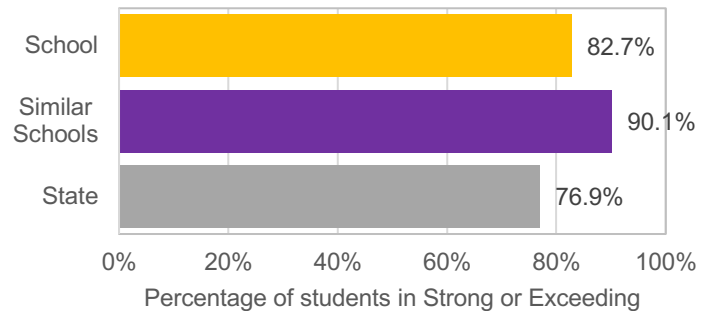
Similar Schools average:

90.1%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

77.6%

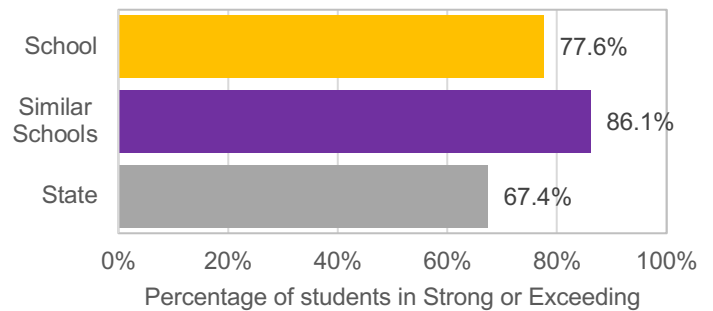
Similar Schools average:

86.1%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

81.1%

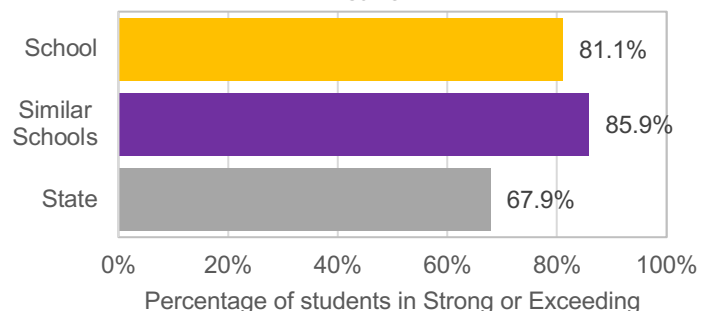
Similar Schools average:

85.9%

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:

86.4%

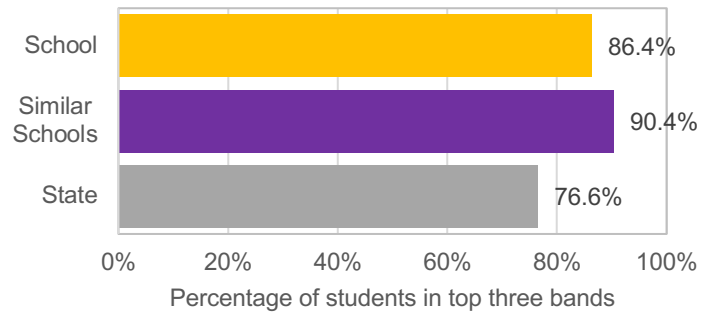
Similar Schools average:

90.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

74.7%

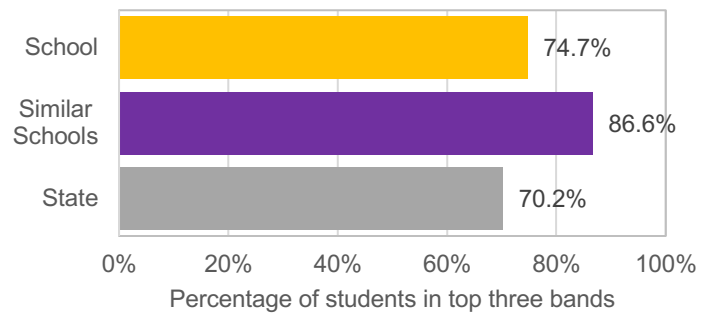
Similar Schools average:

86.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

65.4%

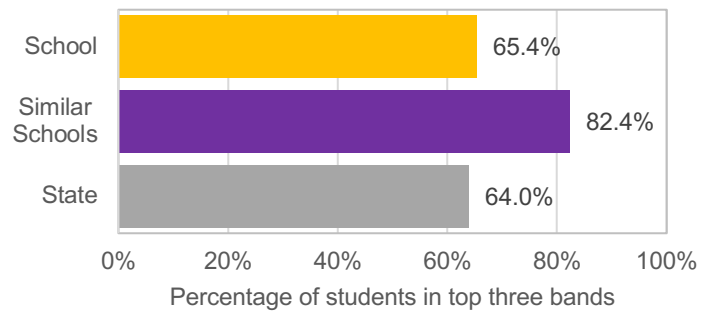
Similar Schools average:

82.4%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

71.2%

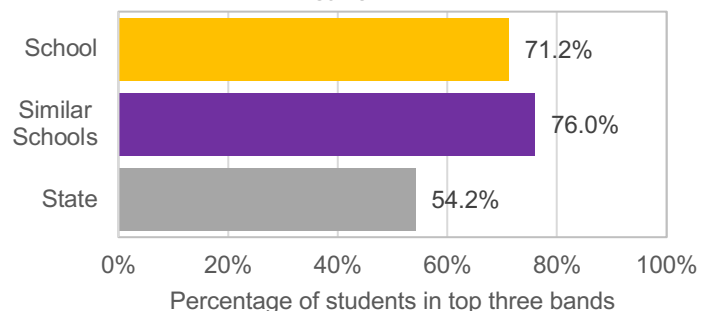
Similar Schools average:

76.0%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

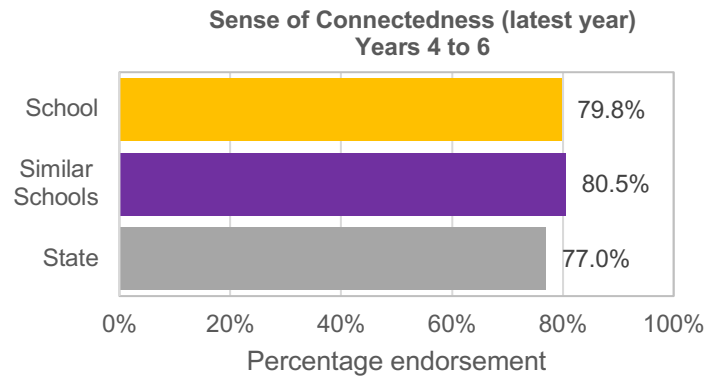
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 79.8% | 80.7% |
| Similar Schools average: | 80.5% | 81.8% |
| State average: | 77.0% | 78.5% |

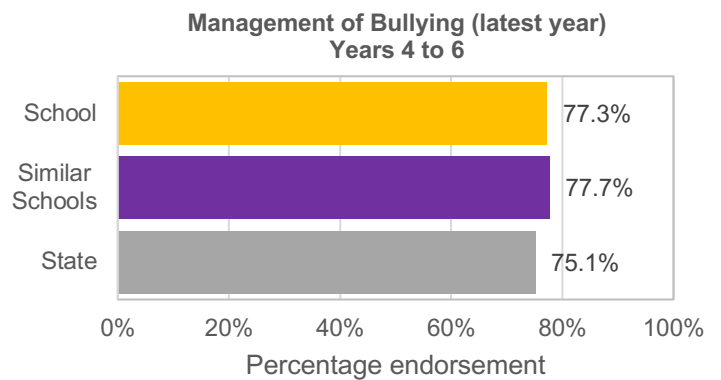


Student Attitudes to School – Management of Bullying

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: | 77.3% | 80.1% |
| Similar Schools average: | 77.7% | 78.9% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

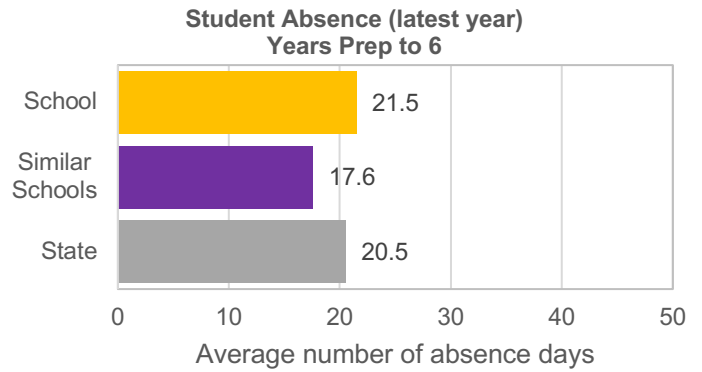
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 21.5 | 16.5 |
| Similar Schools average: | 17.6 | 14.4 |
| 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): | 92% | 88% | 89% | 90% | 89% | 89% | 87% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,326,162 |
| Government Provided DET Grants | \$187,552 |
| Government Grants Commonwealth | \$8,375 |
| Government Grants State | \$0 |
| Revenue Other | \$74,447 |
| Locally Raised Funds | \$387,247 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,983,784 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$16,745 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$16,745 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,409,677 |
| Adjustments | \$0 |
| Books & Publications | \$4,559 |
| Camps/Excursions/Activities | \$130,851 |
| Communication Costs | \$2,829 |
| Consumables | \$81,668 |
| Miscellaneous Expense ³ | \$144,013 |
| Professional Development | \$20,497 |
| Equipment/Maintenance/Hire | \$73,432 |
| Property Services | \$108,906 |
| Salaries & Allowances ⁴ | \$127,577 |
| Support Services | \$111,632 |
| Trading & Fundraising | \$77,603 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$41,866 |
| Total Operating Expenditure | \$5,335,108 |
| Net Operating Surplus/-Deficit | (\$351,324) |
| Asset Acquisitions | \$0 |

(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 | \$533,075 |
| Official Account | \$25,446 |
| Other Accounts | \$0 |
| Total Funds Available | \$558,521 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$137,474 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$137,474 |

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.