

2024 Annual Report to the School Community

School Name: Dorset Primary School (5132)



- 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 25 March 2025 at 03:45 PM by Palma Coppa (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 03:46 PM by Palma Coppa (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

Dorset Primary School remained committed to fostering an inclusive and supportive learning environment where every student could thrive academically, socially, and emotionally. We focused on meeting individual student needs through a variety of assessment tools and differentiated teaching strategies. Our curriculum and team-based planning ensured consistency and a strong emphasis on student-centered learning. We are also incredibly proud of our exceptional NAPLAN results, reflecting the dedication of our students and staff.

With an enrolment of 528 students and a Student Family Occupation (SFO) index of 0.4136, our school featured three main wings accommodating 22 classrooms, an administration center, a kitchen, and a hall. Additional facilities included a standalone canteen operating three days a week. Our outdoor spaces provided students with ample opportunities for play and physical activity, featuring five adventure playgrounds, two synthetic basketball courts, a synthetic oval, a sanctuary play area, and a running track.

To further support student engagement and well-being, we offered initiatives such as the breakfast club and games clubs. The 2024 clubs program provided a diverse range of activities to cater to students' interests and abilities. Student Leaders played an active role in school development, contributing to improvements that strengthened student voice and agency, as reflected in survey data.

In 2024, Dorset Primary School was supported by a dedicated team comprising 23 full-time equivalent classroom teachers, eight specialist teachers working in various capacities, a Principal, and an Assistant Principal. Additionally, three learning specialists and a leading teacher played key roles in enhancing educational outcomes. This team was further strengthened by 15 Educational Support Staff, who provided valuable assistance to students with diverse needs.

Our specialist staff delivered a broad range of programs, including Music/Performing Arts, Physical Education, Art, Science, Languages (Italian), and Digital Technology. We were also fortunate to have a fully trained chef and gardener supporting the Stephanie Alexander Kitchen Garden Program.

At Dorset Primary School, our commitment to delivering high-quality, engaging programs remained unwavering. We strived to ensure every student experienced meaningful learning growth and success across academic, social, and emotional domains throughout 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2024 data indicated that DPS exceeded the AIP target, with 46% of students achieving an A or B in Number in the Victorian Curriculum, according to Teacher Judgement. Furthermore, other

data sources supported the teacher judgment. Data from Essential Assessment indicated that 58% of students achieved above benchmark levels. NAPLAN data indicated that 71% of Year 3 students achieved Strong or Exceeding, and 77% of Year 5 students achieved Strong or Exceeding (22% Exceeding). PAT Maths data indicated that students, on average, achieved well above the expected end-of-year norms. In 2024, the percentage of Year 5 students with high relative gain in NAPLAN Numeracy increased from 18% (2019) to 30%.

Key actions that led to these strong results included:

- The introduction of a Data PLC to closely track and monitor progress across the school.
- An updated sequence of teaching in the junior school to focus on Number/Algebra at the beginning of each week.
- A coaching program implemented to ensure consistency of high-quality practice across the school.
- A NAPLAN action plan implemented, targeting weaknesses identified at a cohort level.
- Moderating assessment tasks and triangulating data to inform teacher judgments.
- The careful selection of experienced staff and leadership within the Year 3–5 cohorts.
- Staff professional development on analysing data, with Year-level PLCs closely analysing data and adjusting planning and differentiation.

Wellbeing

In 2024, Dorset Primary School experienced significant growth in student wellbeing and staff confidence and capacity, reflecting the dedication of the Wellbeing Committee. Their primary focus for the year was to enhance student engagement and wellbeing, guided by findings from the school review and ATOSS data. A key priority was strengthening student voice and agency, ensuring students had meaningful opportunities to influence and co-design their learning across the school.

To support this, the Wellbeing Committee reviewed department documents such as Amplify to deepen their understanding of student voice and agency. At the beginning of the year, the committee developed and delivered professional learning (PL) for all teaching staff. Additionally, dedicated team time was allocated to design agency-focused tasks for each term, providing students with greater influence over their learning. Further PL sessions were conducted throughout the year to build on staff knowledge and reinforce the importance of student voice and agency. PL also covered restorative practices, wellbeing science—including the PERMA model—and flourishing.

A staff survey was introduced in 2024 to track staff confidence and capacity in teaching wellbeing, as well as to identify areas of interest for further PL. This survey was consistently used to inform the committee's work in supporting staff. The data collected showed consistent improvement each term in both skills and confidence, with the most significant progress observed in implementing student voice and agency.

The Wellbeing Committee also redesigned the Wellbeing Scope and Sequence, moving away from a values-based curriculum and instead incorporating principles of positive psychology and the pillars of wellbeing science. This shift aimed to empower students with the skills to take

greater ownership of their wellbeing and flourishing while ensuring that all content was research-based.

To measure the impact of student wellbeing initiatives, the committee developed an internal student survey aligned with ATOSS-based questions and the school's strategic goals. Students in Years 1–6 completed the survey each term, providing valuable insights that demonstrated steady improvement in student voice and agency throughout the year. These improvements were also reflected in the ATOSS survey, where student engagement increased notably from 70 to 82%.

In addition, Wellbeing Weeks were introduced in 2024 to elevate the profile of wellbeing within the school community and strengthen home-school connections. Each term, a Wellbeing Week showcased the term's learning focus, featured open classrooms, and included outdoor family events when weather permitted. These events quickly became a community favourite, fostering greater family involvement in classrooms and reinforcing the importance of wellbeing.

The progress made in 2024 highlights Dorset Primary School's commitment to embedding student wellbeing and engagement at the heart of its culture. Through a strategic focus on student voice and agency, professional learning, and a research-driven approach to wellbeing, both students and staff have demonstrated growth in confidence, capacity, and overall wellbeing. The success of initiatives such as the redesigned Wellbeing Scope and Sequence, internal surveys, and Wellbeing Weeks reflects the positive impact of these efforts.

Engagement

Engagement

In 2024,

- 56.6% of students had an attendance of 90% and above
- 39.2 of students had an attendance of 89% to 70%
- 4.2% of students had an attendance of 69% and below.

This positive result can be attributed to:

- the Wellbeing program implemented that year – URSTRONG, — a research-backed, whole-school approach to wellbeing. The program addressed a wide range of topics, including friendships, and taught students a shared language to navigate social situations
- increasing student participation in classroom circles and refocusing on fostering a restorative culture within the classroom; creating an environment where students feel comfortable expressing their voices and contributing to decision-making
- strengthening teacher expertise in implementing student-designed rubrics and fostering student-driven learning objectives

- providing more opportunities for students to challenge themselves through effective, high-quality differentiation
- student-led whole school assemblies

In 2024, AtoSS results returned a figure of 82% positive responses to student voice and agency. This was a 12% increase from the previous year.

Student voice was fostered by:

- Giving students a platform in the Junior School Council, where their feedback is shared with parents and staff during School Council meetings.
- Offering Year 5 and Year 6 students leadership roles to actively contribute their perspectives.
- Providing opportunities for students to complete online surveys each term, allowing them to share their views.
- Introducing learning circles in the classroom to promote student participation and discussion.
- Actively teaching collaborative learning skills through group activities, like Year 4 reading groups.
- Incorporating student interests and experiences into writing topics, such as recounts of their weekends.
- Allocating time for reflection in each lesson, encouraging students to assess their progress and understanding.
- Engaging in one-on-one conferences to discuss feedback on student work, giving students the chance to ask questions and develop their own ideas.

Student agency was promoted by:

- In Foundation, allowing students to participate in Creative Learning sessions where they choose their own developmental activities, helping them build skills in initiating play and extending classroom learning.
- Encouraging Foundation to Year 2 students to select their own take-home reader books each day.
- Allowing students in Years 1-6 to choose their own reading books for the week.
- Offering differentiated homework options for students in Years 2-6, giving them the freedom to choose tasks that suit their needs.
- Pairing Foundation and Year 1 students with Year 5 and Year 6 buddies, who act as mentors and provide support.
- Implementing projects in SOSE lessons for middle and senior years, where students collaborate in small teams to research and share their findings.

Other highlights from the school year

The first ever Wellbeing Picnic was a refreshing break from the usual school routine, designed to promote mental and physical wellness among students, staff and parents. Held on the oval, the event encouraged relaxation, mindfulness, and social bonding. Families brought picnic blankets, healthy snacks, and enjoyed being together. It was a perfect opportunity for everyone to make connections and strengthen friendships.

Wellbeing was a major focus throughout the year, with the introduction of the URSTRONG program—a research-backed, whole-school approach to wellbeing. This program addresses a wide range of topics, including friendships, and teaches students a shared language to navigate social situations. Each term, the school holds a "Wellbeing Week," where parents are invited to experience the program firsthand, emphasising the importance of mental and emotional health. A family picnic was also organised, contributing to the success of the week.

This year, we proudly introduced **Friendology**, an innovative program designed to help students develop meaningful and healthy friendships. The program teaches essential skills such as communication, conflict resolution, empathy, and kindness. Through engaging workshops, role-playing activities, and real-life scenarios, students learned how to navigate friendships, build trust, and support one another. By fostering a culture of respect and inclusivity, **Friendology** has empowered students to create positive social connections, reducing conflicts and enhancing the overall school environment.

Our swimming program has been a highlight of the year, providing students with valuable water safety skills and improving their overall fitness. From beginners learning basic strokes to advanced swimmers refining their techniques, everyone showed tremendous progress. The program emphasised confidence in the water, teamwork, and endurance. Whether it was perfecting freestyle strokes or building stamina, the swimming program helped students develop essential life skills while having fun.

This year's **NAPLAN** results were nothing short of exceptional, reflecting the hard work and dedication of our students and teachers. Our school recorded outstanding scores in literacy and numeracy, with many students achieving above the national average. The results showcased remarkable growth in writing, reading comprehension, problem-solving, and mathematical reasoning. The success was a testament to our school's strong academic programs, dedicated teaching staff, and the unwavering commitment of our students. We couldn't be prouder of their achievements.

Dorset Primary School hosted its inaugural Community Night Market, which was a tremendous success. The event featured stalls from teachers, school community members, and local vendors. Families, students, and community members turned out in large numbers to enjoy an evening of fun, food, local produce, and handmade goods. The support and enthusiasm from all participants made the event even more special. Based on the positive feedback, the Night Market will be held every two years, offering a valuable opportunity for the school community to come together.

Financial performance

The surplus recorded in 2024 was intentionally directed towards strengthening educational programs and infrastructure. Notable investments included hiring specialist teachers for Art, Science, and the Literacy Intervention program. The Art and Science programs follow a semester-based schedule, whereas the Literacy Intervention program for Grades Foundation, 1, and 2 runs daily to support early literacy growth.

Financial meetings fortnightly continued to be conducted with the Business Manager to oversee all financial transactions and accounts. During these meetings, the Fortnightly Salaries Transaction Report, School Budget Management Report, and analyses of high-yield and official account balances were meticulously reviewed to ensure accuracy and consistency.

Funding was also directed towards student wellbeing initiatives, including the establishment of a comprehensive wellbeing program, strengthening Restorative Practices, and fostering student voice and agency. Equity funding was utilised to support and target students with specific needs and learning difficulties. Learning Specialists were allocated additional time to coach and model strategies for classroom teachers, enhancing their capacity to address diverse student needs effectively.

Significant resources were allocated to rejuvenate various school facilities, including gardens, buildings, and outdoor learning spaces. Enhancements included rendering the two main buildings, remodelling the undercover area, painting guttering and window frames, resurfacing the hall floor, and many minor odd jobs that required attention. These improvements reflect the school's ongoing commitment to creating an invigorating environment for students, staff, and the general community.

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 519 students were enrolled at this school in 2024, 245 female and 274 male.

13 percent of students had English as an additional language and 2 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).

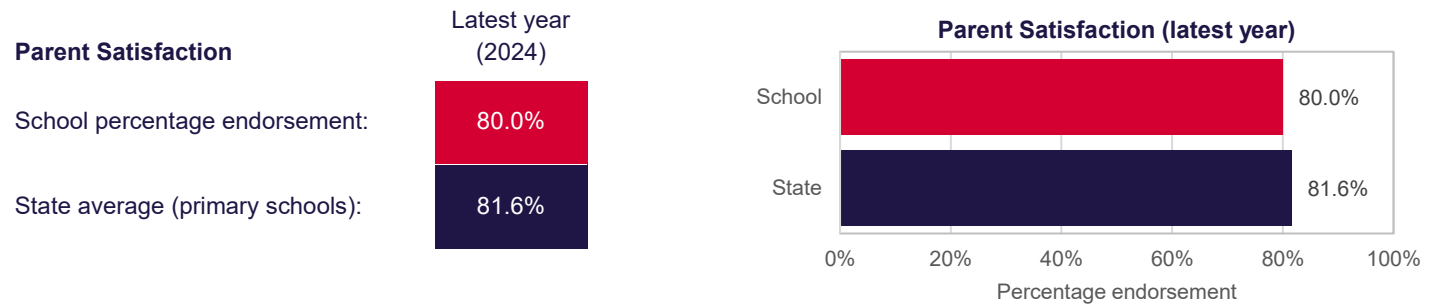
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - 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.

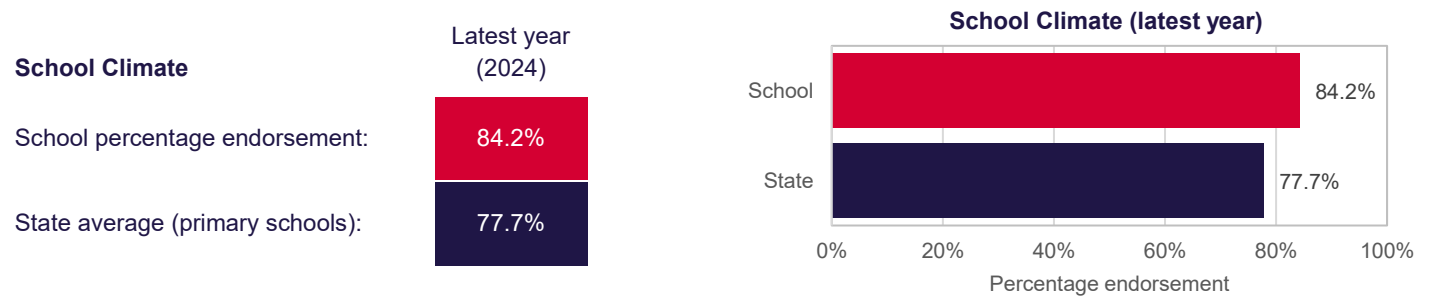


School Staff Survey

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.



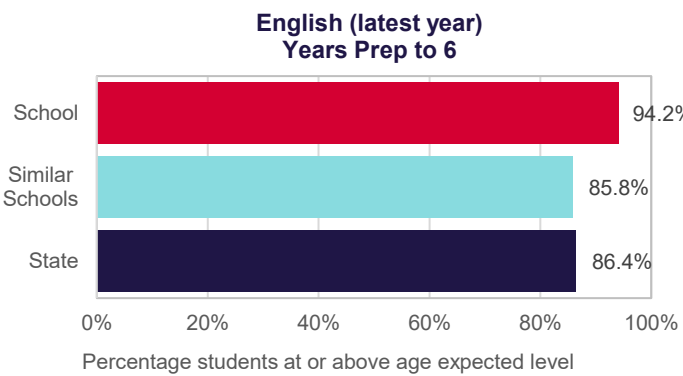
LEARNING

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.

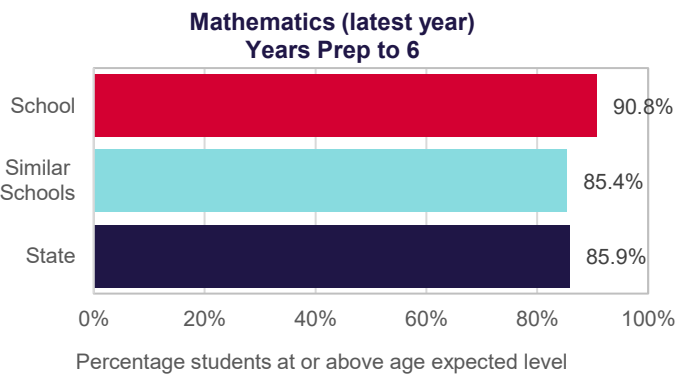
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.2%
Similar Schools average:	85.8%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.8%
Similar Schools average:	85.4%
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.

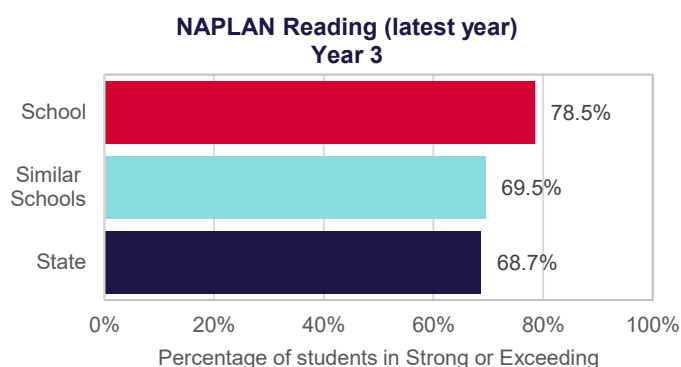
NAPLAN

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.

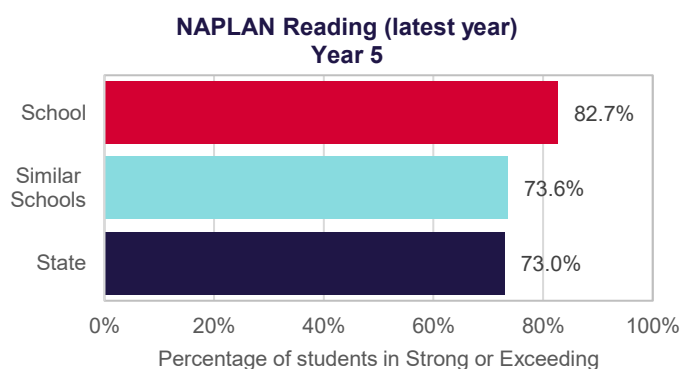
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.5%	77.3%
Similar Schools average:	69.5%	69.4%
State average:	68.7%	69.2%



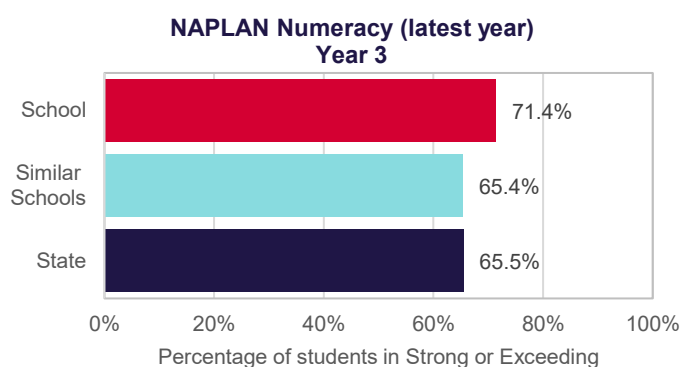
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.7%	87.0%
Similar Schools average:	73.6%	74.8%
State average:	73.0%	75.0%



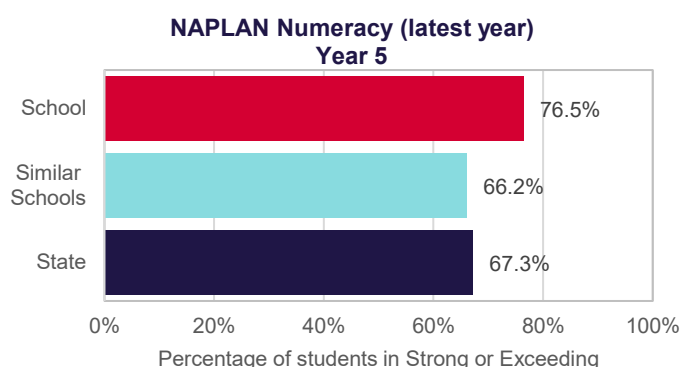
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	73.6%
Similar Schools average:	65.4%	65.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.5%	78.1%
Similar Schools average:	66.2%	66.6%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

82.7%

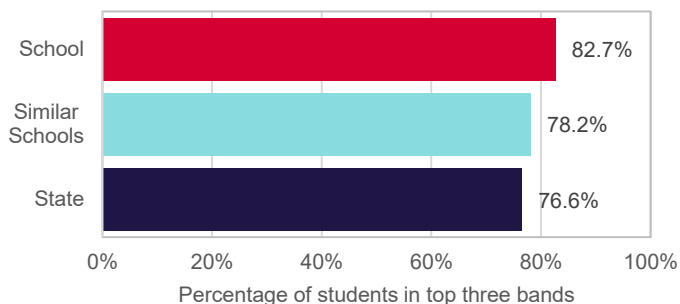
Similar Schools average:

78.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

76.2%

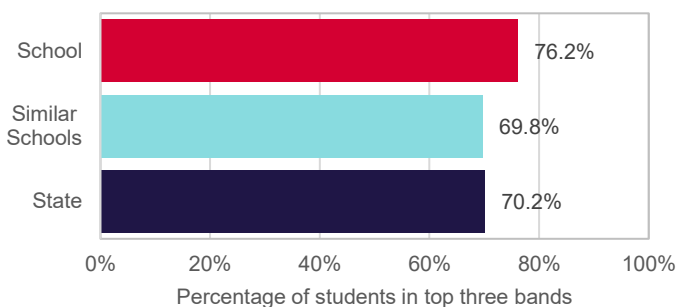
Similar Schools average:

69.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

77.3%

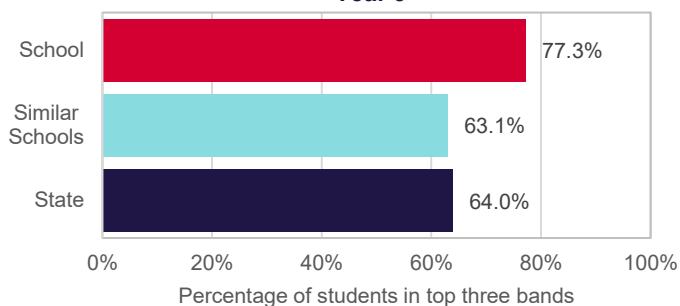
Similar Schools average:

63.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

54.0%

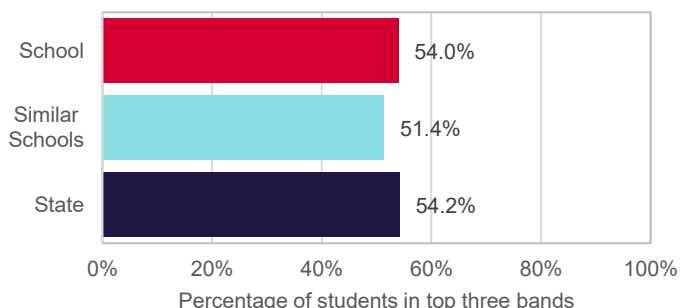
Similar Schools average:

51.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

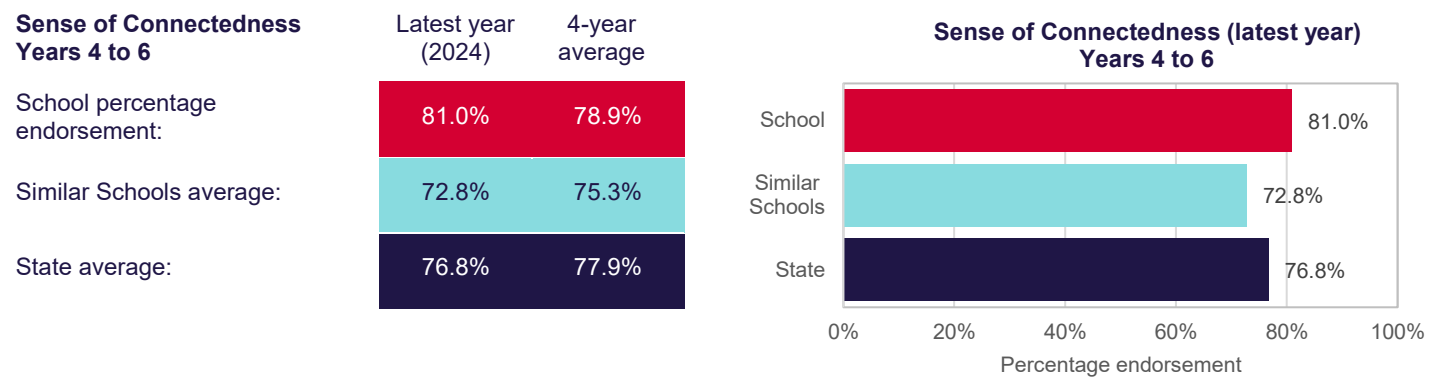


WELLBEING

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.

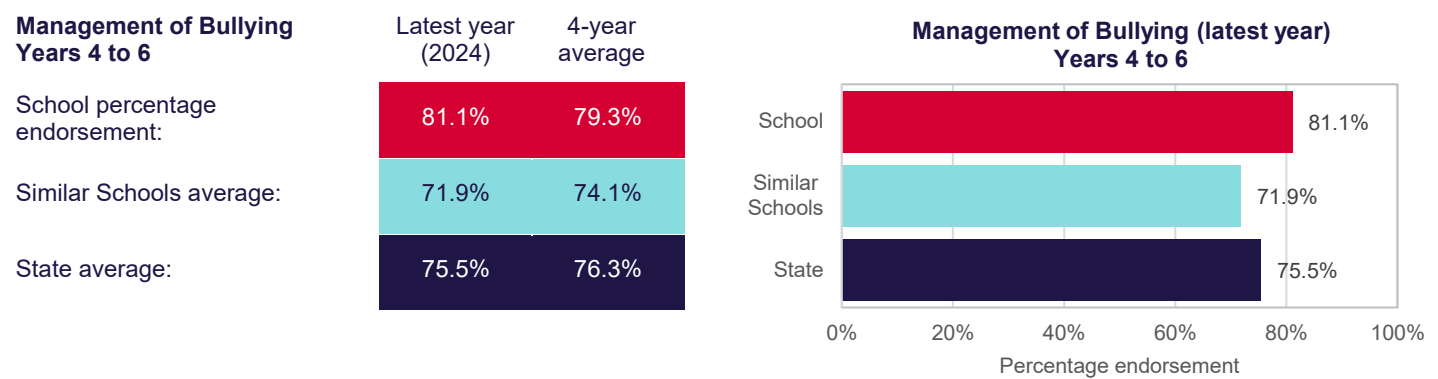
Student Attitudes to School – Sense of Connectedness

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).



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).

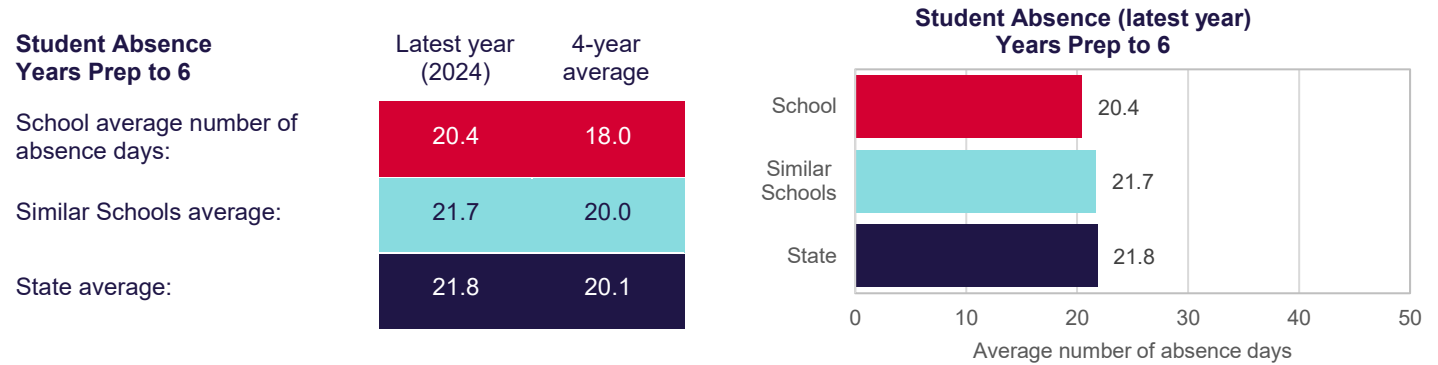


ENGAGEMENT

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



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,355,746
Government Provided DET Grants	\$1,146,241
Government Grants Commonwealth	\$13,686
Government Grants State	\$0
Revenue Other	\$50,361
Locally Raised Funds	\$380,009
Capital Grants	\$0
Total Operating Revenue	\$6,946,044

Equity ¹	Actual
Equity (Social Disadvantage)	\$134,864
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$134,864

Expenditure	Actual
Student Resource Package ²	\$5,072,852
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$126,051
Communication Costs	\$8,505
Consumables	\$114,350
Miscellaneous Expense ³	\$24,284
Professional Development	\$22,885
Equipment/Maintenance/Hire	\$70,004
Property Services	\$953,161
Salaries & Allowances ⁴	\$156,278
Support Services	\$38,582
Trading & Fundraising	\$85,931
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,271
Total Operating Expenditure	\$6,726,154
Net Operating Surplus/-Deficit	\$219,889
Asset Acquisitions	\$23,530

- (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

Funds available	Actual
High Yield Investment Account	\$333,780
Official Account	\$67,011
Other Accounts	\$0
Total Funds Available	\$400,792

Financial Commitments	Actual
Operating Reserve	\$275,957
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	\$150,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$250,792
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$676,748

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.