

2023 Annual Report to the School Community

School Name: Raywood Primary School (1844)



- 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 18 April 2024 at 10:47 AM by Lisa Duffy (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 18 April 2024 at 10:48 AM by Jarrod Blake (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

Raywood Primary School is a small, rural school located in the township of Raywood, 28km from Bendigo. In 2023, Raywood Primary School had 14 students (a small number transferred interstate during the year). Staffing for the majority of 2023 remained stable with two full time classroom teachers (teaching Years P-2 and Years 4-6), one Principal with a teaching and tutor learning role and a part-time Business Manager. Our school was also serviced by a technical support officer who visited each week and a fortnightly Mobile Area Resource Centre (MARC) teacher visit. Students were organised into two classrooms for their core learning areas, such as English, Mathematics, Integrated Studies (History, Geography, Science, Health, Civics & Citizenship) and were grouped as a whole for specialised subjects and curriculum areas such as Physical Education, The Arts (Visual and Performing), Respectful Relationships, Outdoor Education and Languages Other Than English (LOTE)- Auslan. Our curriculum follows the Victorian Curriculum Standards and Progressions.

Enrolment at the school has declined over the past 5 years, however at a school level we have continued to make the decision to run two grades as we believe this will provide the best learning outcomes for each of our students by allowing more individually focussed teaching and age- appropriate teaching strategies and content. Our socio- economic profile, based on family occupations and education is considered in the high band, which represents a high level of socio-educational disadvantage. As a school we pride ourselves on being able to provide support to families via State School Relief initiatives, Breakfast Club Program, Food Share Support as well as applications for grants to fund camps, excursions and in-school programs.

Raywood Primary School's Vision is to provide our students with an education that prepares them for a rapidly changing society. Our aims are to work with our families and community to enable our students to become active lifelong learners who are committed to personal success and are responsible citizens. The school aims to achieve these outcomes by creating a dynamic learning environment which delivers an engaging, relevant and challenging curriculum.

Raywood Primary School prides itself on our three core values of RESPECT, RESPONSIBILITY and RESILIENCE.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Raywood Primary School adopted the Statewide Priorities Goal to "... continue to focus on student learning- with an increased focus on numeracy and student wellbeing...". Our school set targets for:

Literacy- Students on the Tutor Learning Program will make at or above benchmark growth for Reading and Writing.

Teacher judgements showed all students on the Tutor Learning Program made at or above benchmark growth for both Reading and Writing. In 2023 our school had 93% of the students at or above the expected age standards (compared to a similar school's average of 76%).

Numeracy- All students will make at or above benchmark growth for Numeracy . Less than 10% of students will be in the bottom two bands of NAPLAN Numeracy.

Due to the changes in the way NAPLAN was reported in 2023, we were unable to measure benchmark growth. However, our NAPLAN results for our Year Three and Five students were pleasing with no students in the bottom two categories for Numeracy, instead all students achieved scores in the Exceeding or Strong categories.

In 2023 our school had 100% of the students at or above the expected age standards (compared to a similar school's average of 79%).

Raywood Primary School's results were achieved via regular tutor learning sessions for those students identified as in need of additional support, small class sizes, learning goals for every student to progress their learning in Literacy and Numeracy, intensive staff professional learning in Writing and Numeracy and the adoption of a new Numeracy model to base our lesson structures upon.

A highlight for our school in the area of learning was developing stronger links between our Reading and Writing programs (and linking these where we could to our Integrated Studies units). These links were designed to assist our students to make connections between what they are reading and writing in order to deepen their knowledge of both processes, increase their skill and confidence levels and provide multiple exposures to content. These processes and outcomes were possible due to the teacher commitment to intensive ongoing professional learning in the 6+1 Writing Traits and a willingness to trial and adopt new teaching methods and content. A second highlight was the staff professional learning in the area of Mathematics. One staff member attended a course in Leading Mathematics and this learning was brought back to all staff. Two key staff members then set about applying this new learning to develop a new lesson structure which saw our students more engaged with increased hands-on learning and discovery learning in the area of Mathematics.

Wellbeing

Raywood Primary School staff believe that Student Wellbeing outcomes are a priority. Our school works hard to ensure that the social and emotional needs of each of our students are being met. We believe that when our students and their families feel supported that we positively impact the learning and social outcomes for our students.

In 2023, Raywood Primary School had a Key Improvement Strategy in the area of Wellbeing. This strategy was to " Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable".

The school continued to embed our Resilience, Rights and Respectful Relationships program by timetabling fortnightly sessions across the school year for all year levels. This program was complimented with content from the Berry Street Education Model as a result of a second teacher undertaking the four day training in 2023. Teachers ensured the content, learning and ethos from these programs was integrated into our everyday teaching programs and interactions with our students. Our three core school values of RESPECT, RESILIENCE and RESPONSIBILITY were actively taught in terms of expected behaviours and dispositions relating to each value across a range of settings.

Our participation in the Breakfast Clubs Program ran by Food Bank, coupled with generous donations from the Terry Floyd Foundation, meant that we were able to provide a weekly Breakfast Club at school for all students. This was very well supported, with 100% of students attending and sitting together to eat a hearty breakfast and start their day. Being a part of this program also meant we were able to have a supply of lunch items for those students who arrived without sufficient lunch, to ensure that they were not left hungry. We were also able to access school holiday breakfast hampers for our families from Food Bank.

Our partnership with East Loddon Food Share saw us host monthly open days in our school stadium. Community members, including our school families, were able to come up and select bags of groceries for a \$5 donation. This program was very well received as it was a way for our school to show their support for not only our families, but also the wider community. Our Year Six Leaders also visited the East Loddon Food Share HQs to pack food hampers, which were then distributed to each school family at the end of each term.

Our 2023 Student Attitudes to School survey data saw us achieve a positive endorsement for Emotional Awareness and Regulation of 85% and a Sense of Connectedness at 80%. Whilst our 2023 results were not published due to low student numbers possibly leading to individual student identification, our four-year average for Sense of Connectedness was above 90% (well above the state average of 78%) and the Management of Bullying endorsement for the four- year period was above 93% (once again well above the state average of 77%).

Engagement

Raywood Primary School had a target of no students having 20+ absence days in 2023. While we did not achieve this specific target, we had all absences approved by the school - meaning zero unexplained absences for the 2023 school year. An incredible feat! The average number of days absent by students in 2023 was 13.4 days, with the similar school's average being just over 10 days more. Absences by students were either reported by families using a phone call, text or the uEducateUs platform; any families we had not heard from were contacted so that a reason for the student absence could be provided. Student attendance rolls were marked twice per day by the regular classroom teachers with the principal and Business Manager ensuring that correct absence codes were being recorded.

Student Voice and Agency became a focus across the school, with a significant shift in the senior grade. Students were encouraged to have their say in whole-school initiatives such as the new playground design and colours, Breakfast Club menu items and special event days. Students in the senior grade directed much of their Integrated Studies learning, some mathematics investigations and many writing tasks, with the teacher co-designing rubrics and seeking feedback from the students about their learning and ideas for future lessons.

Transitions within the school were smooth due to the two classrooms being in adjoining spaces and the teachers all having a teaching role and daily interactions with all year levels. Our Kinder to Prep Transition saw future prep students attend one day per week for all of Term 4. Primary to Secondary Transitions are supported via teacher liason with key staff at the students' secondary school of choice, in 2023 we had two students graduate from Year 6 and in each case the Year 6 teacher had contact with the secondary school staff that were in charge of transitions.

Other highlights from the school year

Our school has always participated in a range of cluster level events. These events provide our students with the opportunity to socialise with other students, take part in extra-curricula activities and a chance to experience more learning outside the classroom.

In 2023 the cluster activities undertaken by our students were as follows:

Swimming Sports and Athletics (Years 3-6)

Science Day (held onsite at Raywood)

Summer and Winter Sports Days

Cross Country

Canberra Camp (Years 5 and 6)

Billabong Camp (Years 3 and 4)

Our Year Six Leaders attended the National Young Leaders Conference in Melbourne and were guests of the local community radio station in Bendigo to talk about our school.

Raywood Primary School arranges excursions that link to units of study to provide additional learning experiences and in 2023 we attended ACMI in Melbourne and Eureka Skydeck as well as an excursion to Edendale Sustainability Farm. Our junior students travelled into Bendigo to visit the Golden Dragon Museum and Chinese Gardens. We also attended an Emergency Services Day at Bridgewater Primary School, which the students gained a great deal of insight from.

In 2023 our Year 3-6 students participated in the Lions Public Speaking Competition. This saw our students grow in their ability and confidence to write and deliver a speech to not only their peers but also the wider community. We had one student finish the local competition in first place and participate in the finals a few weeks later.

We moved our end of year Graduation Event from Bendigo to Raywood and invited our whole school community. We were delighted to have every family represented at the 2023 event, for which we had very positive feedback about and it was a wonderful way to end the year for our entire school community of students, parents, staff and friends.

Financial performance

In 2023 our school completed the year with a Student Resource Package balance of zero; after operating in deficit for the entire year. Whilst we were fortunate to have our staffing deficit partially covered, we did have to pay a recovery amount for a 2022 debt of \$14,852.40. Our school also did not receive the Term 3 or 4 quarterly cash grants due to being in deficit.

Despite this recorded deficit, Raywood Primary School continues to be in a financially secure position. We finished the school year with a balance of \$233,536 in our combined bank accounts.

The school completed two stages of playground upgrades, we paid a total of \$25,000 for the first stage of the playground with the second stage being completed in late December 2023, so not paid for until early 2024.

Some of our equity funding was used to offset the cost of staffing. Mental Health Funding of \$23,772 was granted in 2023 with the cash component (of \$8,250) being used to pay for a Music Therapy Program that was accessed by all students. It was also used to offset the cost of a staff member to undertake the Berry Street Education Model course.

The Tutor Learning Initiative funding of \$25,000 was used to allow four of our students to receive tutoring in English throughout the 2023 school year.

For more detailed information regarding our school please visit our website at
<https://www.raywoodps.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 12 students were enrolled at this school in 2023, 8 female and 4 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

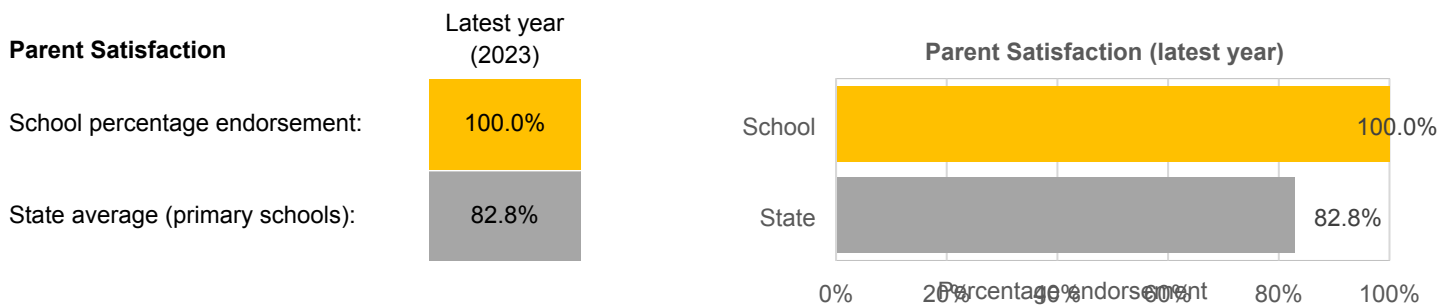
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

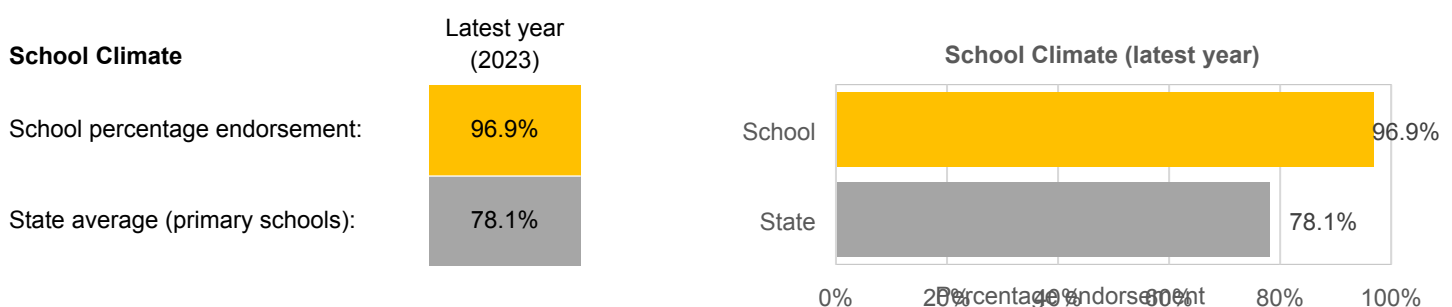


School Staff Survey

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:

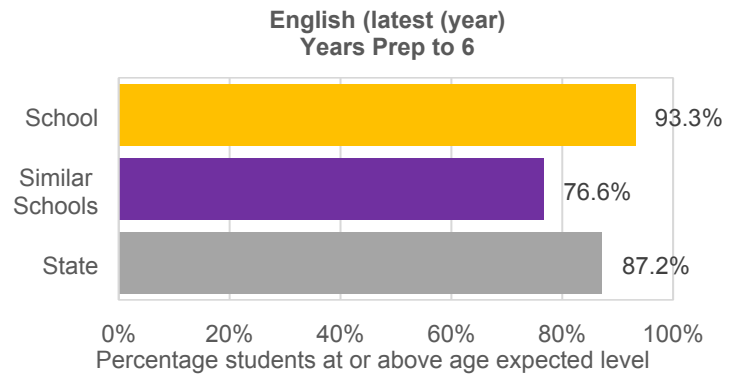
93.3%

Similar Schools average:

76.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

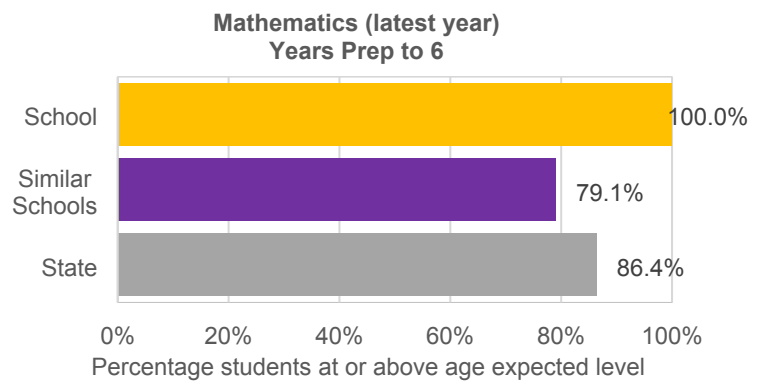
100.0%

Similar Schools average:

79.1%

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:

NDP

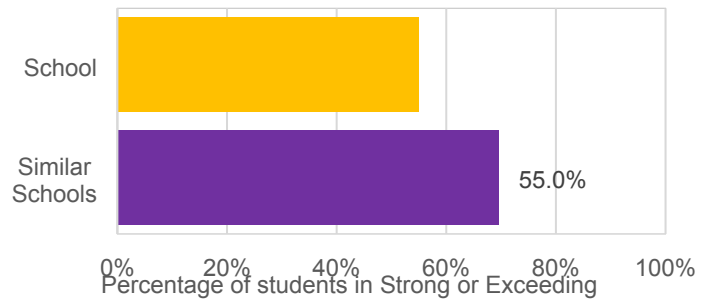
Similar Schools average:

55.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

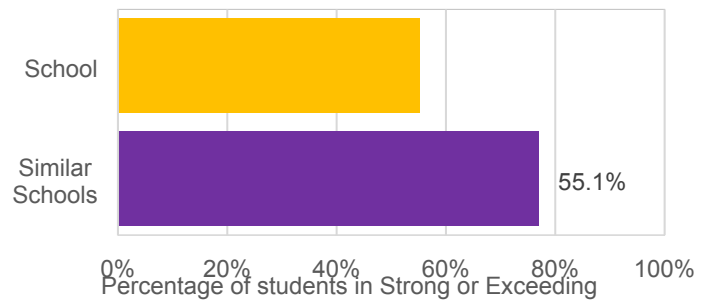
Similar Schools average:

55.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

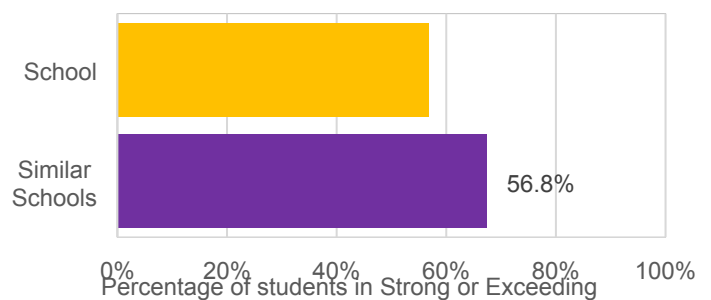
Similar Schools average:

56.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

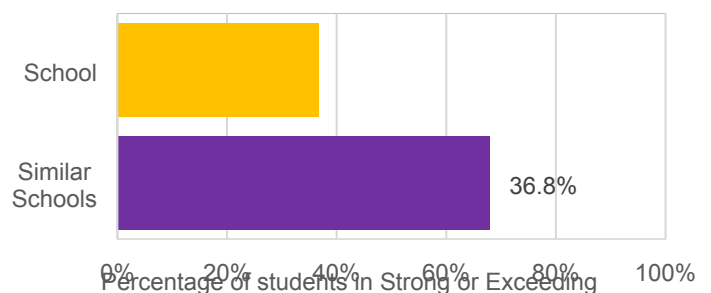
Similar Schools average:

36.8%

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)

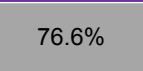
School percentage of students in the top three bands:



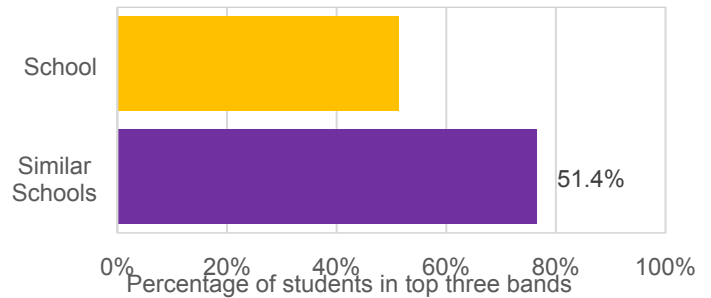
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 3**



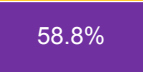
**Reading
Year 5**

Latest year
(2022)

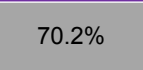
School percentage of students in the top three bands:



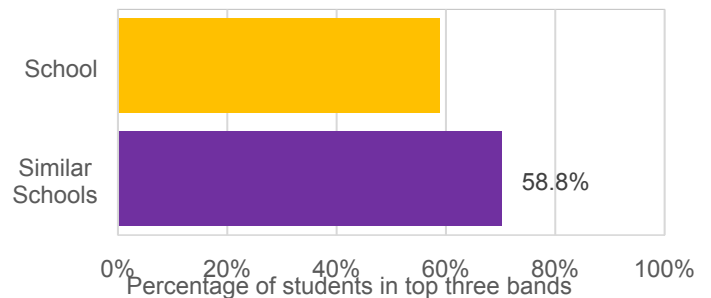
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

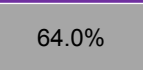
School percentage of students in the top three bands:



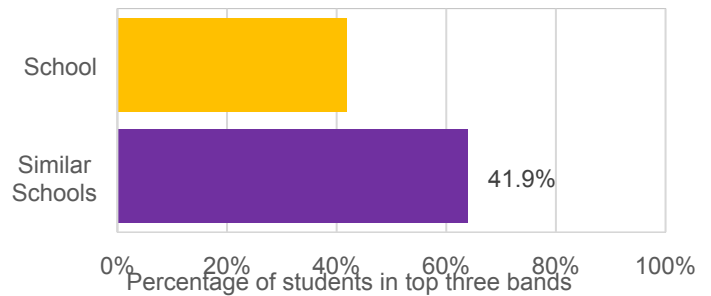
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 3**



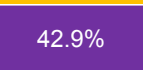
**Numeracy
Year 5**

Latest year
(2022)

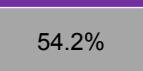
School percentage of students in the top three bands:



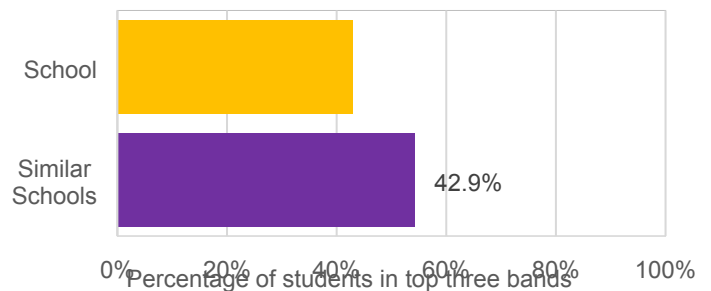
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

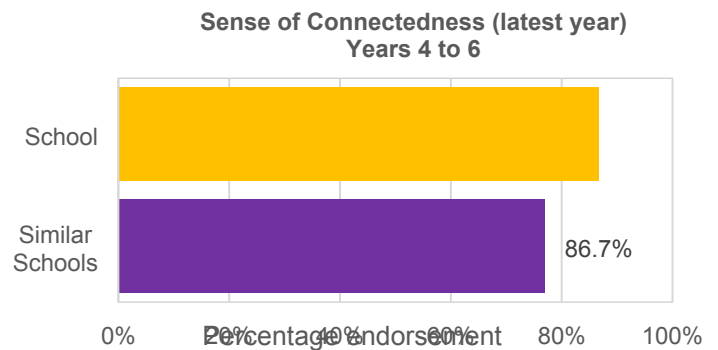
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	NDP	90.8%
Similar Schools average:	86.7%	85.1%
State average:	77.0%	78.5%

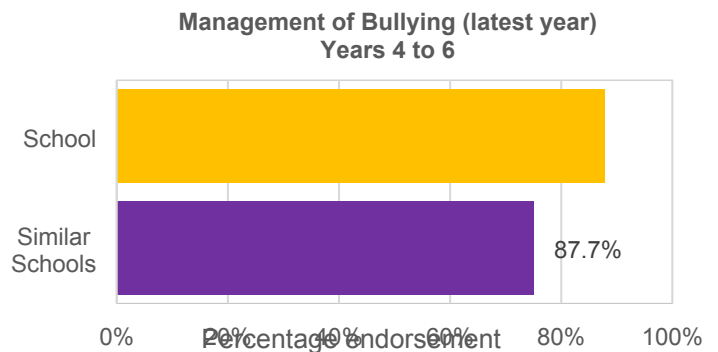


Student Attitudes to School – Management of Bullying

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:	NDP	93.6%
Similar Schools average:	87.7%	86.5%
State average:	75.1%	76.9%



ENGAGEMENT

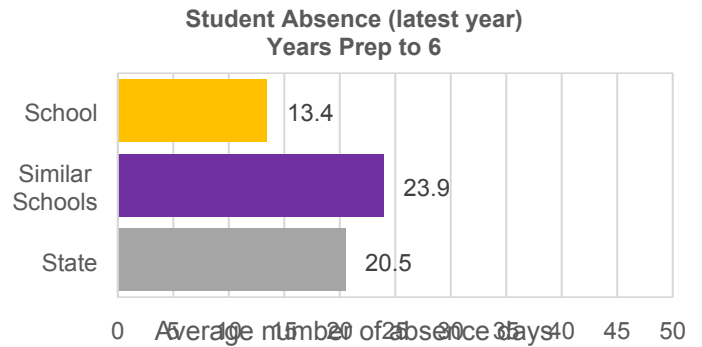
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.4	14.4
Similar Schools average:	23.9	20.8
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):	NDP	NDP	NDP	NDP	NDP	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$467,566
Government Provided DET Grants	\$72,491
Government Grants Commonwealth	\$3,000
Government Grants State	\$28,579
Revenue Other	\$13,080
Locally Raised Funds	\$21,397
Capital Grants	\$0
Total Operating Revenue	\$606,112

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,481
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$43,481

Expenditure	Actual
Student Resource Package ²	\$465,952
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$18,080
Communication Costs	\$385
Consumables	\$6,413
Miscellaneous Expense ³	\$38,129
Professional Development	\$1,682
Equipment/Maintenance/Hire	\$2,771
Property Services	\$37,151
Salaries & Allowances ⁴	\$7,910
Support Services	\$3,603
Trading & Fundraising	\$1,769
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$4,894
Total Operating Expenditure	\$588,740
Net Operating Surplus/-Deficit	\$17,372
Asset Acquisitions	\$51,560

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$229,904
Official Account	\$3,632
Other Accounts	\$0
Total Funds Available	\$233,536

Financial Commitments	Actual
Operating Reserve	\$16,589
Other Recurrent Expenditure	\$35,255
Provision Accounts	\$0
Funds Received in Advance	\$2,043
School Based Programs	\$7,399
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	\$18,101
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$19,844
Total Financial Commitments	\$99,231

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.