

2024 Annual Report to the School Community

School Name: Syndal South Primary School (4924)



- 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 20 March 2025 at 04:17 PM by Helen Freeman (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 March 2025 at 02:38 PM by Helen Freeman (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

Syndal South Primary School is in the City of Monash in the leafy urban area of Mount Waverley approximately 23.6 kilometres from the Melbourne Central Business District. The school was founded in 1964.

This year we celebrated the opening of a new building that accommodates the administration area, staff amenities, staff work areas and meeting rooms, six classrooms and internal student toilets. We refer to this building as Block A. The remaining block is referred to as Block B which houses eight classrooms. The school has allocated two over entitlement rooms in this block to the Out of School Care program – TeamKids. There is a converted 'shelter shed' used for Music, a standalone art room and a Building the Education Revolution facility. The school prides itself on its spacious grounds. There are three established play-equipment areas, a basketball, and a netball court, two ovals, and a unique wetlands area. The hall is used for school activities and events and is hired out for afterhours activities.

Our student enrolment in 2024 was 340 students.

Our current student enrolment draws from diverse cultural backgrounds, many with a Language Background Other Than English (LBOTE) and with English as an Additional Language (EAL) which accounts for 44% of our students. There are 17 international students enrolled. There are 14 nationalities represented, and we relish this diversity and celebrate it at every opportunity.

The Student Family Occupation (SFO) index was 0.1944 and the Student Family Occupation Education (SFOE) index was 0.1265.

There are 15 straight classes, from Foundation to Year 6. The 2024 staffing profile consists of 20.8 full time equivalent (FTE) teaching staff (9 part time) and 5.69 (FTE) (6 part time) support staff. Within the staffing profile, the school has a Principal, Learning Specialist, Leading Teacher, Classroom teachers and Education Support staff which includes office and integration staff. We have specialists' teachers in Physical Education, Music, Visual Arts, Japanese, and Science.

Our students from Foundation to Year 6 are provided with a broad, rich, and differentiated curriculum designed for a diverse range of learning styles and student abilities with opportunities for support and enrichment at all levels. The school leadership and staff are intentional and purposeful in pursuing the optimal learning experiences for each student and as such, seek to provide all children with instruction that is personalised, evidence-based and technologically rich. Student achievement is further supported through Professional Learning Communities (PLCs), where teachers work collaboratively to analyse and track student achievement data. This informs effective planning in combination with the Victorian Curriculum developmental continuum. PLC is a whole school approach that involves collaboration, sharing and ongoing critical reviewing of teaching and learning practices. All students are monitored and a rigorous process for identifying students in need of intervention is done through the PLC inquiry cycle. Once students are identified as needing support, they are either provided with targeted small group instruction provided by the classroom teacher and in some cases, students attend targeted intervention sessions in small groups or as individuals.

Camps are offered each year to students in Years 3 to 6. Each year level incorporates incursions and excursions regularly across the year to link real life experiences and learning. A variety of lunchtime clubs are on offer, Art club, Music activities, sports games, Japanese club, and Science

club. The lunchtime clubs are a great opportunity for students to engage in activities outside the classroom. They allow the students to engage with friends, students from other classes, teachers and to learn new skills. The clubs are run by staff and our Year 6 student leaders and are open to all students at different stages across the school.

We offer several extra curriculum opportunities for our students which include aerobics, solar car and boat power challenge, instrumental music lessons, coding, chess, Victorian Science Talent Search and several after school activities which can be utilised for the development of the whole child and assist in developing self-esteem, confidence and resilience.

Progress towards strategic goals, student outcomes and student engagement

Learning

Syndal South Primary School continued to maintain a high level of academic performance, with above state average achievements across all levels of the school. The school has a culture of high expectations for all leaders, teachers, and students. Our dedicated and highly professional teaching teams planned the delivery of the Victorian Curriculum in a sequential, differentiated, and a broadly assessed program. Teaching teams were supported in their work by skilled and experienced Education Support staff, who continued to provide structured intervention programs that ensured all children were offered quality learning opportunities. The continued strengthening and success of the 'Sounds Write' synthetic phonics program is evidenced through the English results.

The school was successful in its application to become part of the SOLARLab AERO Professional Learning in Schools project. The membership provided the school with additional quality professional learning and a large number of decodable readers to add to our stock. It has also provided the classroom teachers insight and understanding into a number of new reading assessments that inform teachers of their students specific learning needs in reading.

Our valuable work continued with education consultant, Andrea Hillbrick. It was decided that by utilising an 'Author Study' it would further build the connection between the teaching of reading and writing. A very successful professional learning day was completed with teams planning a unit based on a quality author that they could then replicate in their own classroom.

We have continued to work towards identifying more effective assessment tools to inform teachers of student's mathematical thinking, language, and their ability to use mathematical concepts in a number of ways to cover all student ability levels, to identify their next point of numeracy learning.

Teachers have been engaged in professional learning in the new Mathematical Curriculum 2.0. This included a full day workshop with Dr Ange Rogers, founder of the Numeracy Teachers Academy. Our membership of the Academy has provided us with another avenue for professional learning focusing on targeted teaching and the importance of fluency in mathematics.

The school's student performance data continues to reflect excellent outcomes in English and Mathematics. The 2024 NAPLAN section report shows the percentage of students in the Strong

or Exceeding proficiency levels. Analysis of our 2024 NAPLAN data indicates high performance in all areas of testing in Years 3 and 5. Our Year 3 Numeracy and Reading data indicated that we were well above state average. Our Year 5 Reading and Numeracy data illustrates we are above the state and similar schools. In our teacher's assessment of student achievement against the Victorian Curriculum the percentage of students achieving at or above in English and Mathematics was above the state and similar school's average.

Our PSD (Programs for Students with a Disability) students were supported by Education Support Staff who were provided with educational programs under the guidance of classroom teachers. All students in the Programs for Students with a Disability (PSD) showed highly satisfactory progress in achieving their individual learning goals in 2024. Regular Student Support Group Meetings were held where Individual Educational Plans were established, monitored, and celebrated. Each child had SMART goals identified which were reflective of their needs and supported their continued progression in learning. Our data demonstrated that the majority of our PSD students made twelve months of growth.

In 2025, the school will continue to focus on student learning with an increased focus on numeracy. The school will support both those who need extra support and those who have thrived to continue to extend their learning. The school will continue to provide additional support for students through the Tutoring Learning Initiative program and our Tier Two funding support.

Wellbeing

In 2024, the school has continued to implement The Resilience Project in every classroom. This has entailed a weekly lesson and activity in a personal journal for the students to complete. Newsletter articles and online information sessions were also made available to our parents and carers.

In 2024, the school further imbedded our whole school planning document based on the Victorian Curriculum that encompassed the Resilience, Rights and Respectful Relationships, explicit teaching intentions, and School-Wide Positive Behavior Support behavioural expectations. The Syndal South Expected Behaviour Matrix continued to be the core focus in supporting student well-being in the classroom. The SWPBS Team completed a review of the matrix and appropriate changes were made to reflect the current learning and behavioural needs of the students inside and outside the classroom. Our student SWPBS Leaders have continued to demonstrate specific positive behaviors based on the matrix, each week at assembly. Tokens were rewarded both in the classroom and outside in the yard, to students displaying the school matrix behaviors with a whole school reward at the end of each term.

Based on our Attitude to School survey results and anecdotal data we identified 'friendships' as an area that our students found challenging to manage and therefore could have an effect on their mental health and wellbeing. In response to this finding, we investigated a number of programs available to address this specific issue and decided on the URStrong program. All staff completed the training in the program this year in preparation for the launch across the school in 2025.

The Attitude to School Survey results have maintained a positive response in the areas of 'Sense of Connectiveness and Managing Bullying' however the staff feel that in 2025 we need to further investigate with our students the questions and their responses. This will ensure that the staff gain

a clearer understanding and more direction on how to ensure that students are actively engaged and connected to their learning ensuring their positive wellbeing.

Engagement

Syndal South Primary School students remained successfully engaged and connected to their school. Student attendance data indicated high consistent attendance rates across all year levels. Our attendance data indicated that we are well below the state and below similar schools with an average of 16.8 absence days for 2024. Student illness and extended family holidays were the main reasons for non-attendance.

Our whole school regular 'writing celebrations' continue to be a valuable opportunity for students to engage and share their published writing. We build leadership capacity in students through an active Student Representative Council, Green Team also our School Captains, School Vice Captains, House Captains and Curriculum Captains who also leverages engagement across the school through their capacity to assist in planning and running small group and whole school activities.

The Foundation Transition program, which plays an important part in the transition from preschool to school is very successful in ensuring students become familiar with the facilities, teachers and other students.

We continue to expand the links already established with our local kindergartens, childcare centres and secondary schools

All students are supported, entering their next year of schooling through transition sessions held during Term 4. In 2025 we plan to change the format combining the shorter sessions into a full day.

The school offers an extensive range of extracurricular activities through internal and external clubs that exposes the students to a variety of curriculum areas, to either extend students in a particular area or expand student's interests.

Parents are supported through parent transition sessions, curriculum information sessions, year level newsletters, and through regular updates on COMPASS, Seesaw and in the newsletter.

Financial performance

Syndal South Primary School continues to wisely manage incoming funds, as evidenced by the Net Surplus for 2024. The increased number of international students resulted in an increase in revenue, as did the Commonwealth government grants for Sporting in Schools and new flagpoles. Community contributions from fundraising and donations represent a significant source of local funds along with payments for camps, excursions, and other activities.

The school's higher expenditure in Support Services is accounted for by the fact that in 2024 expenditure for Service Providers (\$44 175) and Agency Staff (\$156, 393) were combined under the Support Services expenditure code. In 2024 we employed a significant number of Casual Relief Teachers and ES staff to cover long service leave and long-term sick leave.

Important advances were made in literacy and numeracy through the funding of professional development programs for teachers and tutoring for students. The school received a small amount of Equity funding that utilised to provide intensive learning support for students in Literacy and Numeracy. The school expends the equity funding in accordance with Department of Education Guidelines.

Our financial commitments include landscaping around our new building and constructing an outdoor learning area/yarning circle near the BER. Future major works are planned to include upgrading the Hall and refurbishing Block B.

For more detailed information regarding our school please visit our website at <https://www.syndalsp.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 340 students were enrolled at this school in 2024, 172 female and 168 male.

58 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).

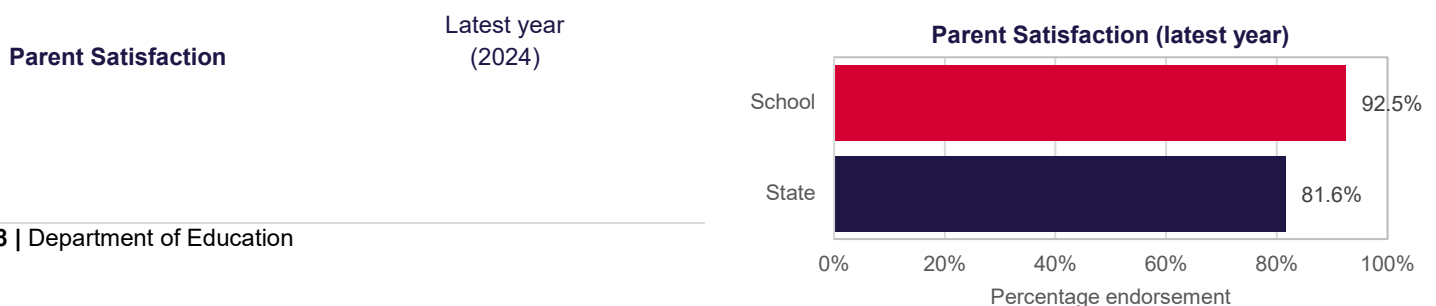
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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



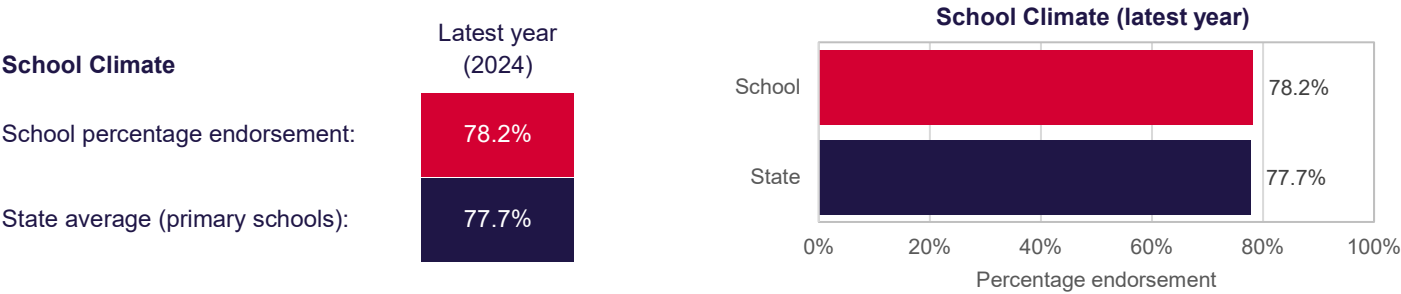
| | |
|----------------------------------|-------|
| School percentage endorsement: | 92.5% |
| State average (primary schools): | 81.6% |

School Staff Survey

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

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

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

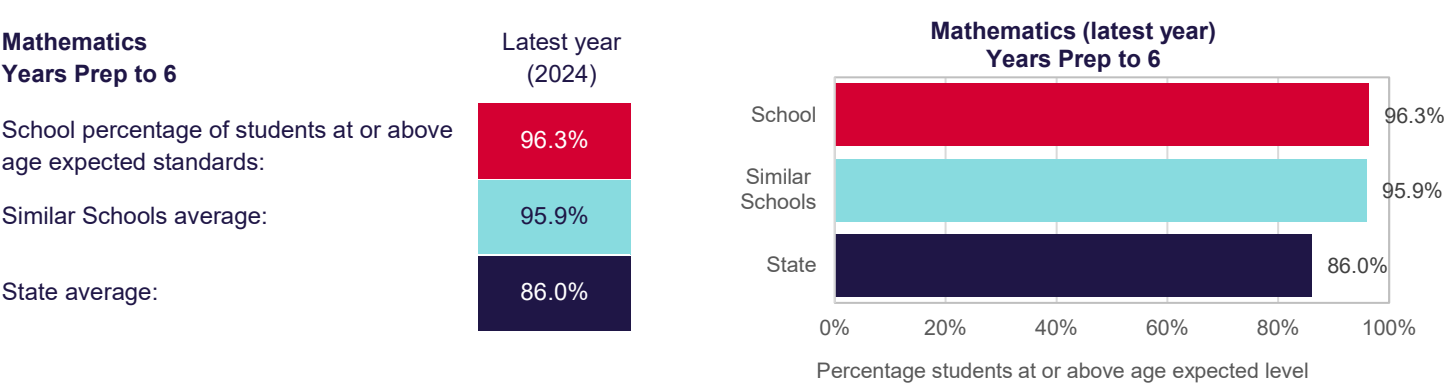
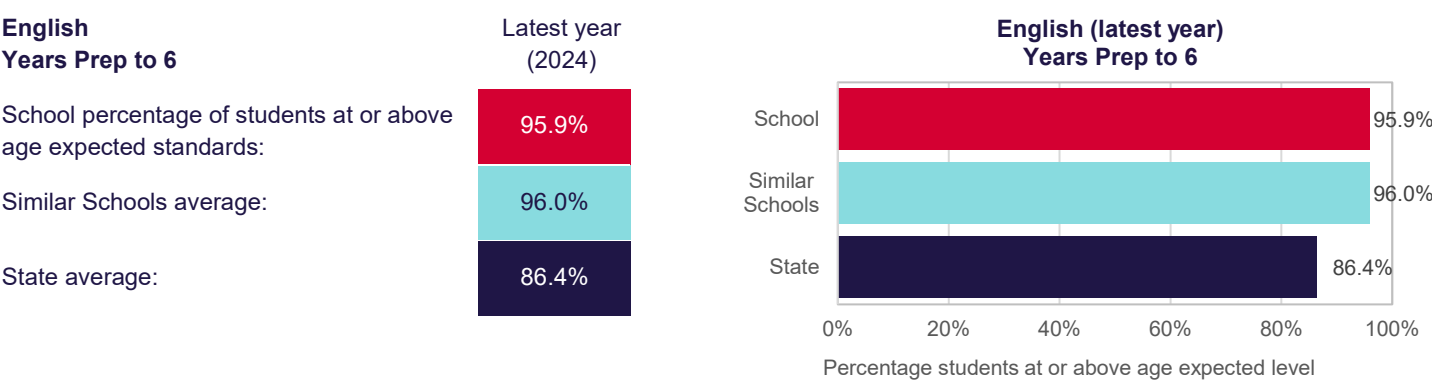


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



LEARNING (continued)

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

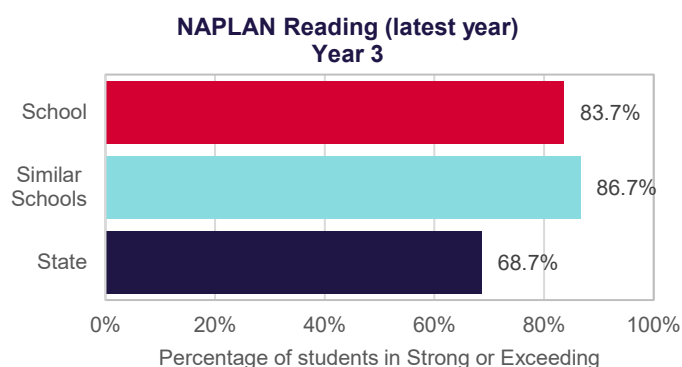
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

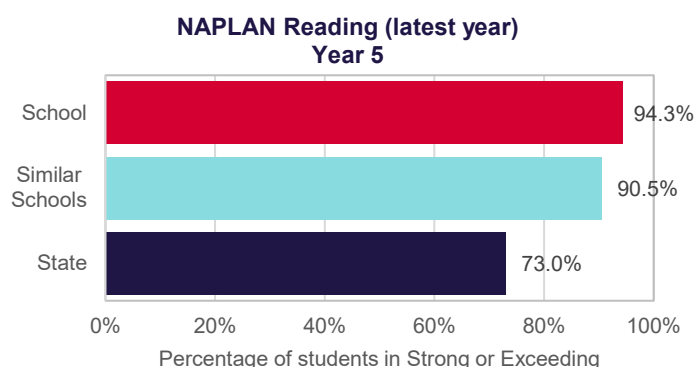
Reading Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 83.7% | 88.0% |
| Similar Schools average: | 86.7% | 87.6% |
| State average: | 68.7% | 69.2% |



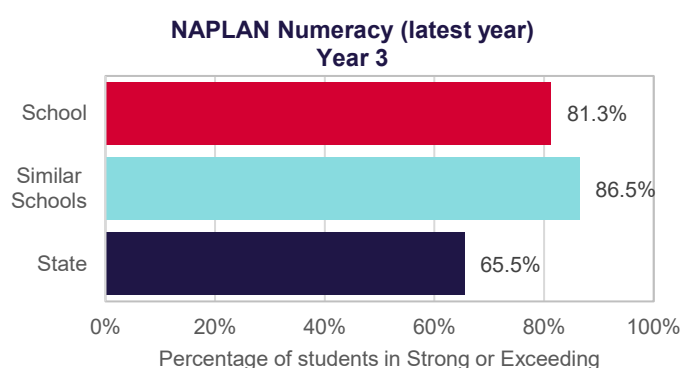
Reading Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 94.3% | 93.8% |
| Similar Schools average: | 90.5% | 91.0% |
| State average: | 73.0% | 75.0% |



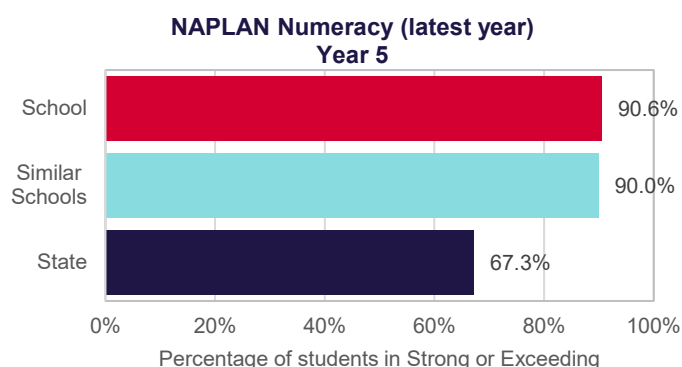
Numeracy Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 81.3% | 81.8% |
| Similar Schools average: | 86.5% | 87.3% |
| State average: | 65.5% | 66.4% |



Numeracy Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 90.6% | 89.6% |
| Similar Schools average: | 90.0% | 90.2% |
| State average: | 67.3% | 67.6% |



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

92.9%

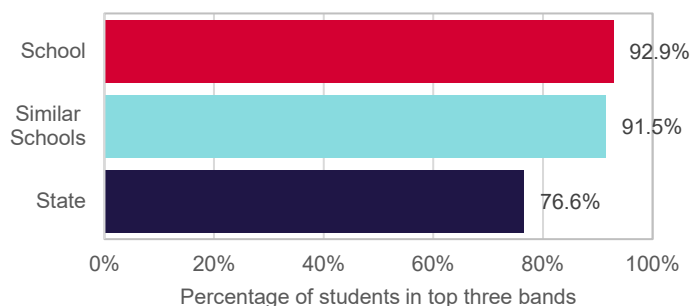
Similar Schools average:

91.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

87.8%

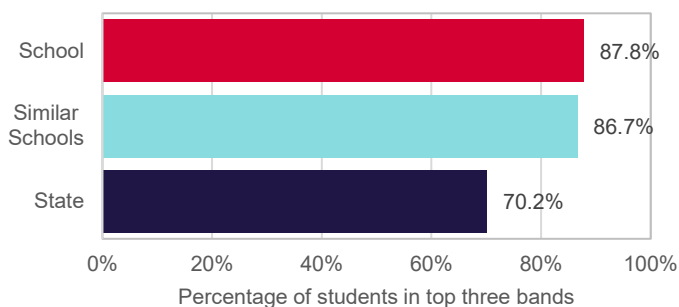
Similar Schools average:

86.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

88.1%

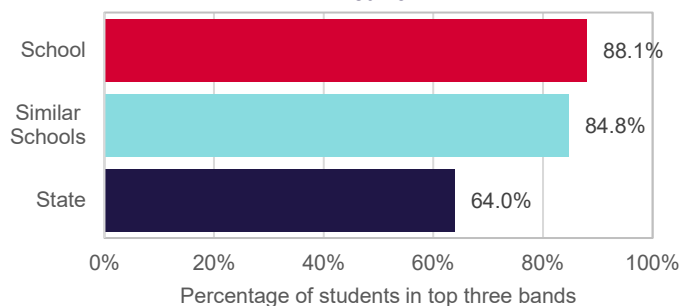
Similar Schools average:

84.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

81.6%

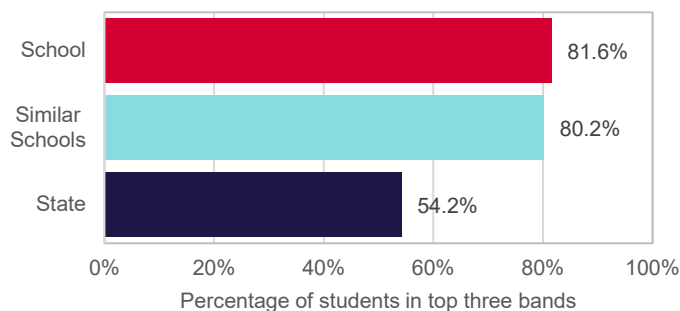
Similar Schools average:

80.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

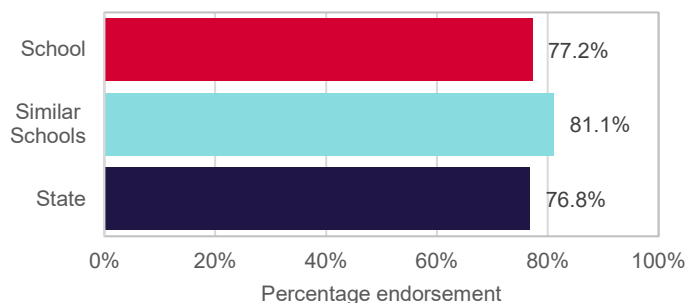
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

| | Latest year (2024) | 4-year average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 77.2% | 82.0% |
| Similar Schools average: | 81.1% | 81.9% |
| State average: | 76.8% | 77.9% |

Sense of Connectedness (latest year) Years 4 to 6



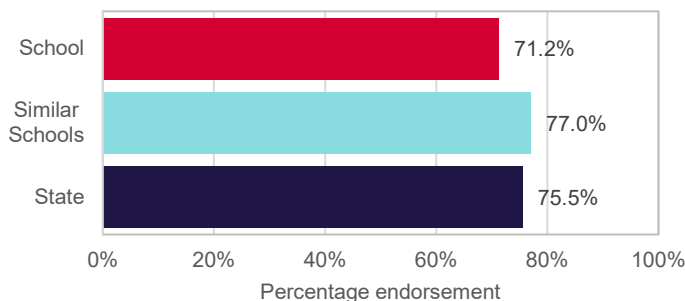
Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

| | Latest year (2024) | 4-year average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 71.2% | 76.5% |
| Similar Schools average: | 77.0% | 78.0% |
| State average: | 75.5% | 76.3% |

Management of Bullying (latest year) Years 4 to 6

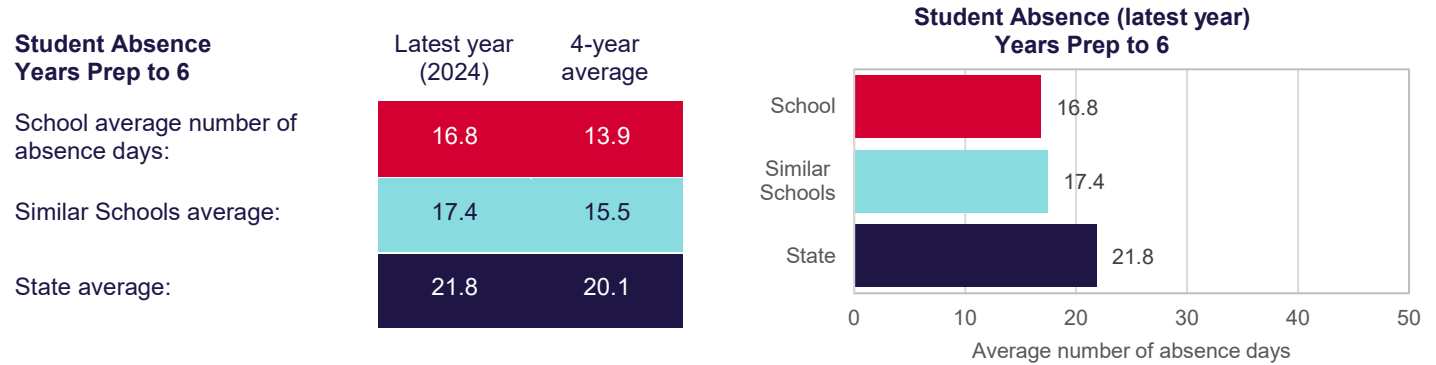


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2024): | 91% | 91% | 91% | 91% | 92% | 93% | 91% |



Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,145,041 |
| Government Provided DET Grants | \$525,978 |
| Government Grants Commonwealth | \$10,694 |
| Government Grants State | \$0 |
| Revenue Other | \$50,795 |
| Locally Raised Funds | \$394,193 |
| Capital Grants | \$4,540 |
| Total Operating Revenue | \$4,131,242 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$5,733 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$5,733 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,070,509 |
| Adjustments | \$0 |
| Books & Publications | \$1,385 |
| Camps/Excursions/Activities | \$130,830 |
| Communication Costs | \$3,750 |
| Consumables | \$85,964 |
| Miscellaneous Expense ³ | \$26,875 |
| Professional Development | \$7,755 |
| Equipment/Maintenance/Hire | \$57,780 |
| Property Services | \$96,207 |
| Salaries & Allowances ⁴ | \$124,592 |
| Support Services | \$200,567 |
| Trading & Fundraising | \$18,989 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$3,037 |
| Utilities | \$32,738 |
| Total Operating Expenditure | \$3,860,980 |
| Net Operating Surplus/-Deficit | \$270,262 |
| Asset Acquisitions | \$178,456 |

- (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 03 Mar 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 | \$715,239 |
| Official Account | \$40,601 |
| Other Accounts | \$68,312 |
| Total Funds Available | \$824,152 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$132,098 |
| Other Recurrent Expenditure | \$7,277 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$173,362 |
| School Based Programs | \$43,880 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$18,630 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$165,435 |
| Maintenance - Buildings/Grounds < 12 months | \$39,056 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$73,000 |
| Total Financial Commitments | \$652,738 |

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.

