

2023 Annual Report to the School Community

School Name: Echuca East Primary School (2667)



- 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 March 2024 at 03:04 PM by Lindy Burke (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 22 March 2024 at 11:00 AM by Darryl Brown (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

Echuca East Primary School is situated on the east side of Echuca, over the railway track, near the junction of the Murray and Goulburn Rivers. We have spacious grounds with a lush green oval which is now watered with our bore. Our school backs onto the newly refurbished Echuca East Community Precinct with multi-purpose building, amazing playgrounds and open spaces, dog parks and soon to be bike track and skills area.

At Echuca East Primary School, we strive to create a challenging and supportive learning environment encompassing all members of our community, based on the school's values: Practice Respect, Act Responsibly and Learn Resilience (PAL) which are the guiding values of Echuca East Primary School. We have a strong moral purpose statement, 'Whatever my background, whatever my abilities, wherever I start from'. Based on the Student Family Occupation and Education index, our community socio-economic profile is low. Our aim is to nurture and develop individuals to become resilient and adaptable and acquire a lifelong love of learning and the skills and attitudes necessary to function successfully in a sustainable global society. As a community we understand that we are responsible for ensuring that we all try our best and have a positive impact on the learning of others, that a safe learning environment is provided for everyone and that we treat others with kindness always.

In 2023, Echuca East PS had 26.6 equivalent full-time staff comprising of 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 0.8 Learning Tutor, 13.7 EFT Teachers, 4.48 Education Support Staff, 1 Trainee, 0.6 Disability & Inclusion Co-ordinator, 2.72 Disability Inclusion (NTS), 0.7 Mental Health Co-ordinator. 26% of our student population were indigenous.

The school is organised into neighbourhoods for the delivery of our learning programs, with the Preps operating a developmental curriculum (SPICE) for their inquiry focus. A strong team ethos exists between staff members as they work together, plan together and analyse data together working in PLC teams. We are proud to continually learn through best practice, inquiry, reflection and the celebration of our achievements. Our priority was Literacy and Numeracy, with a strong emphasis on our whole school instructional models. All classrooms had 10 hours of explicit Literacy teaching and 5 hours of Numeracy supported by our PLC Leaders. Learning Walks were prioritised and timetabled weekly, providing both leadership and teaching staff the opportunity to track our progress and future focus areas.

Specialist programs offered at our school included Visual Arts, Physical Education, Drama, Wellbeing (Respectful Relationships), Yoga & Mindfulness, STEM and Indonesian. To enrich our curriculum further, we provided a variety of innovative programs both within and beyond the classroom, including: Better Buddies and various leadership programs throughout the year. The Tutor Learning Initiative (TLI) continued into 2023 with one tutor working in Level 2 and Level 3. Due to staffing challenges, were unable to offer TLI to student in Level 4 until Semester 2. The school added to the TLI allocation in order to ensure the program ran all year. This program was compromised due to large amounts of staff and student absence - due to the continuing impacts of COVID-19. Our Koorie students were also supported with additional intervention due to the Early Years Koorie Literacy and Numeracy Program funding.

With a strong focus on transitioning our future Prep students to be school ready, we continued with our "Little Easties Transition Program". This program allowed 4 year old kinder students to come and attend the school for an hour a week in both term 2 and term 3 to get a feel and love of the school. This further complimented our more formalised transition program in term 4. The success of this program is very evident, in increased enrolments and an exceptional start to term 1 in 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

In our 2023 Annual Implementation Plan (AIP) our focus was still on Literacy and Numeracy, in particular, implementing a strong instructional model in numeracy. This included introducing more regular learning walks in the numeracy block. This went hand in hand with our strong focus on Professional Learning Communities (PLCs) where data was at the fore front of all conversations and planning sessions. In term 4 we appointed a Learning Specialist with a focus on Data and Improvement to further support staff in building their capacity.

In 2023, NAPLAN was updated to report against proficiency standards rather than the previous bands and the tests were administered online in March instead of the usual May. In line with these changes, the NAPLAN results from 2022 and 2023 are not comparable, therefore we are unable to identify potential growth.

The continuation of the Tutor Learning Initiative (TLI) supported students who had been identified as not reaching their expected growth in the areas of Literacy and Numeracy.

Our 2023 School Staff Survey (SSS) data was also pleasing, meeting our targets in all 3 areas. (Collective Efficacy - 85% /Guaranteed and Viable Curriculum - 95% /Professional Learning to Improve Practice - 95%) which has been pleasing to see that all the work put into these areas have paid off.

School Staff Survey Variable	2020 Level of Positive endorsement	2024 Targets	2023 Results
Collective Efficacy	60%	75%	85%
Guaranteed & Viable Curriculum	75%	85%	95%
Professional Learning to Improve practice	60%	80%	95%

The 2023 Performance Report indicated a positive growth in Student Attitude and School Climate moving to Influence and Stretch performance groups. Parent Satisfaction for School percentage endorsement had also improved and was at 100%. Our School Climate increased to 84%, above the state average.

Overall Performance Group



School Climate

INFLUENCE

The School Climate domain measures staff endorsements of Collective Efficacy and Academic Emphasis from the School Staff Survey.

Student Attitude

STRETCH

The Attitudes to School domain measures students' engagement in Stimulating Learning, Learning Confidence and Student Safety from the Attitudes to School Survey.

The percentage endorsement of parents on their school satisfaction level, as reported in the Parent Opinion Survey 2023 was 93%, of which state and similar schools were only at 80%. General School Satisfaction and School Pride and Confidence was at 100%. This improved significantly from 2022.

Wellbeing

With an equal focus on wellbeing (due to the introduction of FISO 2.0), we continued some great initiatives which had been rolled out in 2022 at Echuca East Primary School. We continued with the Mental Health in Primary Schools initiative. This funding continued to allow us to retain our MHIPS Coordinator, who continued to provide professional learning to staff, whilst still supporting students and families in the process. The continuation of the Disability Inclusion Program has again been quite successful in gaining funding for 10 Tier 3 students.

In 2023 we also provided students with 2 wellbeing specialist programs. 'Yoga and Mindfulness' and 'Wellbeing', which included RRR and strategies based around zones of regulation. This has had great positive impact on the sense of connectedness of students (ATTS) showing growth from 2022 to 2023. Stimulated Learning went from 77% to 83%. Continuing on with our Student Voice & Agency priority in our current School Strategic Plan, has also shown some great growth (2022 ATSS - Student Voice & Agency was 71% to 2023 ATSS Student Voice & Agency of 80%). This has seen the continuation of our Student Voice Team (Staff & Students), with regular classroom meetings, providing a forum for student voice in the classroom.

Engagement

Echuca East has a clear moral purpose for education, with students at its centre. We strive to maintain a whole-school focus on the promotion of positive relationships, student resilience, student motivation, responsible behaviour and improved attendance. Our school values are Practice RESPECT, Act RESPONSIBLY and Learn RESILIANCE, with the catch phrase to be an 'Eastie PAL'. Throughout 2023, we focused on classroom routines that were consistent and conducive to good learning. Respectful relationships were an integral part of our culture. We continued with the School Wide Positive Behaviours Support (SWPBS) framework. TERRIFIC Kids awards were presented each term, and Students of the Week were also presented each week at our whole school assemblies.

The Hands on Learning (HoL) Cafe Program continued into 2023, which assisted in the re-engagement of some students in grades 5/6. This program provided students with skills, knowledge, motivation and purpose. When comparing Stimulated Learning data from ATSS from 2022 to 2023, we saw some positive growth. Finally after 3 years of disruptions (COVID-19 & Local Floods) we managed to publish our annual School Magazine - "Inside & Out" to further celebrate the great things we do at Echuca East. We have a high Koorie enrolment and our Koorie community are valued and embraced. Our families interact well with our school community. We continued with our annual Dhungala (Sharing Culture through storytelling) Book of the Year awards in order to

promote the value of literacy, encourage a safe cultural environment where students feel safe to share their stories. Winner's books were published, and additional copies were presented to Berrimba Child Care Centre to use and share. We celebrated 10 years of our Book of the Year program and even had several articles published in the local paper celebrating the occasion!

We continued to prioritise our "Little Easties" Transition Program into 2023 and in turn increased our 2024 Prep enrolments. Despite our predicted enrolment on the decline, we managed to turn that around with an increase, with lots of positive PR on social media and in the local paper. and getting out in the community to sell our great school.

Attendance however, still seems to be our biggest challenge, despite a very slight decrease of the average days absent in 2023 (26.9%) from 2022 (27%). We have continued with the "Beat the Bell" weekly attendance Award and levels presenting Attendance Certificates at the end of each term. We developed an Attendance Roles and Responsibility document to ensure all staff were aware of their responsibilities and the process/steps when dealing with attendance concerns. Teachers contacted families on the 3rd day of being away. The principal sent home attendance letters to parents each term if their child/ren had an attendance rate less than 60% that term, requesting an interview for follow-up. This work will continue into 2024.

Financial performance

Echuca East Primary School finished 2023 with a surplus \$313,646. We received \$333,955 Disability Inclusion Tier 3 funding, including \$203,629 backdated from 2022.

2023 revenue was \$752,422 down \$81,268 from 2022. Locally raised funds were also less than the previous year, with only \$14,518 received from families for curriculum contributions (19% of students enrolled) and limited fundraising activities. \$25,085 unallocated family receipts / CSEF will be carried forward to 2024. The introduction of new time in lieu arrangements as part of the 2022 VSGA has led to a significant cost increases for camps and excursions. Our 2023 Grade 5 camp did not go ahead due to a lack of students committing to attend.

2023 expenditure of \$685,085 included \$61,683 for our 1:1 iPad program which provides a school leased iPad for every student from Grades 1 to 6. This is a three year lease from Apple Finance with a buy out option at the conclusion.

We again employed a trainee for additional student support at a cost of \$42,441. CRT staffing of \$127,016 was slightly under budget, largely due to the lack of availability of teachers.

A photocopier upgrade resulted in a \$12,000 saving through new contract pricing.

Equity funding was used for extra teacher support and to provide students with various educational incursions across 2023.

For more detailed information regarding our school please visit our website at
<http://www.echucaeastps.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 280 students were enrolled at this school in 2023, 131 female and 149 male.

2 percent of students had English as an additional language and 26 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

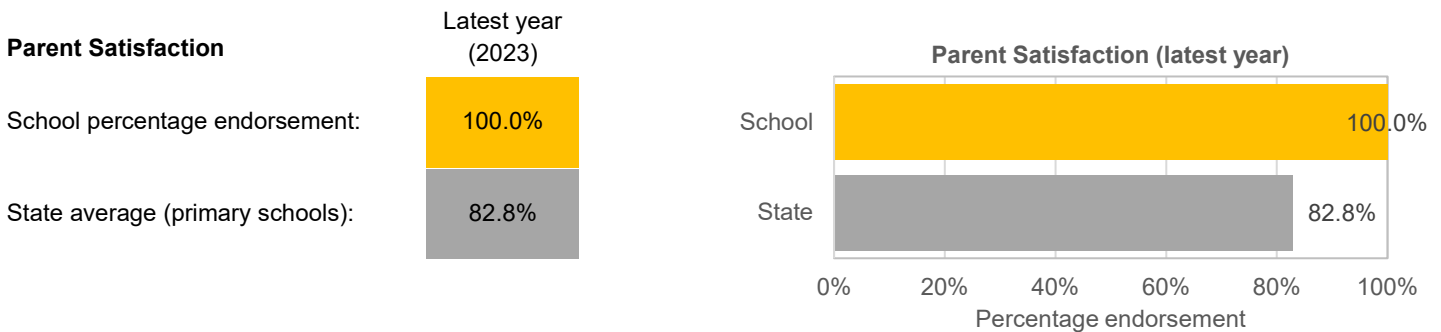
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

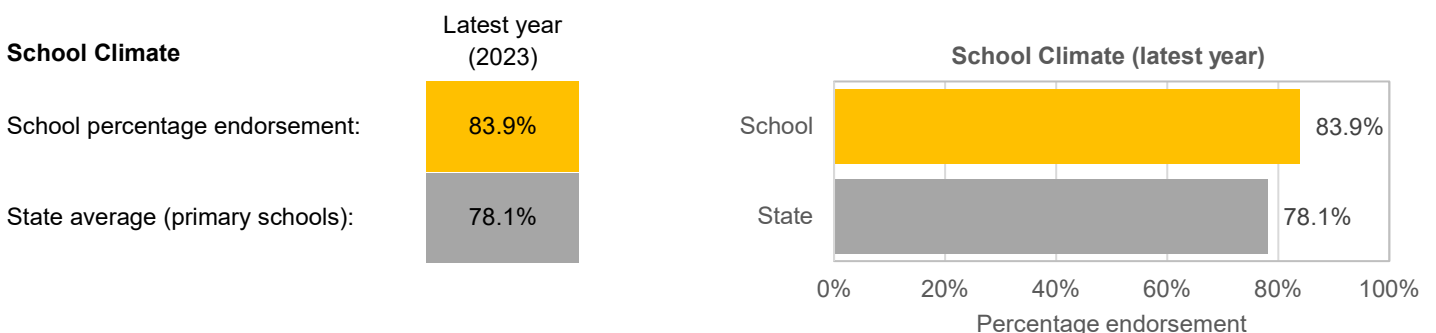


School Staff Survey

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:

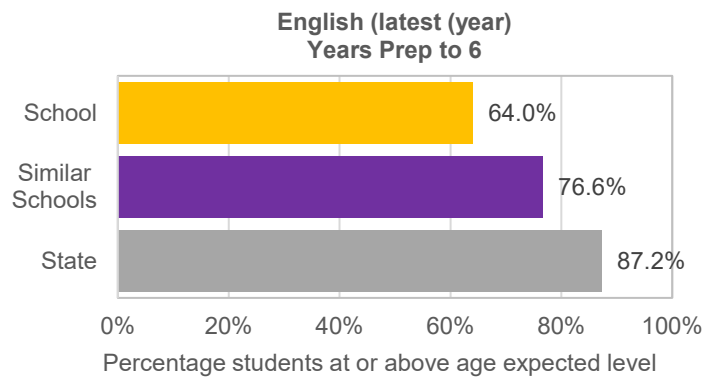
64.0%

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:

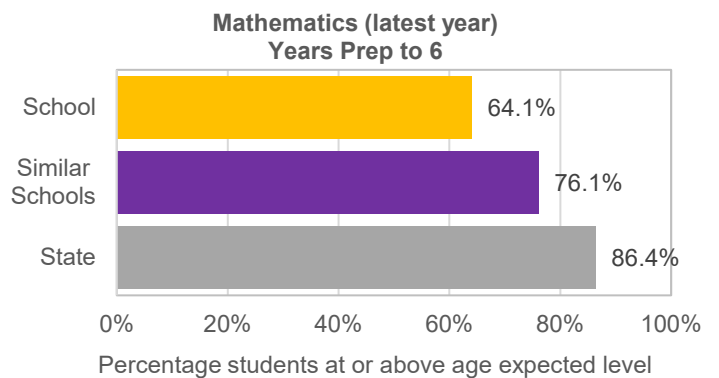
64.1%

Similar Schools average:

76.1%

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:

56.0%

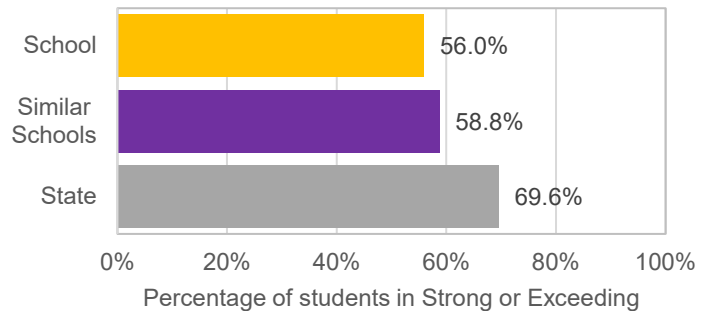
Similar Schools average:

58.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.1%

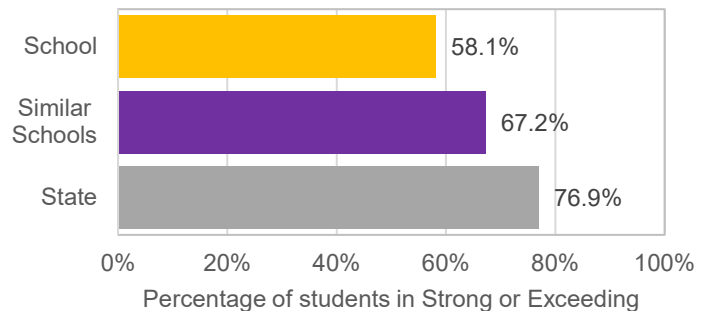
Similar Schools average:

67.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.5%

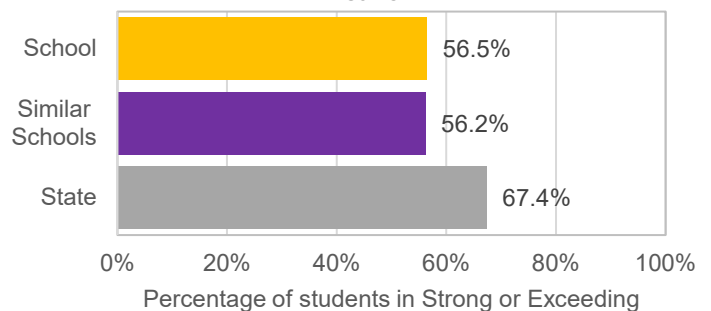
Similar Schools average:

56.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

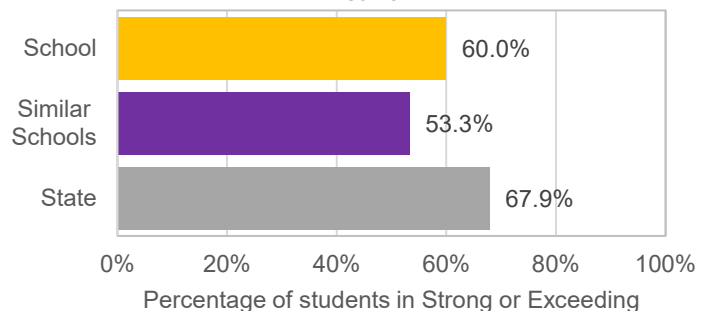
Similar Schools average:

53.3%

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:

74.3%

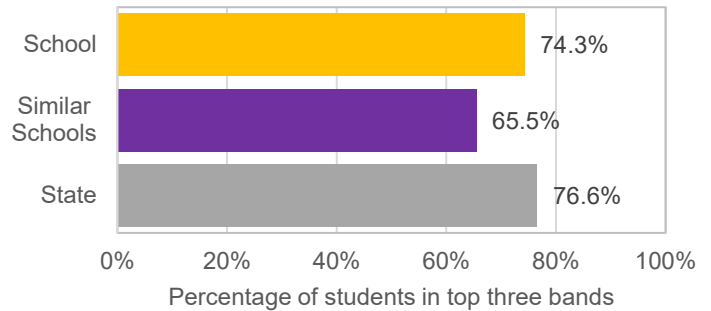
Similar Schools average:

65.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

67.6%

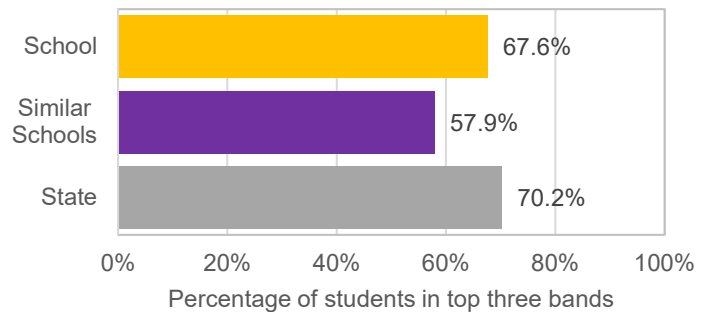
Similar Schools average:

57.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

64.7%

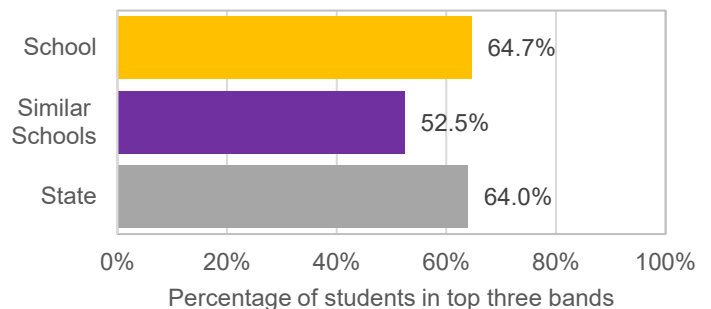
Similar Schools average:

52.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

51.4%

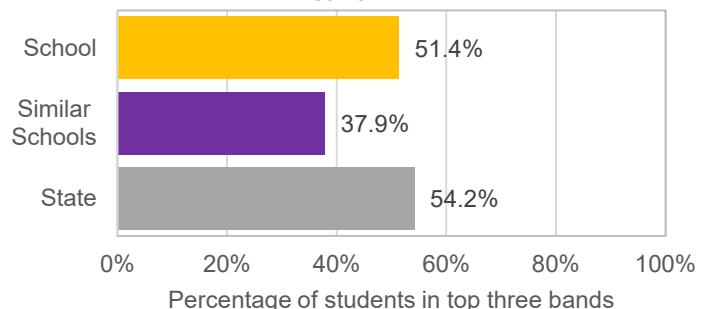
Similar Schools average:

37.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

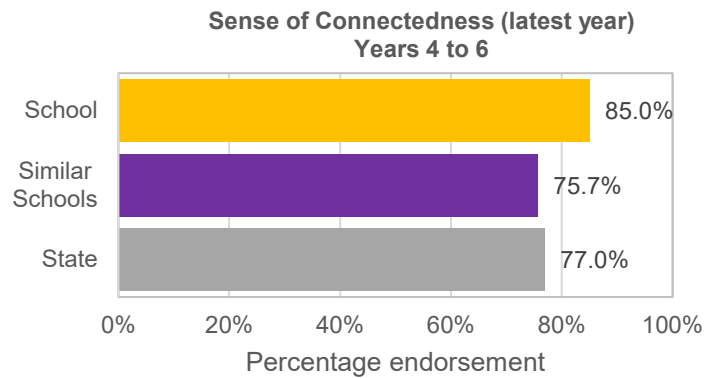
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	85.0%	80.3%
Similar Schools average:	75.7%	75.9%
State average:	77.0%	78.5%

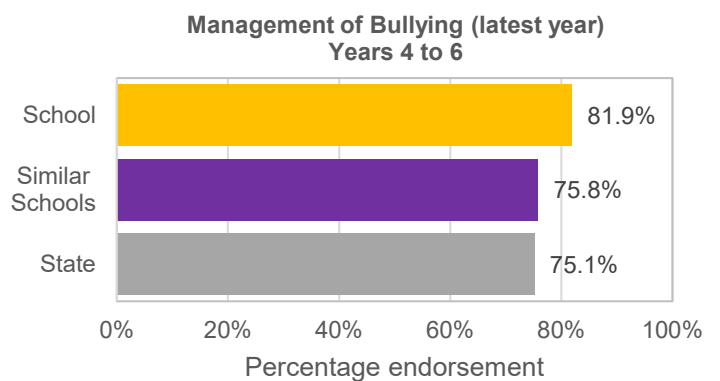


Student Attitudes to School – Management of Bullying

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:	81.9%	78.4%
Similar Schools average:	75.8%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

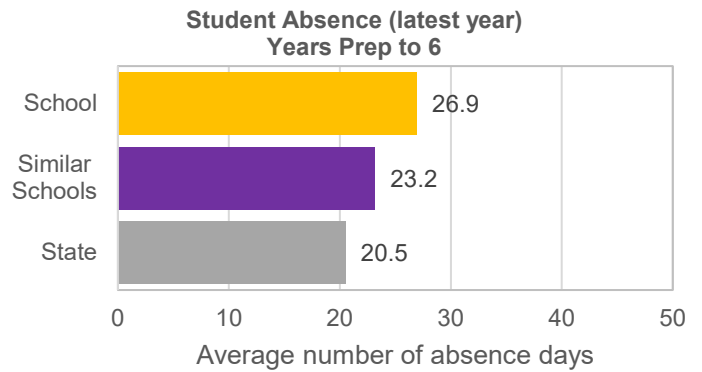
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.9	22.9
Similar Schools average:	23.2	21.2
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):	87%	85%	85%	88%	90%	84%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,364,906
Government Provided DET Grants	\$598,112
Government Grants Commonwealth	\$25,062
Government Grants State	\$5,000
Revenue Other	\$58,223
Locally Raised Funds	\$66,025
Capital Grants	\$0
Total Operating Revenue	\$4,117,328

Equity ¹	Actual
Equity (Social Disadvantage)	\$326,068
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$326,068

Expenditure	Actual
Student Resource Package ²	\$3,039,936
Adjustments	\$0
Books & Publications	\$2,582
Camps/Excursions/Activities	\$72,310
Communication Costs	\$2,673
Consumables	\$111,847
Miscellaneous Expense ³	\$13,537
Professional Development	\$11,998
Equipment/Maintenance/Hire	\$74,726
Property Services	\$151,153
Salaries & Allowances ⁴	\$132,192
Support Services	\$55,019
Trading & Fundraising	\$20,654
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$522
Utilities	\$35,872
Total Operating Expenditure	\$3,725,021
Net Operating Surplus/-Deficit	\$392,307
Asset Acquisitions	\$27,075

- (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	\$748,763
Official Account	\$23,915
Other Accounts	\$0
Total Funds Available	\$772,678

Financial Commitments	Actual
Operating Reserve	\$103,167
Other Recurrent Expenditure	\$12,771
Provision Accounts	\$0
Funds Received in Advance	\$25,085
School Based Programs	\$90,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$61,345
Capital - Buildings/Grounds < 12 months	\$180,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$61,345
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$533,713

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.