

2023 Annual Report to the School Community

School Name: Nilma Primary School (2712)



- 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 01:13 PM by Kirsti Farr (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 March 2024 at 02:07 PM by Shannon Gibbons (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

Nilma Primary School was established in 1885 and is located in Gippsland, 110 kilometres southeast of Melbourne in the shire of Baw Baw.

The school facilities include; a heritage building that provides for administration and staff room, an open planned building with 4 classrooms, and a Science, Technology, Engineering, Arts and Mathematics (STEAM) centre. The grounds include an adventure play area, oval, kitchen garden and hard-court play area.

At Nilma Primary School, our mission is to cultivate the academic, social, and emotional skills of our students to the highest possible level, equipping them to thrive as lifelong learners and valued contributors to society. Through diverse learning experiences, we empower students to be self-assured, cooperative, compassionate, innovative, and discerning thinkers. We therefore strive to provide our students with the necessary building blocks for both academic success and social and emotional wellbeing.

Guided by the core values of Respect and Responsibility, Environment, Achievement, and Learning, we champion the ethos of "REAL Students @ Nilma," fostering a culture where these values are embodied and celebrated.

The 2023 enrolment was 76 students. The overall socio-economic profile - Student Family Occupation and Education (SFOE) was medium, representing a medium level of socio-educational disadvantage of our school. Nilma PS did not have any students identifying as English as an Additional Language (EAL) students or Aboriginal and Torres Strait Islanders (ATSI) in 2023.

The staffing profile of Nilma Primary School includes a Principal and 5.6 full-time equivalent Teachers and 4.8 full-time equivalent Education Support (ES) staff. The school was organised into 4 home groups; Foundation, Year 2/1, Year 4/3 and Years 6/5. Our approach to teaching and learning, including the use of multi-ageing, ensures that challenging learning experiences with clear learning goals and rich interactive environments facilitate learning within and beyond the school. Small groups were involved in the Tutor Program.

During 2023, staff continued to collaborate with developing a continuous learning curriculum and balance the learning with student well-being. A passionate and professional attitude is valued and expected in all activities in this school. We are pleased to report the staff have continued to work collaboratively to build collective capacity and a positive school environment as reported in the Staff School Survey, being above State average for Primary schools. Teacher Professional Learning Communities in English and Mathematics have continued to successfully implement a team-based approach to curriculum design, ensuring coherence from Foundation to Year 6.

We hold the belief that the most effective means of equipping our students for a prosperous future is through collaboration with the broader school community. Thus, we actively encourage parents to engage in school activities and have diligently kept them informed and educated through various channels throughout the year. Nilma has strived to cultivate harmonious and inclusive relationships and partnerships within the community. While the positive parent satisfaction reflected in the Parent Opinion Survey (POS) indicates commendable engagement, the percentage of positive responses from parents was slightly below the State average for all Victorian Government Schools.

The buildings, facilities, and grounds are designed to be visually appealing and conducive to meeting the diverse learning requirements of our students. We have effectively finalised the enhancement of our grounds with the assistance of the Inclusive Schools Grant.

At Nilma, collaboration and teamwork are fundamental principles, underpinned by our high yet achievable expectations for all. We uphold values of trust, respect, and honesty in all interactions.

Progress towards strategic goals, student outcomes and student engagement

Learning

Nilma Primary School's teacher judgement of student achievement against Victorian Curriculum in English indicate students working at or above age expected levels at 82.7%, was relative to Similar Schools and slightly below State school average of 87.2%. The percentage of students at or above age expected standards in Mathematics teacher judgements for Nilma students 87.6%, was slightly above the Similar School average and State average. This being indicative of the increased focus on Mathematics through our involvement with the Primary School Mathematics Specialist Initiative.

NAPLAN data supports teacher judgement. Results indicate a majority of Year 3 students in Strong or Exceeding in Reading. Numeracy results for Year 3 students indicated 4 of the 9 students performing in strong or Exceeding. Year 5 Reading was slightly below that of Similar Schools and State averages and Year 5 Numeracy performances were well above that of Similar Schools and relative to State averages.

Teachers continued to utilise online curriculum planning and consistently explored alternative methods to deliver educational content that catered to diverse learning styles. Teachers collaborated within a Whole School Professional Learning Team focused on Literacy and Mathematics throughout the year. Our school's emphasis on Phonological Awareness, Synthetic Phonics program, morphology, and comprehension, coupled with explicit teaching methods, has continued to provide our students with a strong basis in literacy. The Tutor Program effectively bolstered Reading and Mathematics school-wide. The sustained utilisation of the GRIN program for Mathematics, along with the resources and ideas from the Primary Mathematics and Science Specialist Initiative, further enhanced our academic achievements.

The ongoing use of efficient online platforms and resources facilitated feedback on student learning, affording teachers opportunities to employ explicit teaching strategies targeted at specific needs, to enhance student progress. The continuous emphasis on 'formative' assessment practices enabled teachers to refine their assessment skills and consistently deliver individualised and small group explicit instruction.

The incorporation of a cohesive whole school approach to the 'Instructional Workshop' model, along with the Gradual Release of Responsibility theory, fortified our school's instructional framework in both English and Mathematics. Learning Specialists assumed leadership roles in Literacy and Numeracy, championing evidence-based research theories to support high-quality whole school practices. The Professional Learning Community (PLC) served as a conduit for employing the inquiry model to enhance student learning outcomes at Nilma.

Wellbeing

Wellbeing remained a key priority for the Victorian Education Department in 2023, urging schools to integrate a focus on wellbeing for both staff and students into their Annual Improvement Plans.

In 2023, Nilma Primary School fully embraced the inclusion of 'Smiling Mind' in the curriculum to foster wellbeing among students and staff. The introduction of Smiling Mind created opportunities for students to connect with themselves, engage in meditation, and practice mindfulness.

Students in Years 4-6 participated in the 2023 Attitudes to School Survey, revealing a high percentage of positive responses regarding their sense of connectedness, with 77.7% indicating a strong sense of connection, a trend maintained over the past four years. This response rate slightly surpassed the state average of 77.0% and fell slightly below Similar Schools at 79.8%. Particularly noteworthy were the high scores in Years 5 and 6, with most frameworks scoring above 80%, and many achieving scores of 90% - 100%.

The management of bullying served as another indicator of wellbeing for Victorian schools. Nilma Primary School takes pride in the student voice as reflected in the survey, with a high positive response rate of 83.3%, surpassing Similar Schools at 81.1% and significantly exceeding the State Average of 75.1%. The school's practices, including circle time, Zones of Regulation, restorative conversations, and the continued implementation of Respectful Relationships, have fostered a sense of safety and happiness among students.

The implementation and integration of the 'REAL' Kids @ Nilma strategy, alongside a focus on student agency, have reinforced the school's values and consistent approach to personal and social skills development. 'REAL' Kids @ Nilma has contributed to improved student engagement, attendance, and positive learning attitudes and behaviours.

In 2023, Nilma Primary School remained a Lead School for the Respectful Relationships program, with staff consistently incorporating sessions throughout the year to embed Respectful Relationships among students and across schools.

Engagement

Attendance is crucial for facilitating effective learning. Nilma Primary School maintains high expectations regarding attendance, and our accountability measures have proven highly effective. In 2023, student attendance at Nilma continued to surpass that of similar schools and the state average for all primary schools, with fewer absences recorded. Nilma's average number of absent days in 2023 was 18.5, compared to the Similar Schools' average of 22.7. Examining a broader timeframe, our running four-year average stands at 16.4 days, highlighting an area for focused attention in 2024 to further encourage school attendance by fostering connections and comfort among families.

Although we did encounter a small number of students with high absenteeism, the school implemented individualised practices to support these families. Incorporating student voice and advocacy, our formal approach to the Junior School Council and Year 6 Leadership roles has provided students with opportunities to engage in activities and decision-making processes within the school community.

Other highlights from the school year

Nilma Primary School provides extra-curricular activities that enable students to have experiences within and outside the school to build personal and social skills – camps, incursions, excursions and family experiences. Two 2023 highlights were – the F-2 excursion to West Gippsland Arts' Centre to see the performance of the book Wilfred, Gordan McDonald Partridge, and visit to the Warragul Library, and the 3-6 'Race Around Warragul' and visit to the West Gippsland Arts' Centre to see the production of the 'The Twits'. Both excursions were highly entertaining and engaging for all with students' enjoyment clearly demonstrated by their smiles and laughter.

One of our school values is Environment, with a focus on being a Sustainable school, and educating students on sustainable practices. We pride ourselves on our Sustainability and Environment Program, incorporating our extensive vegetable garden and the Stephanie Alexander Kitchen Garden Program into this too. Students in all year levels are able to sample recipes produced with ingredients from our garden, with the Year 3 and 4 students participating in fortnightly cooking sessions.

Nilma Primary School came together to celebrate the opening of the extension to our school playground, including water play area and climbing frame. This was all made possible through the Inclusive Schools grant. Nilma Primary School continues to celebrate the achievements of all students, including recognising outstanding academic growth, attendance levels, reading night awards and the consistent demonstration of the 'REAL' values of Nilma through our Learners of the Week awards.

Our major highlight for 2023 was our Whole School Production of 'Lucky You Read That Book', with preparations and practise of scripts and songs taking place throughout Term 3. Students in Years 5 and 6 read through the script and learnt the lines for their character, delivering their lines with fluency and expression, making the characters come alive. Students in Years F-4 learnt songs and movements to music. Whole school rehearsals took place with students learning stage placement, movements, entries and exits. All students contributed to the performance in a positive manner, bringing energy and enthusiasm to Nilma Primary School's 2023 production of 'Lucky You Read That Book'.

Financial performance

In 2023, Nilma Primary School had a surplus due to healthy management and strong budgeting processes.

Nilma Primary School also received additional grants for 2023 including the School Chaplain, Soft Fall, Sporting Schools, Shade Sails and OSHC Grants.

Last year, the school continued to invest in infrastructure development and maintenance, including the installation of a new shade sail over the sand pit, asphaltting around the main building and front of the school, roof and spouting works including all buildings and the installation of bird netting to the office building, tree audit and mulch for garden beds.

Nilma Primary School continued to see a decrease in its equity funding in 2023. The equity funding that we received was used to fund teaching and support staff as part of the Student Resource Package.

The overall staffing FTE has increased slightly, to staff tutors, a Disability Inclusion specialist and Education Support staff to further support student outcomes and wellbeing across the school.

We will continue to strategically prioritise financial resources and facilities to improve student outcomes across the school. We completed our 2021 Inclusive Schools Playground in June/July 2023.

For more detailed information regarding our school please visit our website at

<http://www.nilmaps.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 77 students were enrolled at this school in 2023, 38 female and 39 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).

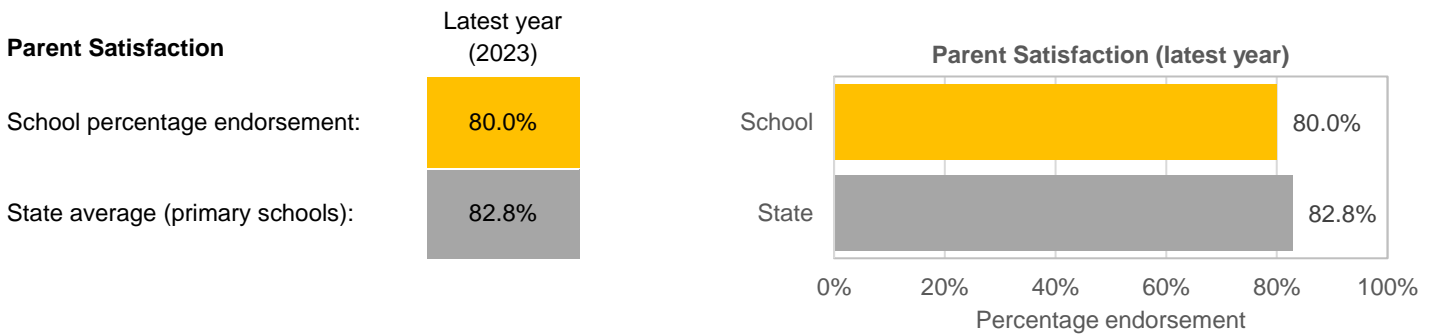
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

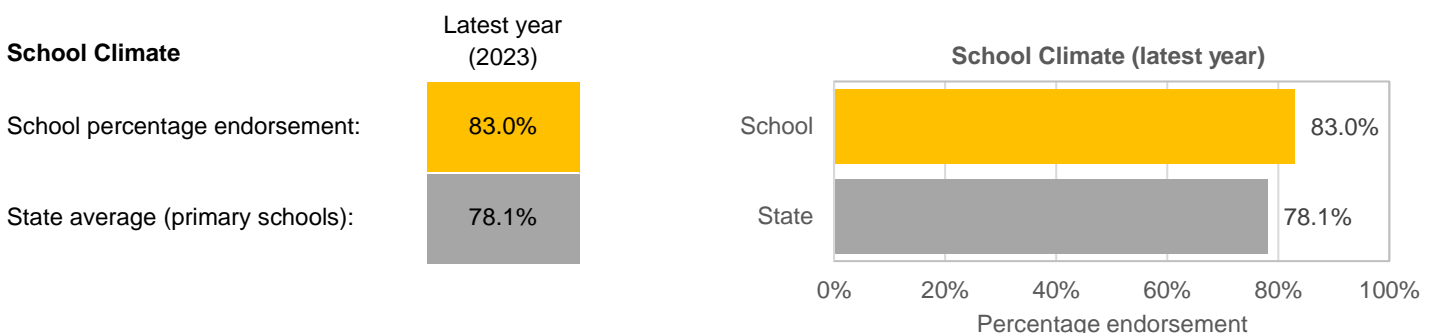


School Staff Survey

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:

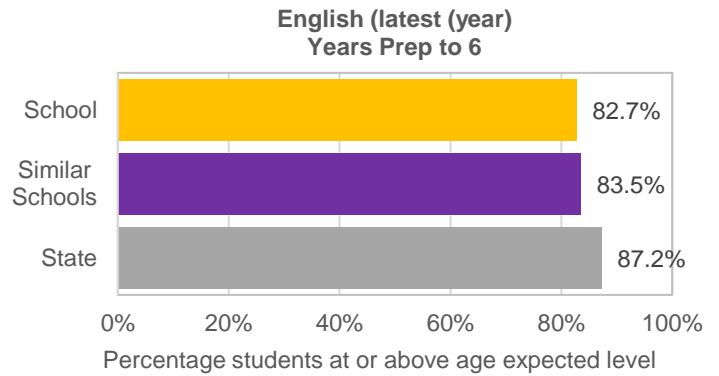
82.7%

Similar Schools average:

83.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

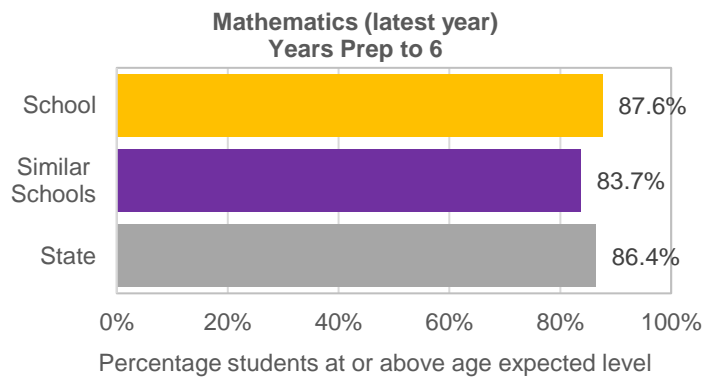
87.6%

Similar Schools average:

83.7%

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:

60.0%

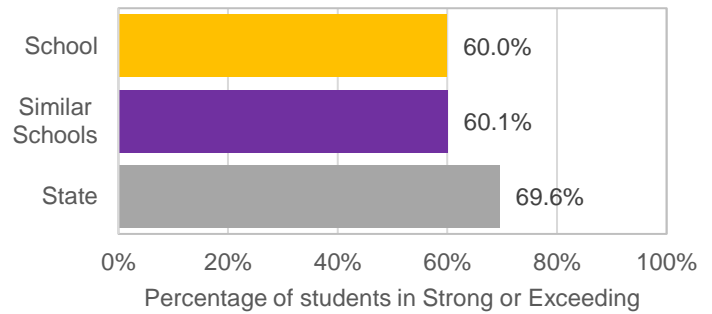
Similar Schools average:

60.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

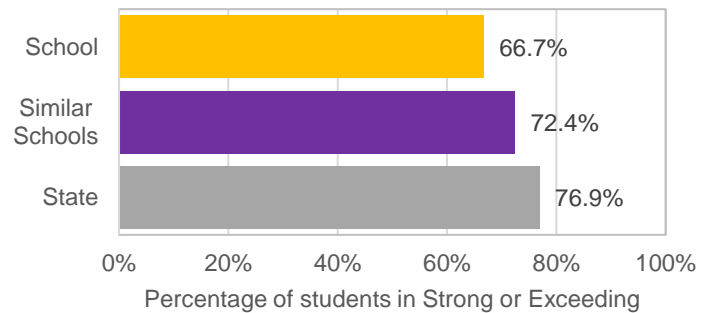
Similar Schools average:

72.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

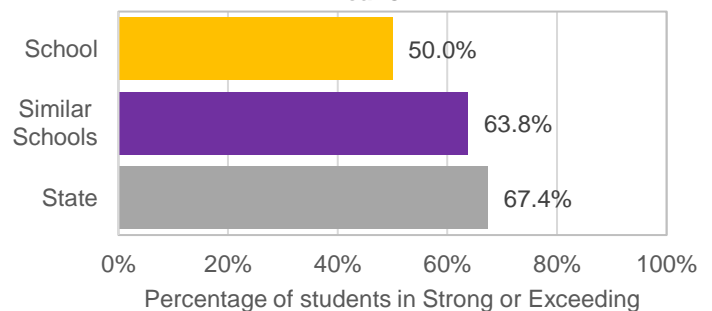
Similar Schools average:

63.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

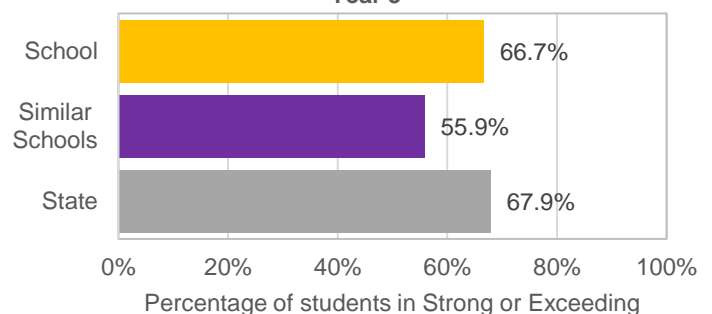
Similar Schools average:

55.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

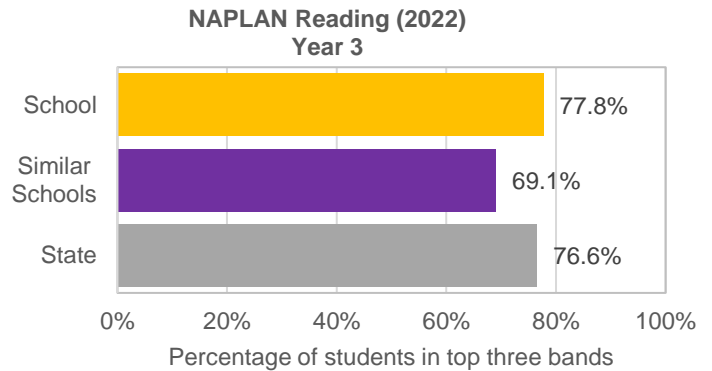
77.8%

Similar Schools average:

69.1%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

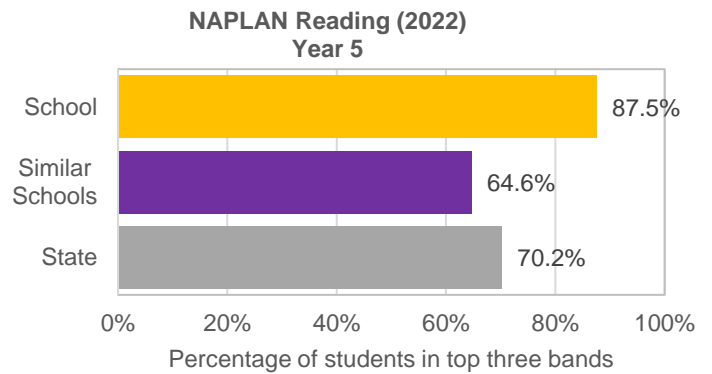
87.5%

Similar Schools average:

64.6%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

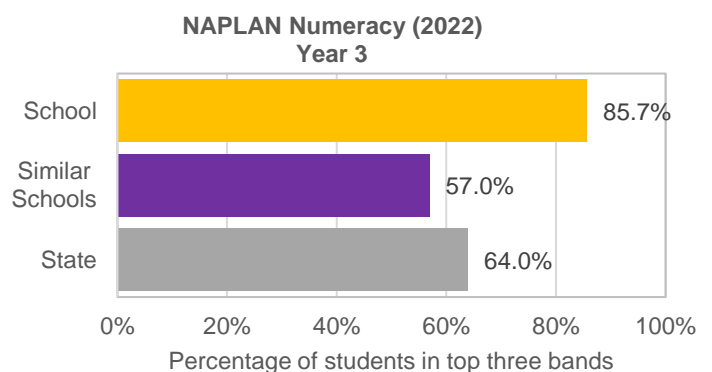
85.7%

Similar Schools average:

57.0%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

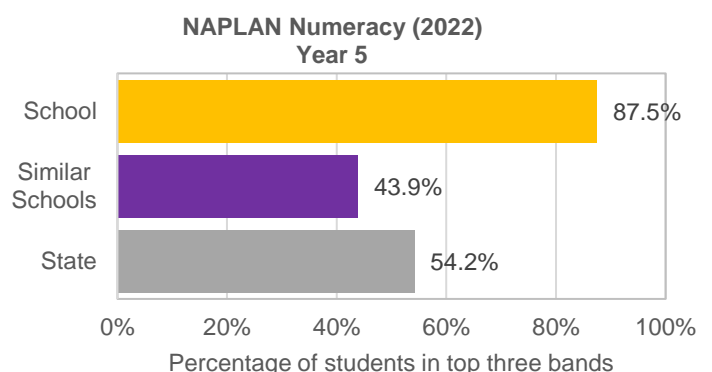
87.5%

Similar Schools average:

43.9%

State average:

54.2%



WELLBEING

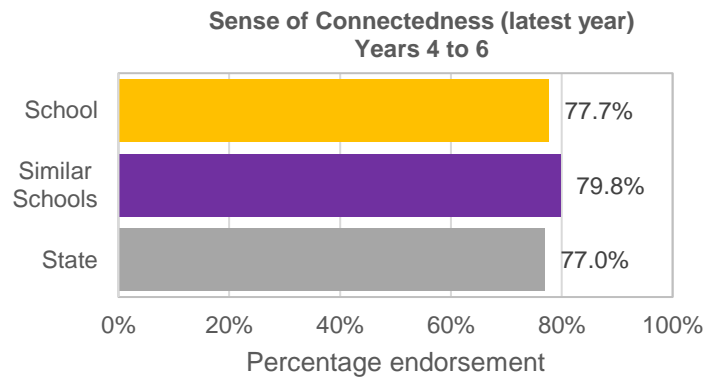
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	77.7%	87.4%
Similar Schools average:	79.8%	79.9%
State average:	77.0%	78.5%

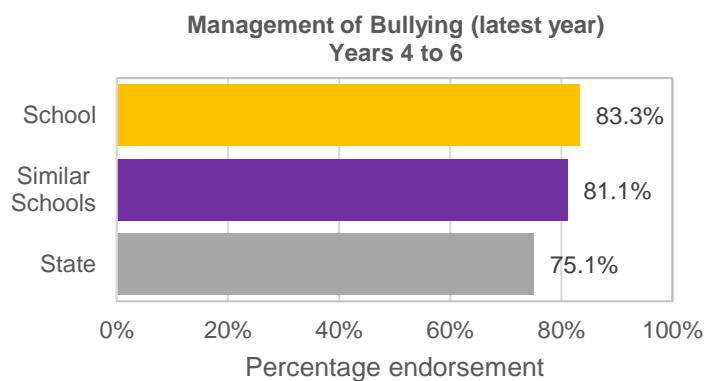


Student Attitudes to School – Management of Bullying

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:	83.3%	90.2%
Similar Schools average:	81.1%	81.8%
State average:	75.1%	76.9%



ENGAGEMENT

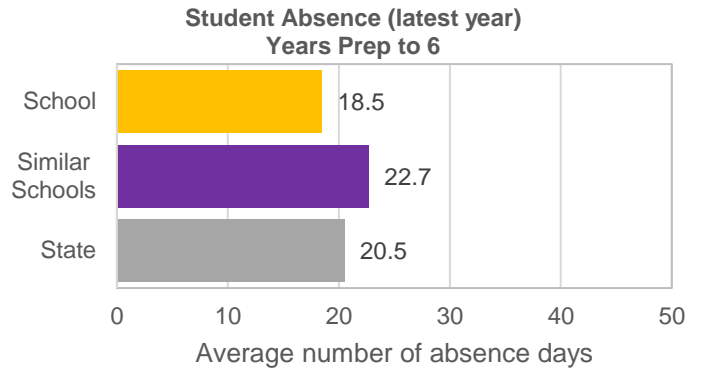
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.5	16.4
Similar Schools average:	22.7	20.2
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):	92%	89%	92%	92%	87%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,186,648
Government Provided DET Grants	\$145,628
Government Grants Commonwealth	\$38,048
Government Grants State	\$4,945
Revenue Other	\$22,851
Locally Raised Funds	\$52,102
Capital Grants	\$0
Total Operating Revenue	\$1,450,222

Equity ¹	Actual
Equity (Social Disadvantage)	\$48,047
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$48,047

Expenditure	Actual
Student Resource Package ²	\$1,095,958
Adjustments	\$397
Books & Publications	\$34
Camps/Excursions/Activities	\$20,766
Communication Costs	\$1,885
Consumables	\$25,922
Miscellaneous Expense ³	\$22,404
Professional Development	\$1,920
Equipment/Maintenance/Hire	\$23,985
Property Services	\$54,496
Salaries & Allowances ⁴	\$105,867
Support Services	\$25,350
Trading & Fundraising	\$3,357
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,608
Total Operating Expenditure	\$1,390,948
Net Operating Surplus/-Deficit	\$59,274
Asset Acquisitions	(\$397)

- (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	\$92,455
Official Account	\$18,152
Other Accounts	\$0
Total Funds Available	\$110,607

Financial Commitments	Actual
Operating Reserve	\$43,386
Other Recurrent Expenditure	\$6,065
Provision Accounts	\$0
Funds Received in Advance	\$1,350
School Based Programs	\$11,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$61,802

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.