

# 2024 Annual Report to the School Community

School Name: Delacombe Primary School (5201)



- 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 19 March 2025 at 06:44 PM by Scott Phillips (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 19 March 2025 at 06:48 PM by Scott Phillips (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').

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### 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

At Delacombe Primary School in 2024 the school staffing consisted of a Principal , two Assistant Principals and two extra staff in an Acting Assistant Principal and an Acting Literacy Specialist as part of the Flexible work arrangement initiative. The school continued with a Numeracy, Literacy and Wellbeing Specialist, 27 classroom teaching staff, Specialist teachers (Art, Chinese, PE, Digital Technology and the addition of Music), 4 Office staff members and 35 Educational Support staff. In 2024 we continued to fund a Wellbeing Co-ordinator who supported the Wellbeing team and particularly managed the implementation of the Re-set room and student emotional regulation. This resource was funded under the school's equity money and was a useful addition to the school. The staffing profile was a small mixture of experienced, accomplished and graduate teachers who continued the consistent approach to teaching & learning across the school. Delacombe Primary school commenced 2024 with 575 students across 27 classrooms and finished with 596 students by the end of the year. There was a growth of students that had English as an additional language with a 3% (18 students) increase in the past 12 months. The school maintains a strong cohort of Aboriginal or Torres Strait Islander students with 7% (40 students) of our school population coming from this background.

The school commenced 2024 with 10 new staff and of those new staff 2 were graduate staff. As the year continued along, the school committed to a full time Student Wellbeing Officer to assist in the support of our students. On one occasion the school was forced to use a teacher who was a 'permission to teach' teacher in the specialist area to ensure a classroom was able to operate with a teacher. In Term 2 the school employed for one day a week an English as Additional Language teacher to assist with the increase in students requiring this support. The school also employed later in the year a speech therapist for one day a week. This provided key supports to students at mainly Prep level and was a resource we had been unable to get access to in the last few years. The school demographic is changing from a high level of social disadvantage to a medium level of social disadvantage. This relates to many of the new families moving into the area of Delacombe and becoming a part of our school community.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The Teaching and Learning team comprising of the Literacy team (Assistant Principal, 2x Literacy Learning Specialists, and Literacy coordinator) and the Numeracy team (Assistant Principal, Numeracy Learning Specialist and Numeracy coordinator) continued to meet weekly throughout 2024, to plan and deliver professional development sessions for staff, unpack data and ensure all decisions made linked with our AIP goals and targets. We utilised our instructional playbook to maintain consistency in this area, which highlighted our consistent expectations school wide, our instructional model and the purpose and structure of the coaching program- moving from mentoring to coaching as teacher confidence and capacity increased.

As the way NAPLAN is marked and reported changed in 2023, we were still unable to use the 2024 NAPLAN data to compare to previous years to monitor progress, however the data we could collect provided mixed results. Overall we had some pleasing results in our Grade 5 data, with our school percentage of students in Strong or Exceeding for Year 5 Reading at 65.3% which matched similar schools, and the school percentage of students in Strong or Exceeding in Year 5 Numeracy at 56%, slightly less than the 58.2% of similar schools. In Year 3 we were a bit disappointed with our results, with the school percentage of students in Strong or Exceeding in Year 3 Reading 58.5% compared to 68.7% in similar schools, and the school percentage of students in Strong or Exceeding in Year 3 Numeracy 56.1% compared to 60.0% in similar schools. Our 2 year average was higher than our 2024 results, in all areas except Year 5 Numeracy, which indicates that the 2024 data was lower than in the previous year. As a Teaching and Learning team we have unpacked the various NAPLAN data sets we have access to and have identified students that would benefit from being involved in extension groups based on being on the cusp of strong/ exceeding, as well as identifying which students require additional support and would benefit from either tutoring, numeracy or literacy intervention or extra ES support within their classroom.

We continued to have a significant focus on our Tutor Learning Initiative and Tier 2 intervention, offering this assistance to over 120 students in Literacy and 50 students in Numeracy, throughout the year. Students then had the opportunity to apply these new learnings to complete dictation sentences and work on encoding words. Teacher judgement data at the end of the year showed that all students involved in tutoring had made significant growth in Reading, with 89% making 12 months growth in 2024, including 35% making more than 6 months growth in Semester 2.

We utilised a curriculum day, early in Term 2, to have all staff, teaching and ES, work with our writing consultant Ann Angelopoulos with a focus on Handwriting. The professional learning on this day was engaging and relevant to all classroom teachers and educational support staff and we focused on explicit teaching of handwriting, including correct letter formation, legibility and fluency and ensuring we use a consistent language when referring to head, body and tail letters. Professional learning communities (PLCs) then followed up this work by working through a PLC inquiry on handwriting, focusing on student writing samples as evidence of improved practice. Ann was then utilised again in Term 4 to model within our Grade 2 and 4 classrooms, continuing the focus on handwriting within a students' writing piece.

Teacher Judgement of student achievement against the Victorian Curriculum for English indicated that the percentage of students from Prep to Grade 6 at or above age expected standards was

81.5% in 2024, compared to 79.6% in similar schools. This is a pleasing result, despite being slightly less than the state average of 86.4%. In Mathematics however, our Teacher Judgement of student achievement against the Victorian Curriculum for Mathematics indicated that the percentage of students from Prep to Grade 6 at or above age expected standards was 67.9%, compared to similar schools average of 79.9% and the state average of 85.9%. The Numeracy team at Delacombe Primary School supported teachers throughout Semester 2, to implement and report on the revised Victorian Curriculum F–10 Mathematics 2.0, and this changed the way we reported on Mathematics. In Semester 1, we reported on the 3 strands of Mathematics (Number & Algebra, Measurement & Geometry and Statistics & Probability) so there were 3 dots on the report, however the revised Victorian Curriculum 2.0 is just a single Mathematics dot which reflects a student's current level across all strands. Due to these changes, it is difficult to get a true measure of a student's mathematics growth and achievement across 2024 as we were not comparing the same set of data. We are one of few schools in our network that have transitioned to the new curriculum and have been able to reflect on the areas of strength and areas for improvement for 2025.

## Wellbeing

The Wellbeing team comprising the Assistant Principal, Acting Assistant Principal, Wellbeing Learning Specialist, Wellbeing Coordinator and Wellbeing officer met weekly to focus on the development of wellbeing supports around the school. This encompassed many aspects of Wellbeing. We had a redesigned reengagement room which we used daily for students who were having trouble reengaging with school, trouble settling or to break up the day. Students had a teacher and education support person there to assist with their learning. We continued with our reset room. This room was used for students, who with support, needed time to reset their day through the use of sensory equipment or calming techniques. This is being overseen by our Wellbeing coordinator. Breakfast club was still implemented. Respectful Relationships was embedded in the school with Open Parachute coming onboard to boost this program.

In the 2024 Attitude to School Survey, the students' positive responses for Sense of Connectedness moved from 67.9% (2023) to 78% in 2024. The school management of bullying moved from 63.9% (2023) to 77% in 2024. This showed terrific improvement for the school and the programs it had put in place.

We also continued with the "Bully Stopper" tracking tool, giving a voice to our students to feel safe and know that someone was following up their concerns. This contributed to the management of bullying with students seeing that they were being heard.

The Prep transition program was continued with extra visits to all our local kindergartens throughout the year and very well attended transition session for Kinder students. This culminated in over 90 preps enrolling for the beginning of the school year. The school continued with the Disabilities Inclusion Program and successfully transferred students over from the older funding model. Staff training in this area continued and leadership continued to be a part of the DIP network to strengthen our understanding of the new process. This is an ongoing process as it is adjusted to meet the ever changing needs of our students. Our "Step Up" program continued with all students on transition day. The PLCs all presented on the "things we can expect" next year with a particular focus on PLC 3 and PLCs 5 & 6. Our end of year "picnic" at school was well attended and lent a relaxed feel in December as we were finishing the year.

The grade 6 team met with local secondary schools and transitioned 91 students to their new schools. We held a wonderful graduation ceremony and end of year assembly in the stadium to finish the year.

A major focus for the year for all staff was working with a consultant Chris Egan. Chris was working on staff wellbeing and how we worked in teams across many levels in the school yet we were one big team. Chris began the year with all staff and then throughout the year we met regularly in two groups. As we grow as a school this was important for everyone. The use of the PERMAH survey and the analysis of the data gained helped staff recognise their own wellbeing goals that we then built into their yearly plan. School staff survey results indicated that collective efficacy moved from 58% in 2021 to 82% last year and staff trust in colleagues moved to 90%. Based on this data we will continue working with Chris in 2025.

It should also be acknowledged the school dealt with the passing of two members of staff in 2024. One of those staff members was active within the school and was unexpected and required our school to deal with a complex situation. The dealing of this situation demonstrated how well our community is supportive of each other in times of need.

## Engagement

The Wellbeing team met weekly in 2024 to monitor student attendance. We continue to employ an attendance officer to make regular contact with families when a student was absent without reason. We met with individual families and made many adjustments to timetables to assist with the engagement of students at school. Our reengagement room offered an alternative to a mainstream classroom and we had many students transition back to their classroom when offered a different start to the day.

Again we found it challenging to ensure that students were attending school regularly. We had 48% of our students absent for 20 or more days in the year compared to 39% in 2023. This was well above state average and network average. This will become a major focus for us in 2025. We still have families who have not really moved past the anxiety of COVID and parents who are struggling with a lot of anxiety in their children. The work of the wellbeing team also includes meeting with these families and putting in supports if we can.

In 2024, we have embarked on the next phase of our School Wide positive behaviour Journey. An expectation is that all classrooms have a classroom based incentive reward program that empowers all students to contribute to a classroom goal/reward. New signage has been displayed throughout inside/outside spaces and clearly outlines expectations the student adhere to and strive for at DPS. These expectations have directly related to our Whole School incentive Reward system, Delacombe Dollars. Students are able to earn a single Delacombe Dollar for displaying the correct and positive behaviours that are expected each day. Students are then able to spend their Delacombe dollars at the Delacombe Market on a product of their choice. The SWPB team along with all staff are continuously striving for promoting the positive behaviours within the school and the wider community. Not only engaging students but also our families and other key stakeholders.

## Other highlights from the school year

In 2024, we upgraded a variety of spaces through the facilities committee. This included:

1. The upgrade of the Wellbeing space to provide extra office areas



2. The painting of the playgrounds in Grade 5-6
3. Upgrading of cupboards in the student kitchen area to provide more space for our afterschool care enrolments
4. Landscaping around the Grade 5-6 toilet area and painting and carpet in a classroom space.

In 2024, there were some significant events and initiatives for the school:

1. The school was able to run its whole School Concert over 2 nights and one matinee and provide the students with a memorable occasion. This event involved almost 600 students involved in this event.
2. The school had its high achievers participate in the ICAS testing in August and the Ballarat Young Author's program.
3. The school continued with the Parent Liaison Program which enable parents to be informed and give feedback to the school.
4. The school conducted an Art show that was open to all students, a Girls Program afterschool that was offered to students from Grades 4-6, Energy Breakthrough program in Grade 5-6 and our Interschool sports program.

## Financial performance

The school finished the year with \$907,731 in the accounts, knowing that there were a number of holiday projects to be completed and paid for. A significant component for this money was set aside for the staffing deficit the school had planned for in 2024. The deficit to be repaid by the school was \$215,741. This in reality left \$691,990 as funds available. The school was planning for a future staffing deficit in 2025 so the funds available would be utilised to cover this expense.

The school did manage to raise a large amount of locally raised funds (\$883,612) through our Afterschool Care program and our Parents and Friends program and this has allowed the school to invest around the school in facility upgrades.

The school utilised some of the locally raised funds to purchase a second bus (12 seater) to provide some flexibility for our Afterschool care picks ups and flexibility within our school such as school excursions and sports events.

**For more detailed information regarding our school please visit our website at  
<https://www.delacombeps.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 575 students were enrolled at this school in 2024, 273 female and 301 male.

7 percent of students had English as an additional language and 7 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).

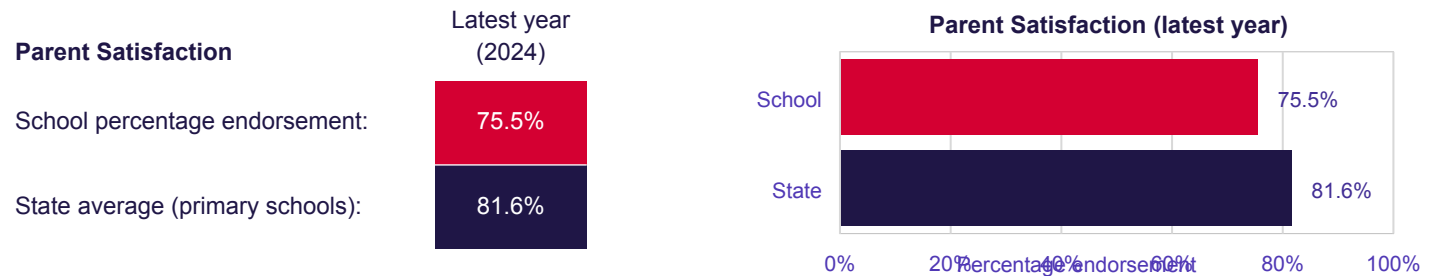
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

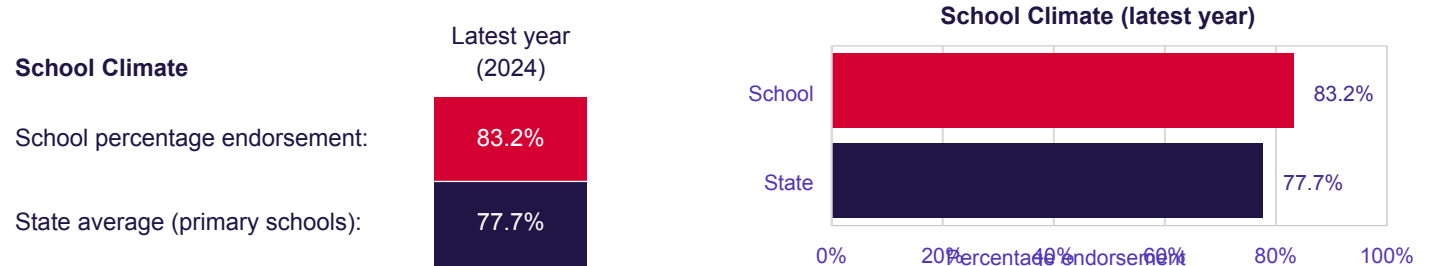


### School Staff Survey

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.

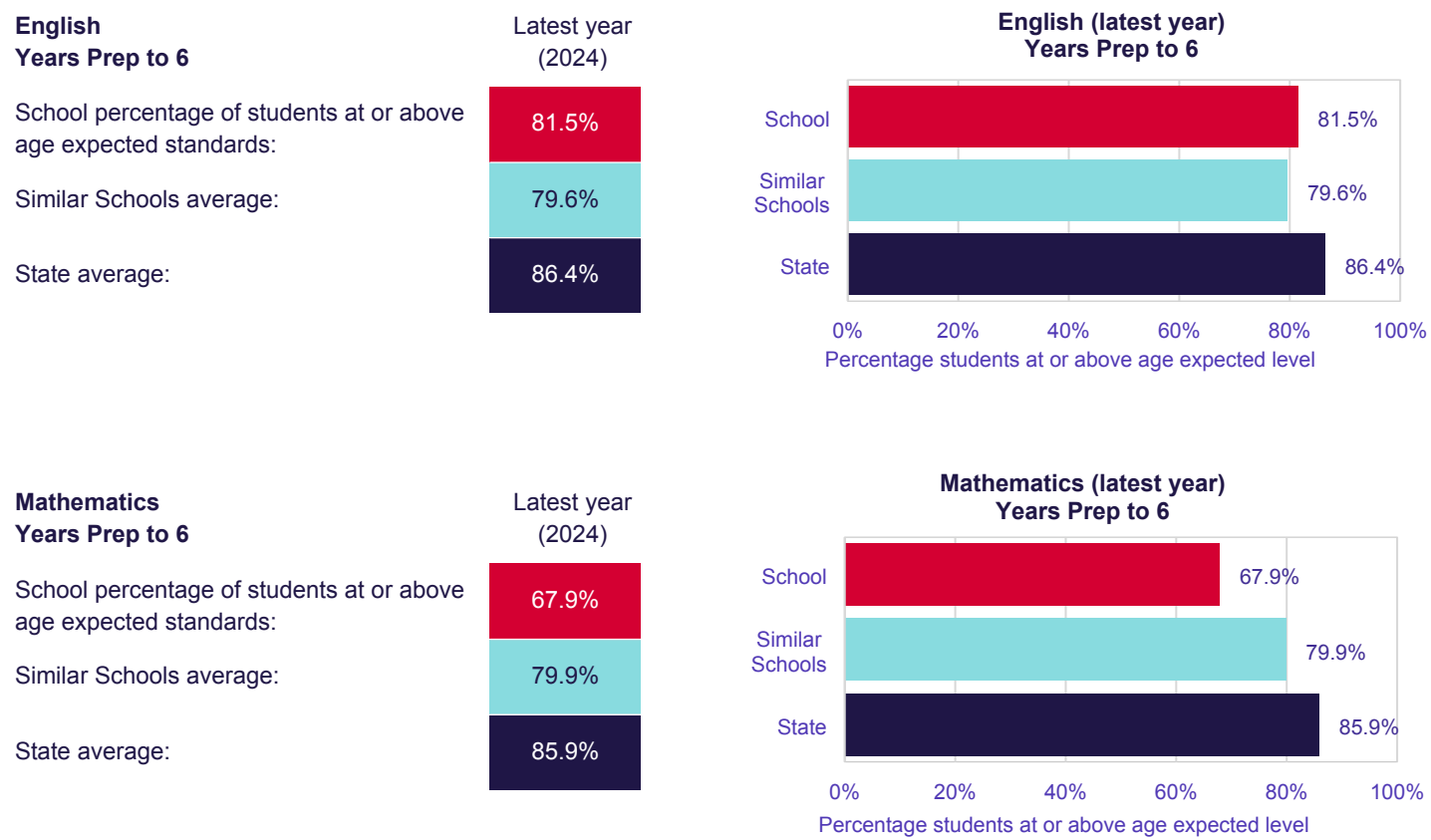


LEARNING

**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.



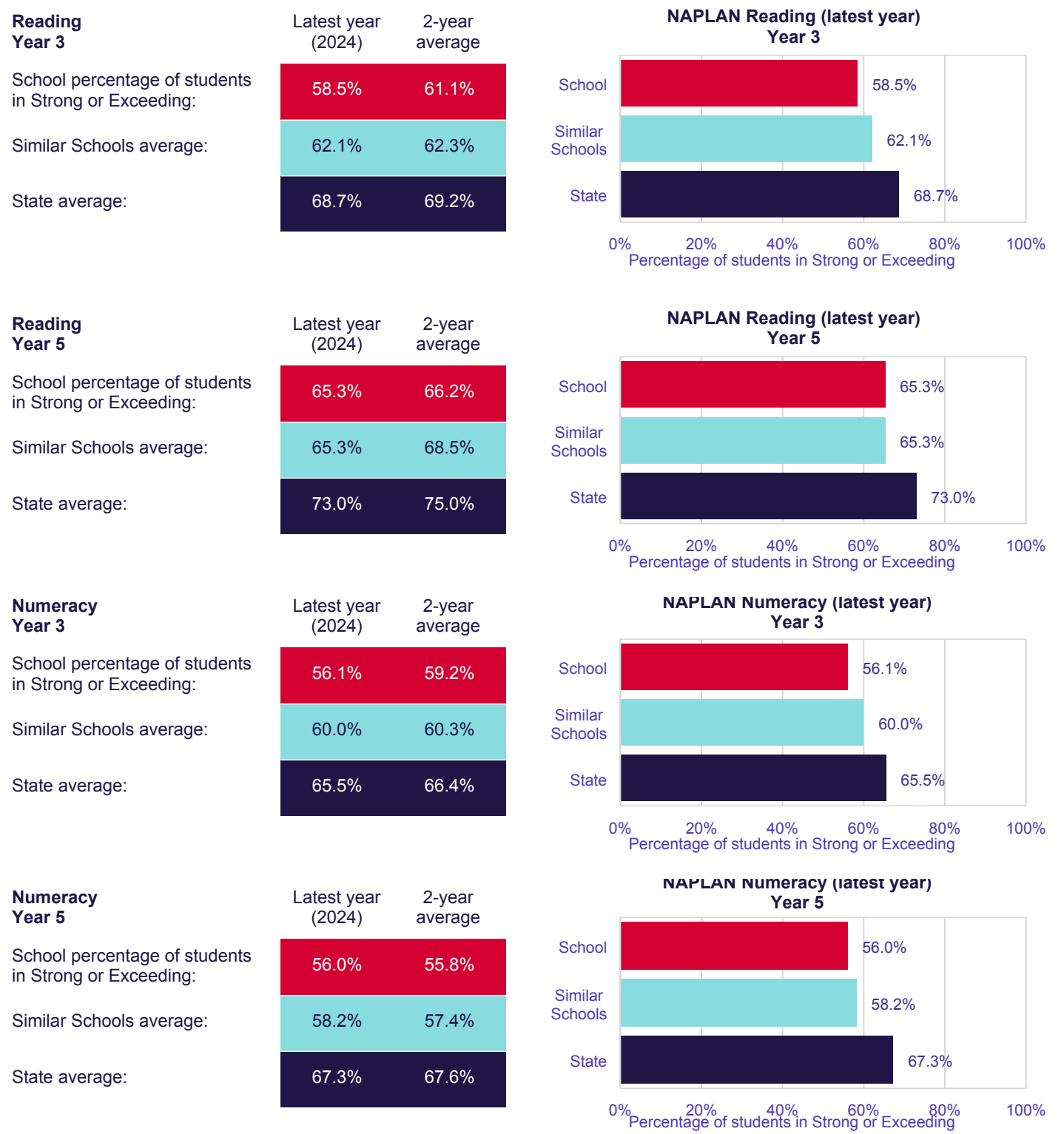
LEARNING (continued)

**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.



## 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:

71.4%

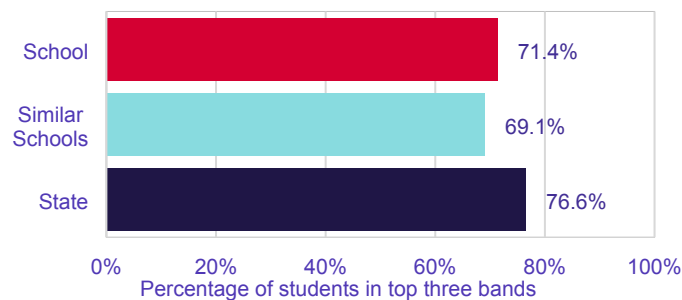
Similar Schools average:

69.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

60.9%

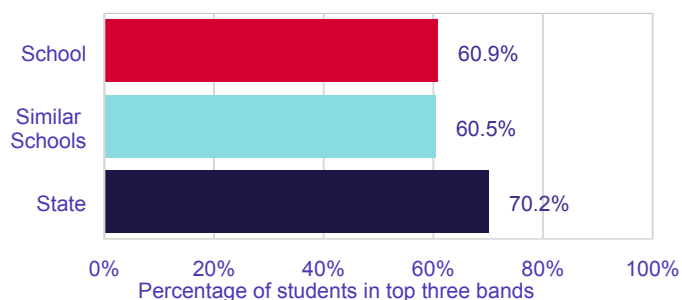
Similar Schools average:

60.5%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

53.6%

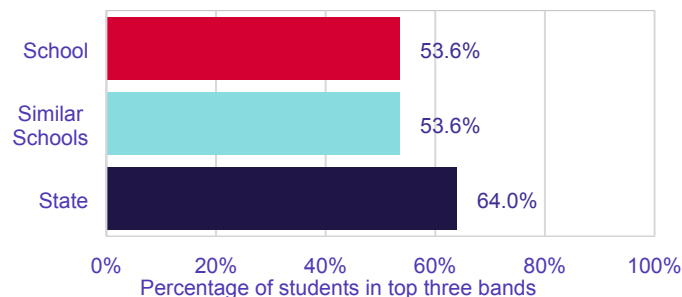
Similar Schools average:

53.6%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

44.1%

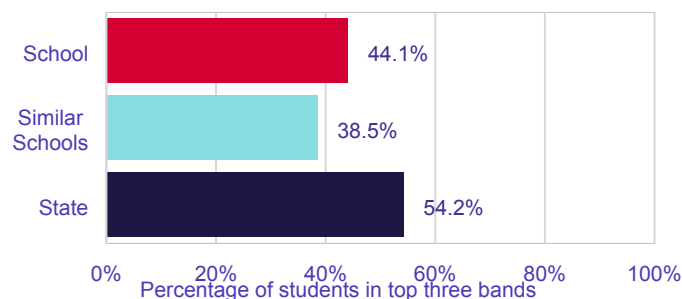
Similar Schools average:

38.5%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

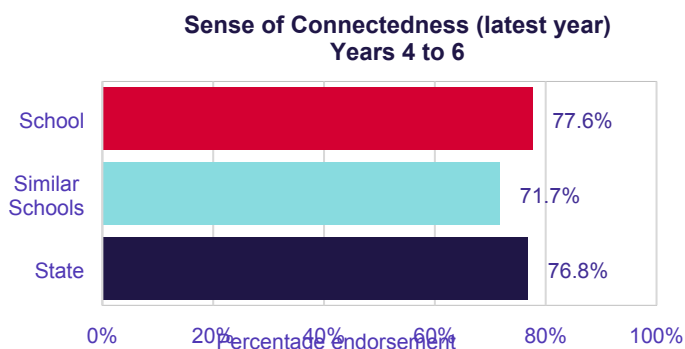
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	77.6%	72.2%
Similar Schools average:	71.7%	74.6%
State average:	76.8%	77.9%

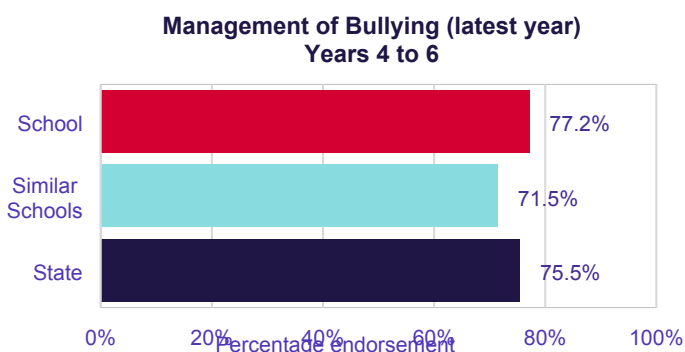


### Student Attitudes to School – Management of Bullying

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:	77.2%	69.4%
Similar Schools average:	71.5%	73.6%
State average:	75.5%	76.3%

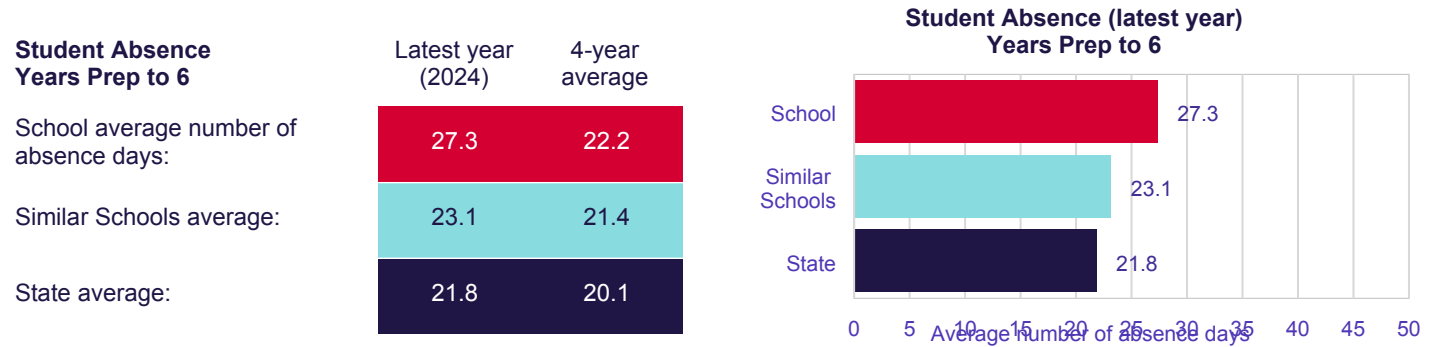


ENGAGEMENT

**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):	88%	86%	88%	86%	87%	87%	81%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,859,124
Government Provided DET Grants	\$926,124
Government Grants Commonwealth	\$194,538
Government Grants State	\$5,000
Revenue Other	\$82,904
Locally Raised Funds	\$883,612
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,951,304</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$573,968
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$573,968</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,326,316
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$138,884
Communication Costs	\$7,401
Consumables	\$316,591
Miscellaneous Expense <sup>3</sup>	\$88,272
Professional Development	\$47,975
Equipment/Maintenance/Hire	\$168,034
Property Services	\$280,177
Salaries & Allowances <sup>4</sup>	\$712,855
Support Services	\$27,473
Trading & Fundraising	\$201,043
Motor Vehicle Expenses	\$1,047
Travel & Subsistence	\$231
Utilities	\$49,905
<b>Total Operating Expenditure</b>	<b>\$9,366,205</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$414,901)</b>
<b>Asset Acquisitions</b>	<b>\$23,538</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$875,372
Official Account	\$32,359
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$907,731</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$342,391
Other Recurrent Expenditure	\$2,819
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$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
<b>Total Financial Commitments</b>	<b>\$345,210</b>

*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.*