

2024 Annual Report to the School Community

School Name: Doncaster Primary School (0197)



- 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 27 February 2025 at 03:07 PM by Jarod Ryan (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 10:13 AM by Jarod Ryan (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Doncaster Primary School (DPS) has been proudly educating the Doncaster Community for 161 years, and we offer quality education by having high expectations of all students. At DPS, we achieve high individual growth by utilising data to inform teaching and learning. Students learn in a safe, vibrant and caring environment that promotes acceptance, confidence, curiosity and respect, in line with our guiding values of Determination, Pride and Success. Our values cultivate positive interactions and expectations for one another; this includes teachers, students, and parents.

The school has a standard of high academic performance and achievement whilst promoting ethical behaviour, personal and social competence, critical and creative thinking, and intercultural understanding. The skills, behaviours and attributes developed will equip students for success in life and work in the 21st Century. We believe in developing the whole child. To that end, our highly experienced teachers coordinate a wide range of extracurricular activities and events to complement the teaching and learning programs for our students.

Doncaster Primary School's reputation ensures that we are a sought-after school among international students. We only accept students that meet DET policy criteria and guidelines to ensure that international students are given optimal opportunities for immersion into our school community.

Parents and carers are welcomed as partners in the school community and are involved in decision-making activities through parent associations, committees, and school councils. The school implements strategies and processes to encourage and empower parents and carers to communicate and engage with the school. We communicate opportunities for parent engagement and articulate the benefits of parents as partners for student learning and well-being.

Our staff work in a close partnership with our parents through School Council, Class Representatives, Volunteers and Helpers, Student Conferences and Student Presentations and Information Evenings. The school harnesses the capacity of community partners to collectively meet the diversity of its student needs by accessing such things as expertise, professional development and delivery of activities and services. Partnerships are monitored and reviewed to measure their effectiveness. The school and its partners co-design learning experiences that have mutual benefit. For example, we have a close partnership with the Doncaster Uniting Church which provides Kids Hope Mentors that work one to one with students who may be at risk or would simply benefit from a supportive relationship with someone other than their teacher. Within this context, school leaders and teachers are committed to implementing a consistent whole-school approach to learning and instructional model that is underpinned by explicit teaching and a differentiated curriculum. We acknowledge and cater to different rates and learning styles whilst building consistency of practice across the school through collaborative team planning and reflection, professional learning walks, peer observation within and beyond DPS, and individual and cohort data to inform differentiated lessons and student learning goals.

We are committed to continuing the school's tradition of providing educational excellence for all. DPS has a long and rich history, dating back to 1863. Located in the City of Manningham and

the heart of Doncaster Hill, it occupies the 2.63-hectare site with state-of-the-art facilities. The 550 students represent a wide range of cultural backgrounds, with a high proportion of children from Language Backgrounds Other Than English. 62% of students have an additional language and 1% are Indigenous. We also have International Students that are part of our school community. The school's overall economic profile is based on the school's Student Family Occupation and Education Index (SFOE), which considers parents' occupations and education.

Doncaster Primary School's socio-educational band value is 'Low', representing a low socio-educational disadvantage. Our school has 38.6 equivalent full-time staff: 3.0 Principal class, 32.2 teachers and 9.5 Education Support Staff.

DPS is an attractive school with beautifully cultivated gardens that ensure a safe learning and playing environment. Our students are fortunate to have vast areas to play, with expansive grounds that include a full-sized oval with soccer nets, cricket pitch, long jump, sandpit and two playgrounds. In addition, students can enjoy playing sports on our recently resurfaced basketball and volleyball courts or enjoying some shade in our seated areas dotted around the school.

Our sustainability garden and chickens keep the children connected to nature. Children are engaged and challenged in wonderfully bright and stimulating learning areas with classes led by teams of high caliber teaching professionals.

Our classrooms and teaching spaces are modern, large, well-equipped, and well-resourced. We have dedicated rooms including Visual Arts, ICT, LOTE, Science, Cultural Studies and Library. The school also has a full-sized gymnasium for indoor Physical Education classes. Experienced staff run engaging programs in each area and offer our students a range of extracurricular opportunities. Additional program areas include sport (swimming, cross country, athletics, gymnastics, team competition); camps including our Grade 6 Camp to Canberra and excursions; cultural activities; music and performance (school productions, concerts, choirs, instrumental tuition); Our School Values are Determination, Pride and Success. Resilience programs; Wellbeing is promoted and supported through our Respectful Relationships and School Wide Positive Behaviours programs.

The Tutor Learning Initiative (TLI) has continued to 'catch' students who may have fallen behind in reading and numeracy due to the disruptions caused by the COVID-19 and remote learning periods. Our TLI program has ensured success for our students due to our exceptionally high standards around the implementation of the program and thoroughly developed practice principles, and most importantly, the dedication and professionalism of our teachers. TLI has focused on students requiring support and those requiring extension. Doncaster Primary School's leadership team is always striving to improve. As such, we take pride in our forward-thinking and goal-driven approach to everything we do for the benefit of the students.

Our approach to continually upskilling staff has ensured a seamless transition for our Assistant Principals as well as other staff who have promoted internally to leadership positions.

We are fortunate to have a strong leadership structure including the following roles:

Junior Literacy Learning Specialist

Junior Numeracy Learning Specialist

Senior Literacy Learning Specialist

Senior Numeracy Learning Specialist

Wellbeing Leading Teacher

Progress towards strategic goals, student outcomes and student engagement

Learning

At Doncaster PS we pride ourselves on having high expectations for learning. Our values of Determination, Pride and Success are referred to often. Students are well supported to extend themselves in all aspects of their schooling. The vast majority of our students are working at or above age expected standards in English and Mathematics as assessed against the Victorian Curriculum. Our highly experienced teachers work collaboratively to plan effective lessons and learning tasks to meet the needs of all students to maximise learning growth, this is lead by our Mathematics Learning Specialists. We also have a two Literacy Learning Specialist. A range of assessments are used across the school to inform us of students achievement and outcomes. Teachers monitor learning and provide students the opportunity to engage in relevant learning tasks that promote further development.

Teachers follow our instructional model in Literacy and Numeracy to ensure consistency. They continually reflect on their teaching practices and refine techniques to align with the latest evidenced based teaching methods. High ability students are extended through the Victorian High Abilities Program which consists of ten-week online courses in Mathematics and English for primary aged student in levels 5 & 6. They can also engage with the course material on VSV Online outside of the class time. Selected students at Doncaster have enjoyed participating in this departmental initiative. We are also very proud to offer eligible students from levels 3-6 the opportunity to participate in our in-house high abilities program called Everest. Students are extended through a range of experiences throughout the year culminating with students sitting the International School Assessment exam. We are extremely proud of the students who participated in the program this year and for achieving a minimum of two years above the expected level on the ISA exam. As mentioned the Tutor Learning Initiative provides support for students who may have fallen behind in their learning. Our program has successfully supported students to build momentum in their learning through explicit teaching and effective assessment practices. Teachers use Individual Education Plans to record student learning goals in Literacy and Numeracy. Student progress is monitored and measured twice a term to ensure that students are experiencing growth in their learning. Impressively, a high percentage of our year 3 and 5 students respectively are in the top two proficiencies in Naplan Reading which exceeds similar schools' data. In Naplan Numeracy, we had many of our year 3 and 5 students in the top top proficiencies.

Wellbeing

Student wellbeing is the cornerstone of connected and meaningful learning. At Doncaster PS we believe in educating the whole child and are highly attuned to the wellbeing needs of all our students and we believe that student engagement is the gatekeeper to mental readiness during

the teaching-learning process. Student wellbeing was prioritised once again in 2024 in line with our Annual Implementation Plan which focused on effectively mobilising available resources to support students' wellbeing and mental health. We achieved this goal by building staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development. Staff engaged in professional learning on anxiety and creating the conditions in the classroom to support students with self-regulation. The Wellbeing committee were able to share best practices with supporting student wellbeing across the continuum of needs and engaged in professional learning for our staff. Teachers have been offered the latest research and strategies to equip them with the knowledge and skills to support and empower students to be mindful of their own wellbeing and the wellbeing of others.

We work closely with teachers to identify students who require additional support and have made referrals to Student Support Services where appropriate. We are very proud of how well our students live our school values of Determination, Pride and Success in everything they do. We have a strong culture of respect and are proud of how we teach children the dispositions and character traits to be upstanding citizens in our school and in the broader community through the School Wide Positive Behaviour program.

In addition, we strengthened in-class relationships through peer and group learning activities, where students can build connections with other students and teachers and engage in team-building activities that promote our school values. At the start of the year, students connected with their classmates and teachers as part of the TEAM (Together Everyone Achieves More) program at DPS, where students engage in several 'get to know you activities'. Students also co-constructed classroom behavioural and learning expectations with their teachers and created posters to reinforce the expected behaviour. In this way, students are clear about what is expected, ensuring everyone has a shared understanding and signifying that wellbeing and student safety are strongly prioritised at our school.

Engagement

We are extremely proud of the high level of student engagement in our learning community. This is evident to anyone who visits the school and is highly visible in all classrooms. Doncaster Primary school students are friendly, welcoming and inclusive. Teachers are committed to creating the optimal learning environment for students to thrive in by creating engaging learning experiences that challenge and stretch all students. The school values of Determination, Pride and Success are explicitly taught, and we have high standards around respectful behaviour at all times which is encouraged by the School Wide Positive Behaviour initiative which was well received by staff and students alike.

2024 saw the introduction to our attendance data wall. This includes protocols around dealing with absences and staff must follow up with families where students were absent without explanation. In addition, the principal team carefully monitor chronic student absenteeism data. It's not okay to be away.' Is the message shared via newsfeeds, assemblies and the newsletter articles. Where needed, the principal and assistant principal worked with families to establish student engagement plans with clear goals and strategies to reengage students with school life. In addition, the school provided resources to cater to a few students struggling to engage with school and onsite learning through the Peaceful Kids Program. This program was a huge success, and we are pleased to report that all students have fully reengaged with school

life and the community. Our absence data for 2023 – 2024 has improved dramatically with much higher attendance across all levels.

We provided students with opportunities to build leadership skills and take up roles of leadership within the school. The Junior School Council provided younger students a platform for student voice and to influence school decisions. We provided families with the opportunity to be involved with the school through our parent helpers program. Parents gain knowledge about their child's education and best practices in teaching and learning through parent information forums. Our student led conferences provide families with valuable insight into learning progress and showcases our approach for students taking responsibility of their own learning. We developed a calendar of whole school events that promoted high levels of parent and student engagement, for example, Education Week activities which included Open Classrooms, sporting events, whole school ART Show, and Dance Performances which provided high levels of parent participation.

Financial performance

The school continues to be in a sound financial situation due to excellent financial management, targeted expenditure against school wide priorities and strategic planning. The core revenue was generated via the Student Resource Package and Government grants consisting of a cash component and financial support for the Tutor Learning Initiative. Equity Funding was used to ensure that all students are given equal access to all learning opportunities, camps, incursions and excursions. Equity Funding was also used to support vulnerable students with wellbeing supports. Contractually, the school continues to work with hirers OSHC Village, KT Tutoring, and Arab School. Additionally, funds have been retained to undertake major projects in 2025 such as the upgrade of our ICT Server, Ipads, shade sails, office upgrade, Art Room Renovation, PE Shed, Carpet, and Toilet refurbishment. The recent initiative that provides \$400 per student to go towards payment and access to a range of activities, uniforms and or resources is a bonus for families.

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

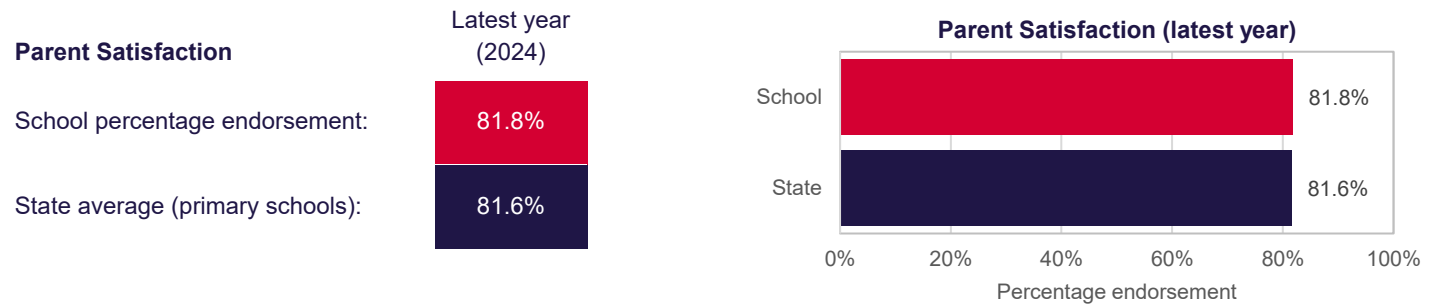
A total of 543 students were enrolled at this school in 2024, 255 female and 288 male.
60 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.
This school's SFOE band value is: **Low**

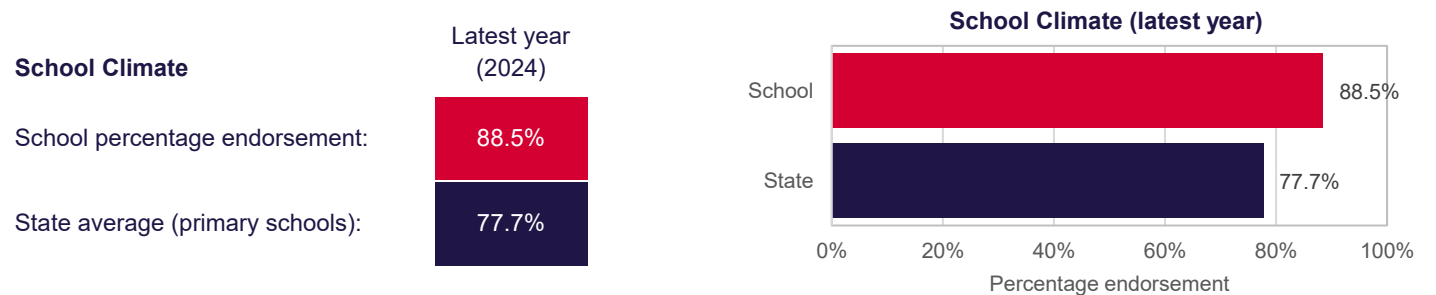
Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School 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.



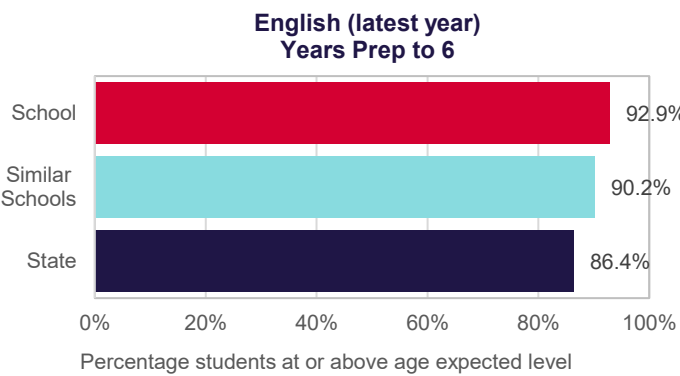
LEARNING

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.

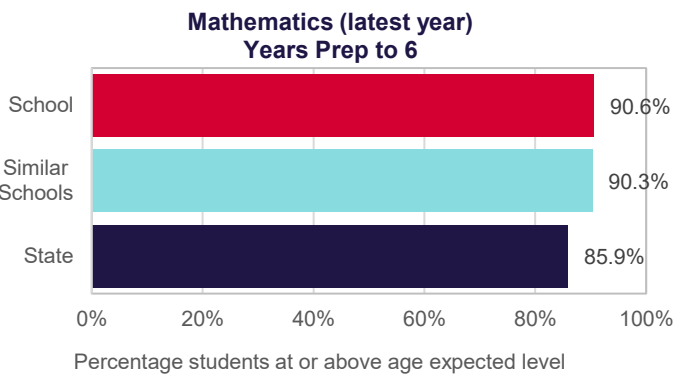
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	92.9%
Similar Schools average:	90.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.6%
Similar Schools average:	90.3%
State average:	85.9%



LEARNING (continued)

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

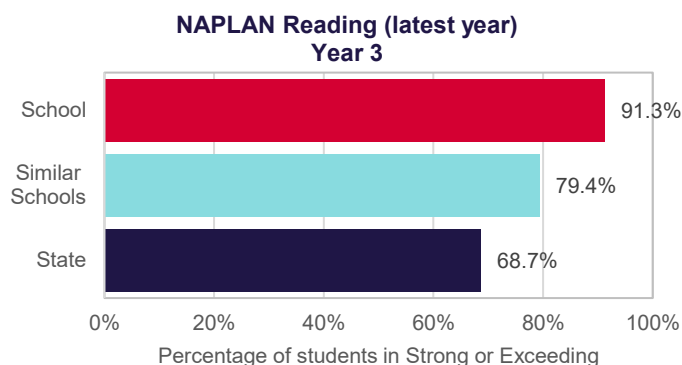
NAPLAN

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

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

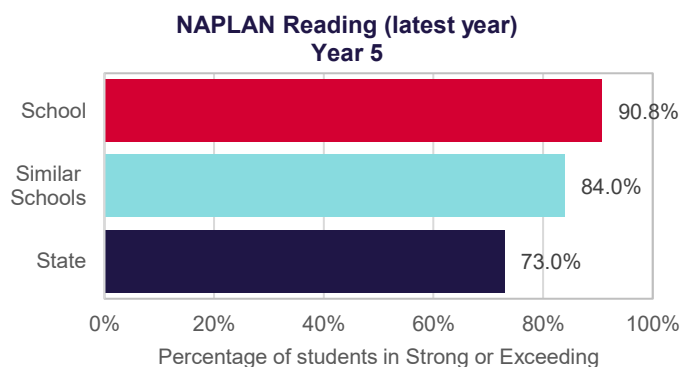
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.3%	93.5%
Similar Schools average:	79.4%	81.0%
State average:	68.7%	69.2%



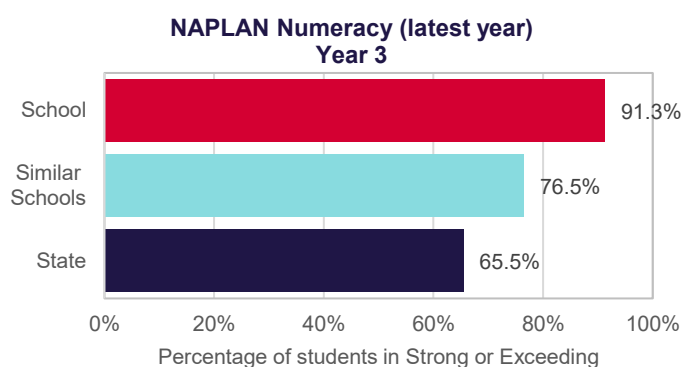
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.8%	88.6%
Similar Schools average:	84.0%	85.7%
State average:	73.0%	75.0%



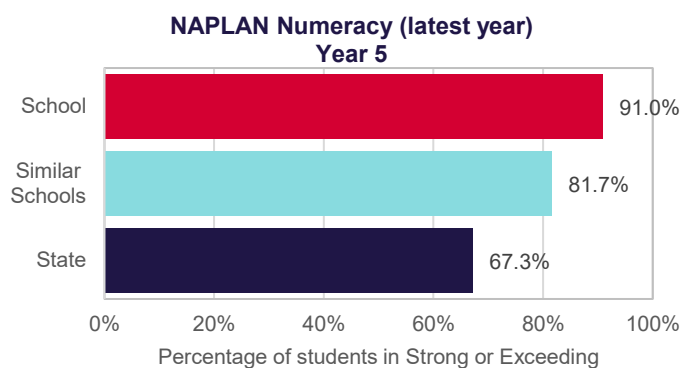
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.3%	89.4%
Similar Schools average:	76.5%	78.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.0%	88.1%
Similar Schools average:	81.7%	82.8%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

89.1%

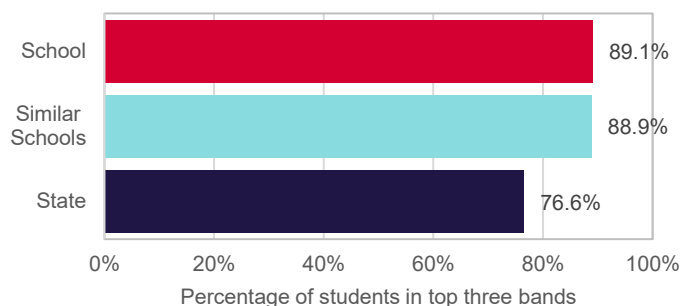
Similar Schools average:

88.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

85.7%

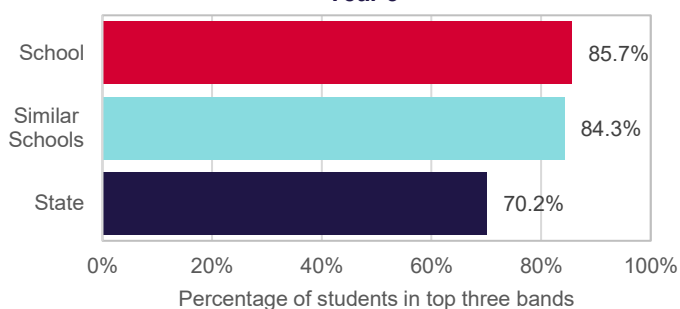
Similar Schools average:

84.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

78.1%

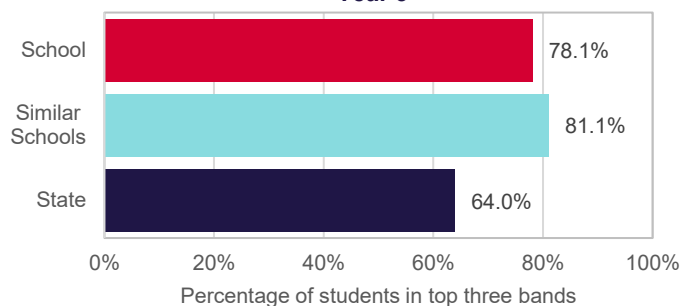
Similar Schools average:

81.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

80.0%

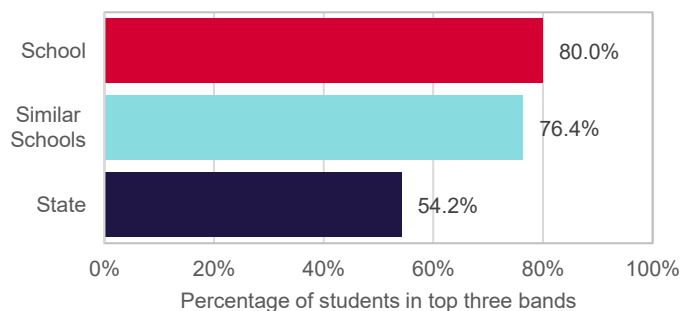
Similar Schools average:

76.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

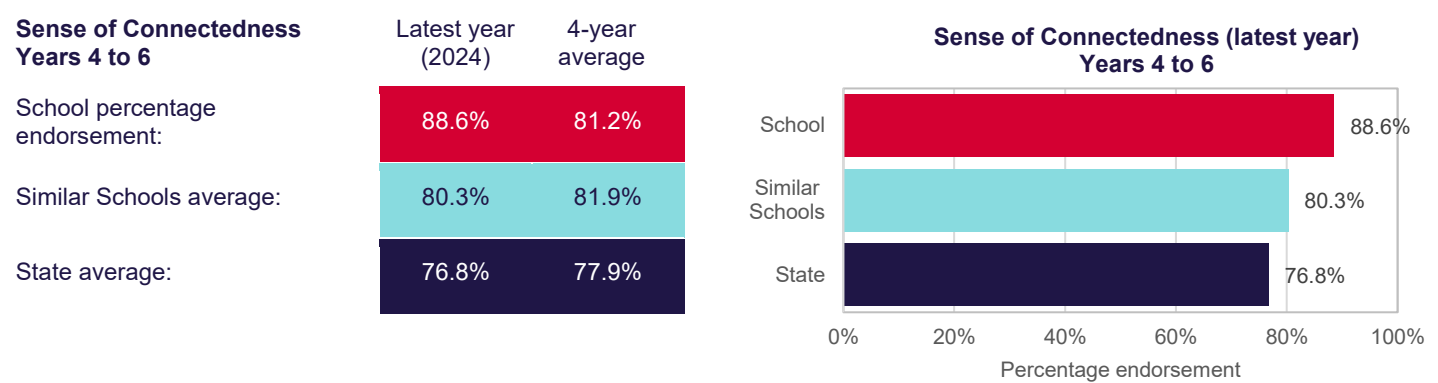


WELLBEING

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.

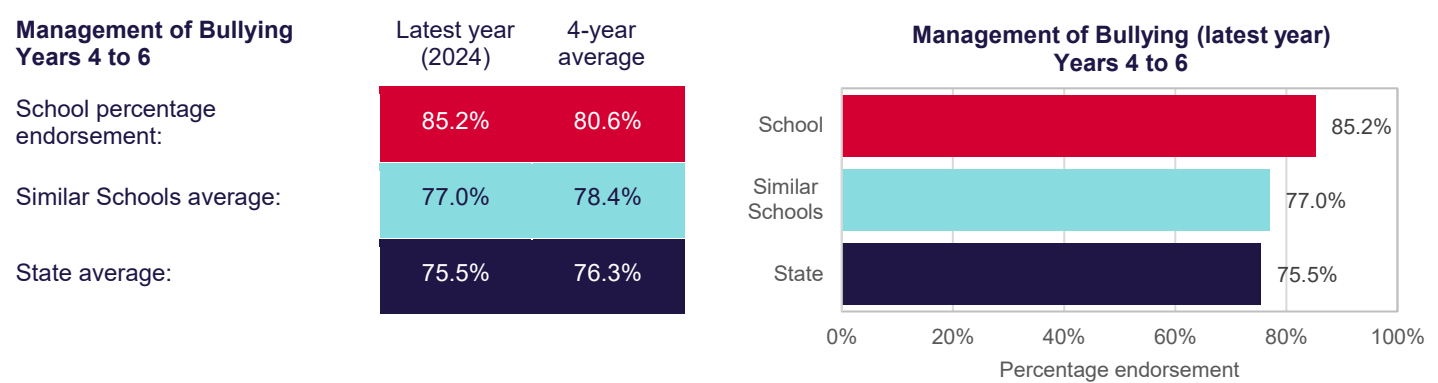
Student Attitudes to School – Sense of Connectedness

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).



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).

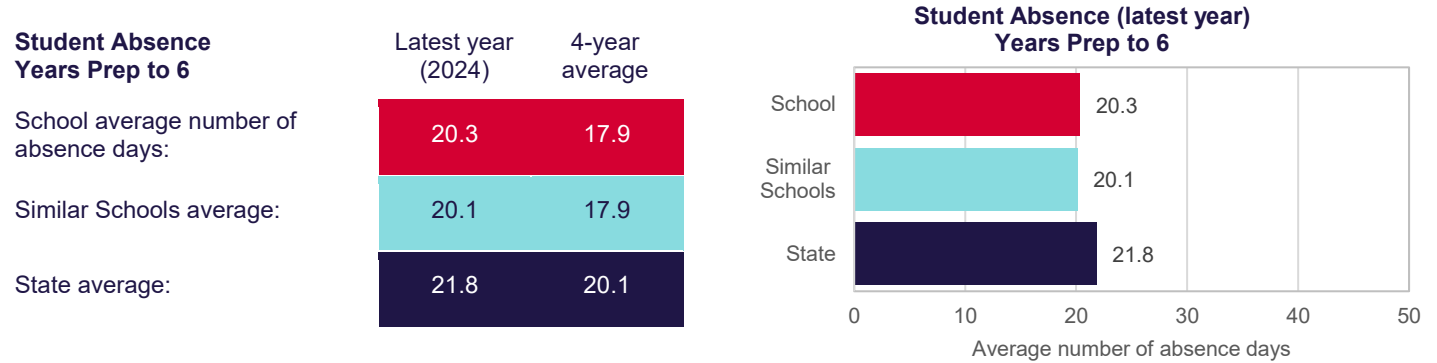


ENGAGEMENT

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):	92%	91%	91%	88%	91%	89%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,926,056
Government Provided DET Grants	\$741,025
Government Grants Commonwealth	\$13,932
Government Grants State	\$0
Revenue Other	\$59,523
Locally Raised Funds	\$459,335
Capital Grants	\$0
Total Operating Revenue	\$6,199,872

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,794
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,794

Expenditure	Actual
Student Resource Package ²	\$4,980,548
Adjustments	\$0
Books & Publications	\$1,955
Camps/Excursions/Activities	\$310,575
Communication Costs	\$9,111
Consumables	\$133,538
Miscellaneous Expense ³	\$69,555
Professional Development	\$28,996
Equipment/Maintenance/Hire	\$317,509
Property Services	\$263,151
Salaries & Allowances ⁴	\$249,104
Support Services	\$30,263
Trading & Fundraising	\$22,120
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,062
Total Operating Expenditure	\$6,465,487
Net Operating Surplus/-Deficit	(\$265,615)
Asset Acquisitions	\$196,277

- (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 16 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

Funds available	Actual
High Yield Investment Account	\$582,597
Official Account	\$55,646
Other Accounts	\$110,973
Total Funds Available	\$749,215

Financial Commitments	Actual
Operating Reserve	\$248,403
Other Recurrent Expenditure	\$5,768
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$44,444
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,152
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$234,500
Capital - Buildings/Grounds < 12 months	\$288,789
Maintenance - Buildings/Grounds < 12 months	\$105,900
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,032,956

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.