

2024 Annual Report to the School Community

School Name: Milgate Primary School (5212)



- 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 22 April 2025 at 08:45 PM by Kate Mancarella (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 23 April 2025 at 02:46 PM by Kate Mancarella (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

Milgate Primary School is a vibrant, inclusive learning community located in the eastern suburbs of Melbourne, approximately 20 kilometres from the CBD. With an enrolment of 790 students, including 7 fee-paying international students, Milgate celebrates a rich cultural diversity, with 50% of students coming from a language background other than English.

As an authorised International Baccalaureate (IB) Primary Years Programme (PYP) school, Milgate is committed to fostering globally-minded, compassionate and reflective learners. The school's vision is to create a dynamic and inclusive environment where students are challenged to become inquirers, thinkers and caring individuals who contribute positively to a global society. The PYP's inquiry-based approach supports the development of critical thinking, intercultural understanding, and lifelong learning. Milgate's international outlook is further strengthened through its sister school partnership in China, which provides opportunities for collaboration and global education. The school values are: Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk taker, Balanced, and Reflective.

The school's professional and dedicated team of 84 staff members includes a Principal, 2 Assistant Principals, 3 Leading Teachers, a .4 Learning Specialist, 38 classroom teachers, and 11 specialist teachers in Performing Arts, Visual Arts, Physical Education, Mandarin, Library, EAL and Intervention and High Ability. An additional 21 integration aides support students with disabilities and those in learning support programs. Milgate also employs 6 office staff, 2 first aid assistants, 2 IT technicians and a library technician.

Leadership is a strong focus, with a collaborative leadership team comprising the Principal Class, Leading Teachers, Learning Specialist, Whole School Curriculum Leaders and Year Level Leaders who meet regularly to drive school improvement.

Milgate Primary School values community partnerships and encourages active parent involvement. With a focus on honouring diversity, student wellbeing and high-quality teaching, Milgate provides a nurturing and stimulating environment where all students, staff and families are supported to thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school made progress in strengthening student learning through targeted instructional improvements, particularly in literacy. A major focus this year was the introduction of a more rigorous and structured approach to the teaching of reading, centred on explicit instruction in phonics and grammar. A key highlight was the school-wide rollout of a systematic synthetic phonics program, which was fully implemented in Foundation, introduced in Year 1 toward the end

of the year, and is planned for rollout in Year 2 in 2025. While these changes may not yet be reflected in the current NAPLAN results due to the early stages of implementation, they are already laying strong foundations for future success. Teachers are in the process of embedding these practices consistently, and students are adapting to the increased structure and focus on foundational skills.

During a curriculum day, and several Professional Learning sessions, teachers revised Milgate's Mathematical Instructional Model and the structure of Maths lessons. They engaged in Professional Learning on the content of upcoming mathematics units and projected sequences of mathematical skills relevant to the unit. The further development of skill based checklists, enabled teachers to better assess students' achievements and triangulate this with other data for preparing academic reports. New and existing teachers were also supported throughout the year through coaching, modelled lessons and observations, to refine their teaching of mathematics and achieve goals in student outcomes.

Despite a slight decrease in NAPLAN results this year, Teacher Judgement data showed an encouraging upward trend, with the percentage of students working at or above age-expected standards increasing by 0.3% in English and 0.7% in Mathematics. This improvement reflects the impact of the school's differentiated teaching approaches and refined curriculum planning. Supporting this, the 2024 Staff Opinion Survey indicated a rise in the percentage of teachers who reported planning differentiated learning activities from 86% in 2023 to 90% in 2024, surpassing similar schools by 3%. This shift highlights the growing commitment of teachers to meet the individual learning needs of students through targeted and responsive instruction. Collectively, these actions demonstrate the school's dedication to enhancing student learning outcomes and building consistent, evidence-based teaching practices across all year levels.

Wellbeing

In 2024, Milgate Primary School made meaningful progress toward improving student wellbeing by implementing a range of aligned strategies across the school. A key initiative was the development and adoption of the Tiered Response Model (TRM), which was created through collaboration with staff, students, and families. This model provides a consistent and predictable approach to behaviour across the school, helping students understand the rationale behind specific consequences and supporting the development of positive behaviour. Importantly, our Chronicle data platform was directly aligned with the TRM, enabling more accurate data analysis to inform targeted teaching and support strategies.

To further embed wellbeing practices into our daily routines, we streamlined and aligned various components of our Wellbeing programs. A comprehensive, hyperlinked set of lessons and resources was created and shared with staff, serving as a central hub for wellbeing teaching across year levels. This ensured consistency and ease of access for staff, while supporting a whole-school approach to student wellbeing.

A significant highlight was increasing the time allocation for our Wellbeing Leading Teacher, who moved from a 3-day role in 2023 to a full-time out-of-classroom position in 2024. This enabled greater support for students, including making adjustments for individual needs, facilitating proactive interventions, and working closely with teachers to embed wellbeing strategies and programs. This role also supported school-wide priorities identified in the Attitudes to School Survey (AtoSS), such as student safety, connectedness, and managing challenging behaviours.

Despite these positive steps, our wellbeing data did not reflect the expected improvement. It has become clear that while responsive lessons based on Chronicle data are valuable, there is a need for more explicit, structured learning sequences focused on key areas such as bullying and racism. This insight will inform our continued efforts to strengthen wellbeing outcomes across the school.

Engagement

In 2024, Milgate Primary School had an attendance rate of over 90% across every year level, with the exception of Year 5, which recorded an attendance rate of 89%. High levels of attendance reflect the strong sense of belonging and engagement our students feel at school each day.

At Milgate, student voice, agency, and leadership are central to creating a positive, inclusive, and empowering learning environment. Across all year levels, students are given meaningful opportunities to work with their teachers to influence what and how they learn, and how their progress is assessed through Continuous Reporting. We explicitly teach strategies that support students to become independent, reflective, and self-regulating learners, able to identify where they are in their learning and what steps they can take to grow. In order to improve our collective understanding of student agency, 6 teachers from Milgate participated in the 'Implementing Agency' professional development run by the Victorian Academy of Teaching and Learning. This professional development took place over the year and culminated in a collective understanding of what student agency is and improvements we could make to our current practice.

We are proud of the strong culture of student leadership at Milgate. In 2024, we introduced a new leadership structure in Year 6 to provide more opportunities for students to lead. We now have 6 School Leaders, 6 Wellbeing Leaders, 5 Cultural Leaders, and 16 House Leaders. Each class also elects a Junior School Council Representative and an Environmental Leader. These students meet regularly, with support from Year 6 leaders, to ensure student voice is heard and acted upon.

Student-led lunchtime clubs have continued to grow, giving students ownership and opportunities to share their passions with others, supported by both staff and peers.

Authentic learning experiences, including camps, excursions, and incursions, help students build social responsibility and citizenship. Student achievements are celebrated at assemblies, through the school newsletter, and via our Milgate Achiever awards.

We also provide strong transition programs for students entering Foundation and moving into Year 7, supporting every child to feel confident, connected, and ready for the next stage in their learning journey.

Other highlights from the school year

Milgate Primary School has had several additional highlights for the year.

- Our bi-annual Art Show transformed into a vibrant Arts Festival, showcasing student creativity across visual and performing arts. The event featured choir performances, live music, and student artwork displayed throughout the school, allowing the community to

enjoy the exhibition beyond the opening night. A highlight was the collaborative artwork created by each class, which was auctioned off in a silent auction. Through their participation, students developed important skills such as creativity, collaboration, confidence, perseverance, and community engagement.

- The school hosted its first-ever cultural event featuring a Welcome to Country ceremony conducted by Uncle Colin Hunter Junior and a traditional yidaki (didgeridoo) performance by Ganga Giri. This marked a significant moment in the school's journey toward deepening cultural awareness and embedding Aboriginal and Torres Strait Islander perspectives into our learning community. The event was attended by students, staff, and families and provided an opportunity for the whole school community to engage meaningfully with Indigenous culture and history. It highlighted the importance of acknowledging Country, understanding the significance of cultural traditions, and valuing the voices of First Nations people.
- Milgate Primary School continued to deliver a comprehensive and engaging outdoor education program in 2024, providing students with valuable opportunities to develop independence, resilience, and teamwork skills beyond the classroom. The program included school camps across various year levels, the Year 4 Bike Education program, and a range of outdoor activity days for Year 5 and 6 students. These included experiences such as surfing, sailing, rock climbing, and skiing designed to challenge students physically and support personal growth through hands-on learning in natural environments.
- The Parents & Friends (P&F) Committee continued to play a vital role in building community and enhancing student experiences by hosting a range of engaging events for families. Funds raised throughout the year contributed to the ongoing improvement of our play spaces, ensuring students have access to safe, stimulating, and inclusive outdoor areas. A particular highlight was the P&F's successful application for a \$1,000 grant to support the development of a sensory garden. In addition to securing the grant, the committee also sought donations and partnered with the local Bunnings to plant native flowers and shrubs. The P&F established a student gardening club and worked closely with staff to bring the space to life. The sensory garden has since become a calm and inviting outdoor classroom, providing students with hands-on learning opportunities and a dedicated space that supports wellbeing and environmental awareness.

Financial performance

Milgate Primary School remains in a strong financial position, enabling continued investment in both human and physical resources to enhance student learning and wellbeing.

The Parents and Friends (P&F) Association played a vital role in strengthening community connections through a range of events and second-hand uniform sales. Funds raised by the P&F will contribute to the development of a new playground in the Year 3/4 play space in 2025.

Equity and Mental Health funding supported the ongoing engagement of two Education Support Class staff members who coordinate our Social Skills and Therapy Dog Program. This funding also supports our full-time, out-of-the-classroom Leading Teacher, who oversees all wellbeing programs and serves as the school's Wellbeing Coordinator.

Additionally, the school employed a Teacher Class staff member to continue the delivery of our Literacy and Numeracy Intervention Program, supporting students performing below expected levels.

Milgate continues its partnerships with external providers, including facility hirers, the Out of School Hours Care (OSHC) program, and the Canteen operator.

The Finance and Facilities Sub-Committee met regularly throughout the year to monitor revenue and expenditure, ensuring sound financial decision-making to maintain the school's strong financial standing.

In 2024, the school invested significantly in infrastructure projects, including:

- STEM classroom refurbishment
- Library air-conditioning installation
- Stadium kitchen upgrade
- Installation of Rainbow playground equipment (from 2023 fundraising)
- Canteen flooring upgrade
- Artificial turf installation in the Foundation courtyard
- Gas pressure upgrade to support stadium heating

Milgate also successfully secured special grants, including those for the Safe Tree Program and the Teaching Excellence Program.

The school concluded the 2024 year with a healthy surplus, positioning us well to continue providing high-quality programs, facilities, and learning opportunities for both students and staff into 2025 and beyond.

**For more detailed information regarding our school please visit our website at
<https://www.milgateps.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 790 students were enrolled at this school in 2024, 372 female and 418 male.

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

Overall Socio-Economic Profile

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

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

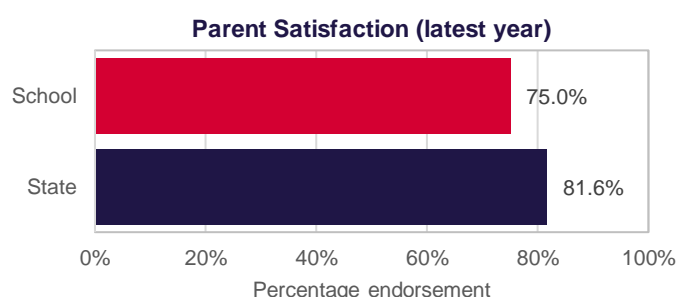
This school's SFOE band value is: **Low**

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	75.0%
State average (primary schools):	81.6%



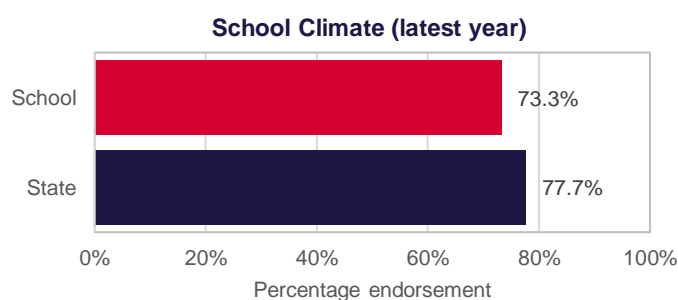
School Staff Survey

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

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

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

School Climate	Latest year (2024)
School percentage endorsement:	73.3%
State average (primary schools):	77.7%



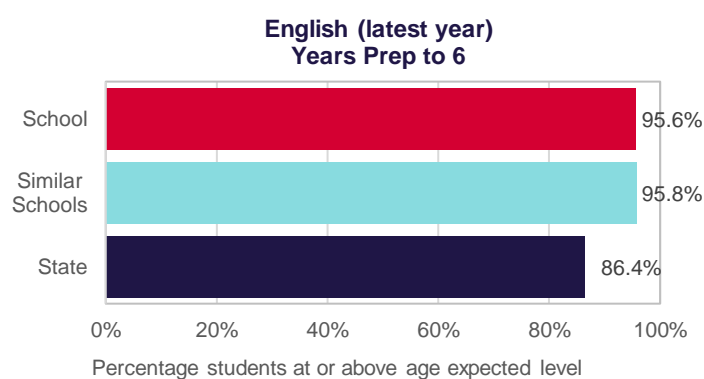
LEARNING

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

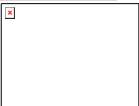
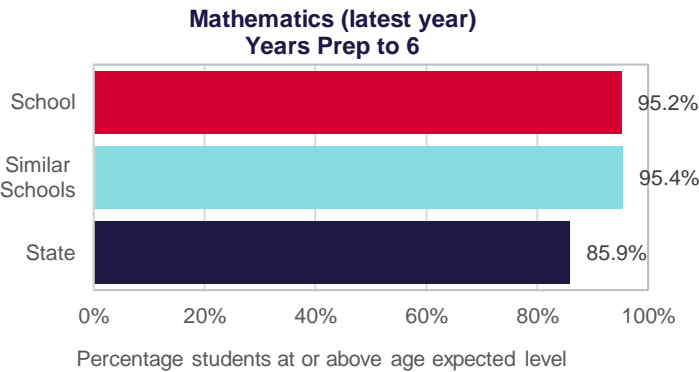
Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.6%
Similar Schools average:	95.8%



State average:	86.4%
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Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.2%
Similar Schools average:	95.4%
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.

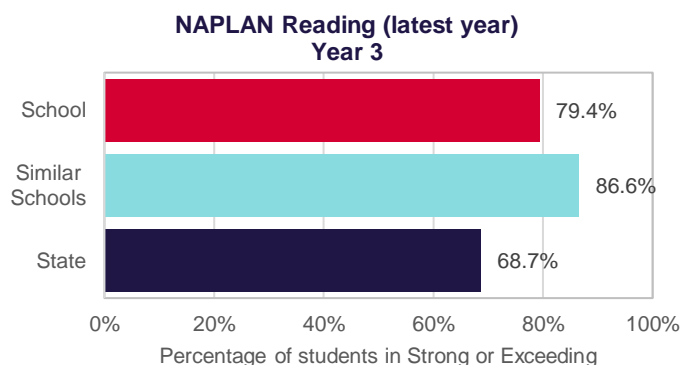
NAPLAN

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.

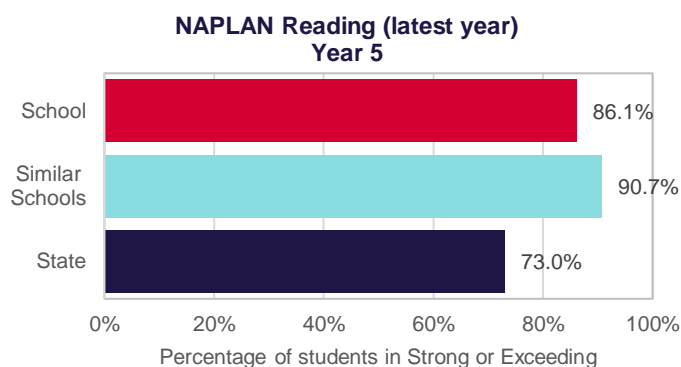
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.4%	83.2%
Similar Schools average:	86.6%	87.6%
State average:	68.7%	69.2%



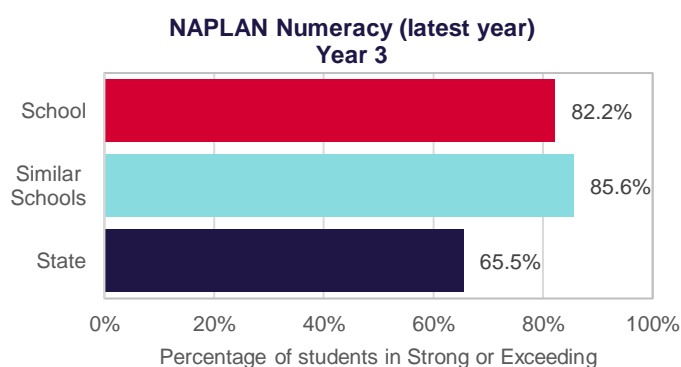
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.1%	88.1%
Similar Schools average:	90.7%	91.2%
State average:	73.0%	75.0%



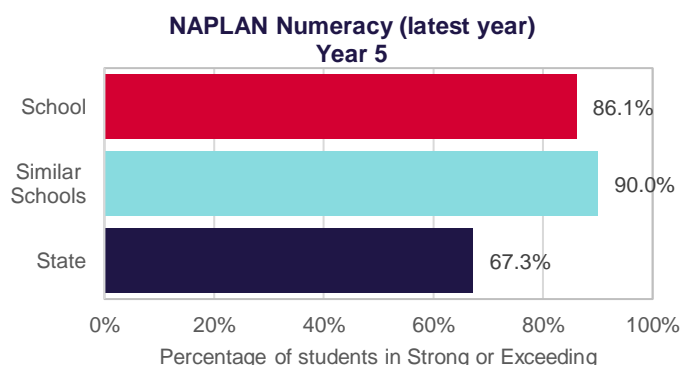
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.2%	84.0%
Similar Schools average:	85.6%	87.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.1%	86.6%
Similar Schools average:	90.0%	90.1%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

92.1%

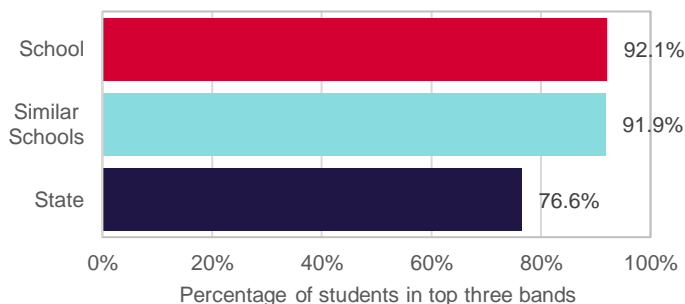
Similar Schools average:

91.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

88.2%

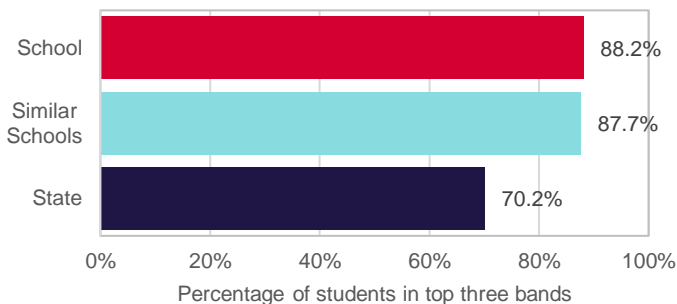
Similar Schools average:

87.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

84.2%

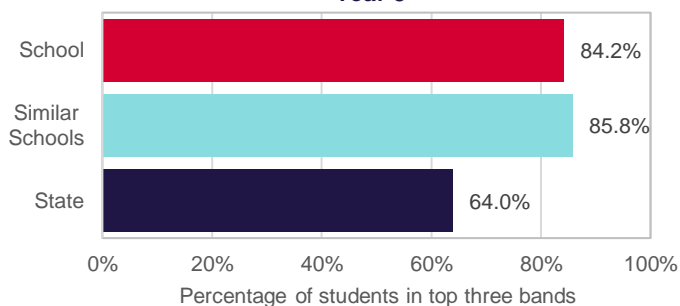
Similar Schools average:

85.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

75.5%

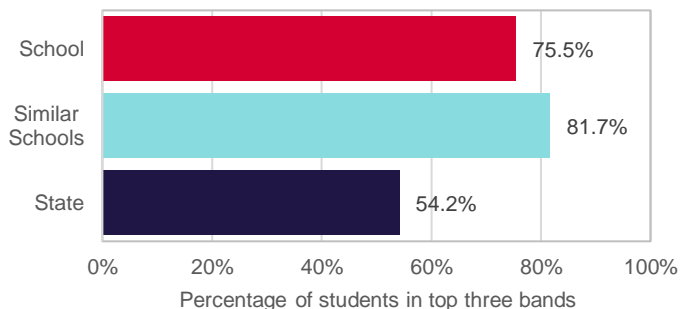
Similar Schools average:

81.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

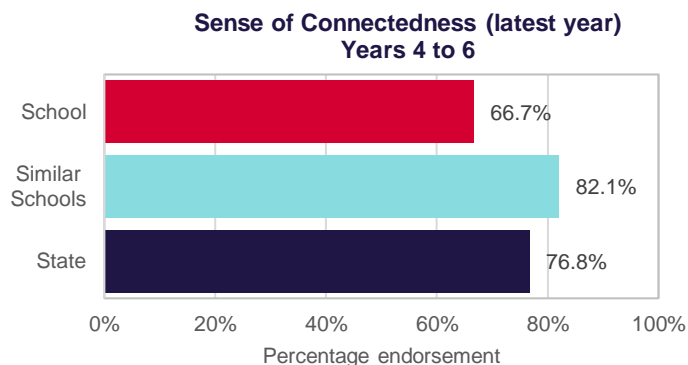
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	66.7%	72.9%
Similar Schools average:	82.1%	82.7%
State average:	76.8%	77.9%

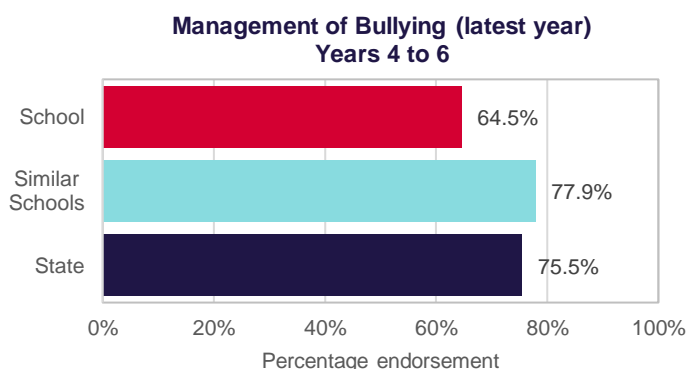


Student Attitudes to School – Management of Bullying

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:	64.5%	68.1%
Similar Schools average:	77.9%	78.5%
State average:	75.5%	76.3%

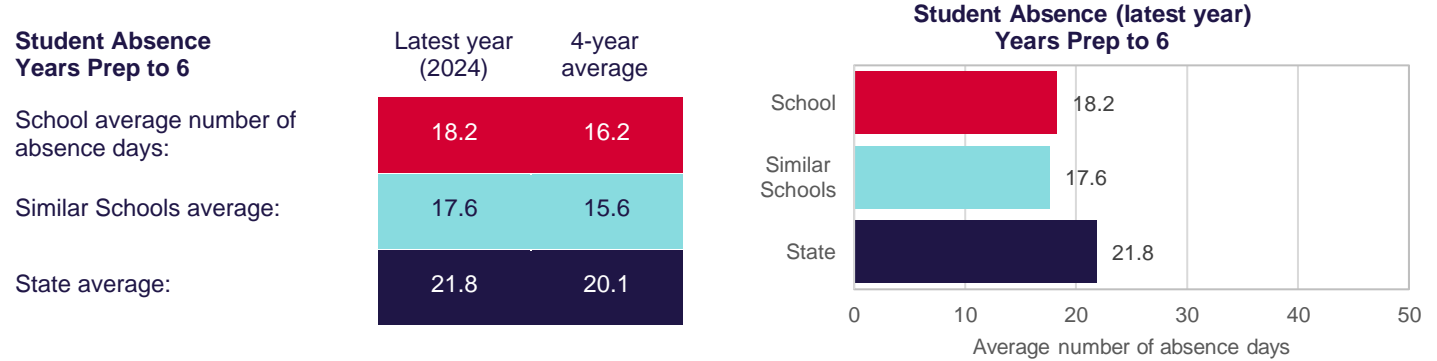


ENGAGEMENT

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

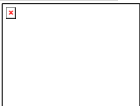
Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



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):	91%	91%	91%	91%	91%	89%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,488,113
Government Provided DET Grants	\$809,846
Government Grants Commonwealth	\$11,677
Government Grants State	\$0
Revenue Other	\$41,692
Locally Raised Funds	\$970,335
Capital Grants	\$0
Total Operating Revenue	\$9,321,664

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,299
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,299

Expenditure	Actual
Student Resource Package ²	\$7,648,997
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$374,811
Communication Costs	\$10,311
Consumables	\$184,791
Miscellaneous Expense ³	\$53,313
Professional Development	\$36,055
Equipment/Maintenance/Hire	\$87,865
Property Services	\$162,389
Salaries & Allowances ⁴	\$377,921
Support Services	\$119,387
Trading & Fundraising	\$20,873
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,044
Utilities	\$59,703
Total Operating Expenditure	\$9,139,459
Net Operating Surplus/-Deficit	\$182,206
Asset Acquisitions	\$159,866

- (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

Funds available	Actual
High Yield Investment Account	\$473,544
Official Account	\$93,537
Other Accounts	\$162,335
Total Funds Available	\$729,416

Financial Commitments	Actual
Operating Reserve	\$249,416
Other Recurrent Expenditure	\$13,618
Provision Accounts	\$0
Funds Received in Advance	\$361,160
School Based Programs	\$16,415
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$32,742
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	\$673,351

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.

