

# 2024 Annual Report to the School Community

School Name: Gladstone Views Primary School (5093)



- 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 31 March 2025 at 01:23 PM by Alexander Mowat (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 08 May 2025 at 01:16 PM by Alexander Mowat (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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

Gladstone Views Primary School, located in the north-western suburb of Gladstone Park, prides itself on providing a nurturing and inclusive learning environment. The school is dedicated to offering high-quality education that challenges, stimulates, and equips students with the skills to become productive and compassionate citizens. Its vision is to maintain a respectful, safe, and orderly environment that focuses on both learning and student wellbeing, aligned with the Framework for Improving Student Outcomes (FISO 2.0). The school's core values are respect, safety, kindness, and a commitment to learning.

The main school building includes 16 general classrooms, a visual arts facility, an Italian teaching space, a first aid room, staff room, meeting rooms, administrative offices, and an Out of Hours Care facility with a holiday program. Two relocatable buildings provide an additional four classrooms. The community-funded gymnasium features a full-size basketball court, music room, and canteen. A kindergarten will also open on-site in 2026.

The school is organized into four Professional Learning Communities (PLCs): Foundation, Years 1/2, Years 3/4, and Years 5/6. Foundation classes are single-cell with an average of 20 students, while the other year levels are multi-age classrooms.

Although enrolment has decreased this year, the student population remains diverse. The student population consists of 54% male and 45% female students. In terms of cultural diversity, 3% of students identify as Aboriginal and/or Torres Strait Islander. Additionally, 4% of students have a disability. These figures highlight the diverse and inclusive nature of our school community, emphasising the need for tailored support and resources to meet the varied needs of our students. The staffing profile includes a Principal, Assistant Principal, two Learning Specialists (specializing in Learning and Mental Health & Wellbeing), classroom teachers, specialist/support teachers, and administrative staff (including a Business Manager and 1.6 office staff). Education Support Staff assist with student and program support.

Curriculum programs are based on the Victorian Curriculum, with team planning focused on identifying student needs through data, sharing best practices, and evaluating teaching and learning. The daily timetable includes five 60-minute teaching sessions, with students participating in one 60-minute session each week in specialist subjects: Visual Arts, Performing Arts, Physical Education, Social Emotional Learning, and Italian.

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

#### Learning

We are pleased to share some exciting highlights from the past year, showcasing the continued academic excellence and growth of our students at Gladstone Views Primary School.

**Pedagogical Excellence:**

One of the key highlights of the year has been the implementation of the Science of Reading

approach. This evidence-based method has transformed our literacy practices in the foundational years, ensuring that students build strong reading skills from an early age. Our commitment to developing skilled readers has led to remarkable progress across all year levels.

#### Intervention Programs:

Our targeted literacy and phonics groups have provided additional support for students who needed a boost, ensuring no child is left behind. We also offered enriching opportunities for high achievers through the Victorian High Abilities Program (VHAP), allowing them to reach their full potential.

#### Outstanding NAPLAN Results:

We celebrated exceptional NAPLAN results this year, which reflect our students' academic progress and dedication. We are incredibly proud of their achievements, which highlight the effectiveness of our focused learning strategies.

#### Assessment and Class Structures:

We engaged with families through parent forums, which provided valuable insights into our assessment practices and class placements. This initiative has enhanced transparency and fostered a stronger understanding of how we assess and support student growth.

#### Kinder Transition Program:

Another significant achievement was the success of our Kinder Transition Program, where we hosted local kindergarten groups. This initiative has helped strengthen early childhood transitions and laid a solid foundation for future student success at GVPS. In 2025 we will see the opening of our Gladstone Views Primary School Kinder on School Site.

#### Academic Achievements:

Using the data from our Year 3 and Year 5 NAPLAN results, we are proud to highlight some key academic successes:

- Year 3 Students: An impressive 65% of our Year 3 students achieved an 'exceeding' or 'strong' score in literacy, surpassing the expected level. This result is on par with similar schools and even above the Network school average.
- Year 5 Students: Our Year 5 students also excelled, with 75% achieving an 'exceeding' or 'strong' score in Reading and Writing. This result exceeds both similar schools and Network schools, showcasing the impact of our rigorous literacy program.

These achievements are the result of our students' engagement with our focused literacy strategies, which include early years phonics instruction, a research-based literacy block, and robust planning through our improvement cycle.

#### Maths Achievements:

While our strategic focus has been on Literacy, we are equally excited about the success in Maths. Both Year 3 and Year 5 students are excelling, with 57% of Year 3 students and 66% of Year 5 students achieving an 'exceeding' or 'strong' score in Maths. These results are in line with similar schools and 30% higher than Network schools.

## Wellbeing

This year, we have focused strongly on fostering resilience and promoting positive behaviours across our school. Our commitment to nurturing the emotional wellbeing of both students and staff has been central to creating a supportive, positive learning environment. Below are some key highlights from our wellbeing initiatives:

#### Partnerships with The Resilience Project and School-Wide Positive Behaviour Framework:

Through our ongoing partnerships with The Resilience Project and the School-Wide Positive Behaviour Framework (SWPBS), we've worked to elevate our wellbeing initiatives, focusing on

building resilience, emotional intelligence, and positive behaviours across the school.

**Wellbeing Weeks:**

This year, we introduced Wellbeing Weeks, a series of dedicated initiatives to support staff health and wellbeing. These initiatives aimed to foster a culture of positivity, self-care, and support, benefiting not only our students but also our dedicated staff team.

**Community Gardens:**

Our wildlife and community gardens have blossomed into vibrant spaces for hands-on learning and connection with nature. These gardens have provided students with opportunities to engage in meaningful outdoor activities that promote environmental awareness and community connection.

**Student Wellbeing Data:**

We are excited to share some encouraging results from our recent Attitudes to School Survey, which reflect the positive impact of our wellbeing initiatives:

- 86% of students reported that their learning is differentiated and targeted to their interests and needs, which speaks to the personalised approach we take in our teaching practices.
- The majority of students feel that their teachers show care, concern, and empathy, with positivity ratings ranging from 80% to 90%.
- These results are either in line with or exceed those of similar schools in the area and across the state, a reflection of the hard work we have invested in fostering a supportive, inclusive learning environment.

Additionally, we are thrilled to report a significant reduction in the number of students experiencing bullying over the past month and year. This marks a major step in creating a school culture where all students feel safe, supported, and valued.

## Engagement

We are excited to share a year full of connection, growth, and collaboration. In 2024, we have focused on strengthening our ties with families, students, and the wider community, while continuing to build a supportive environment that nurtures the academic and emotional wellbeing of all students. Below are some highlights from our year:

**Community Connections:** Our school year has been rich with opportunities to engage with one another through events such as assemblies, our end-of-year concert featuring student performances, and the popular food trucks that brought our community together. The Welcome BBQs and Book Week celebrations also offered wonderful chances for families to connect, while our ongoing focus on social and emotional learning through the Resilience Project continues to support our students' growth both in and out of the classroom.

Through initiatives like Community Classroom Open Mornings, we have welcomed families into our school to experience first-hand the wonderful learning happening in the classrooms. Our Parents and Carers Association has been integral in supporting these events, as well as organizing special Mother's and Father's Day card-making evenings, which were enjoyed by many. In addition, we have offered information and professional learning sessions for parents and carers, equipping families with tools to support their children's growth and learning. And of course, the Colour Run was a great success, with all participants celebrating health, fun, and school spirit.

**Student Engagement and Wellbeing:** Our students have shown impressive levels of connection to our school community, with a strong sense of life satisfaction and a genuine desire to attend school. We've seen high levels of active participation in physical education, indicating the ongoing engagement in both academic and physical activities.

This year, we placed a significant emphasis on student voice. Our class captains have been

empowered to shape their school experiences, leading initiatives that foster leadership, collaboration, and a sense of ownership within the school community.

One of the standout initiatives this year was our Paw Pals Program, which allowed students to connect with their learning in innovative ways. The program involved animal-assisted activities, providing students with a calming and therapeutic space to engage with animals and peers. This program has been especially valuable in supporting the emotional wellbeing of students and has contributed to a positive and supportive learning environment.

Student Attendance: Student attendance has been a key focus for the year, and we are pleased to report on the following data for 2024:

- 24% of students had between 0.5 and 9.5 absence days
- 37% of students had between 10 and 19.5 absence days
- 17% of students had between 20 and 29.5 absence days
- 22% of students had 30 or more absence days

## Other highlights from the school year

We are pleased to share some exciting highlights from the 2024 school year, reflecting the ongoing growth and positive changes within our school. Thanks to the dedicated efforts of our educational team, we have seen remarkable improvements across several key areas:

School Climate and Culture:

Our educational team has reported overwhelmingly positive experiences in areas such as school climate, teaching and learning, school leadership, and the culture of trust among colleagues. With a 80% positivity rate, we have seen significant improvements in both school and psychological safety and overall wellbeing.

This marks an impressive 20% improvement from 2023 and a 50% improvement from 2022. We attribute this progress to our focused efforts on building a positive school culture, prioritising wellbeing, and enhancing teaching and learning practices. It is exciting to see how these changes are positively impacting our community.

Parent and Carer Feedback:

We are also thrilled to share the results of our 2024 Parent and Carer Survey, which show a 20% increase in positivity compared to 2023. On average, positivity has risen from 50% to 70% in key areas such as:

- Parent and carer engagement and support with student learning
- School and teacher communication
- Overall satisfaction with their children's learning experience

These improvements highlight the growing trust and collaboration between the school and our families, creating a more supportive and connected community.

Increased Confidence and Pride:

Parents and carers have also reported increased confidence in our school's improvement efforts, with a growing sense of pride in being part of the GVPS community. There is a shared sense of high expectations for student success and positive feedback on our classroom environments and effective teaching practices.

## Financial performance

Gladstone Views Primary School maintained a sound financial position throughout 2024. The 2024 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Gladstone Views Primary School ended the 2024 school year in a surplus of \$298,867.00. This surplus has occurred over the years to help fund projects such as playground improvements and building repairs. Equity funding was used to purchase resources for literacy (reading texts) and resources for the library. Equity money was also used to build the capacity of the leadership team and to employ Integration Aides to support our learners. Our school operated OSHC (Outside School Hours Care) program has been greatly utilized by our school community with this program including a school holiday program for 2024 which is providing support to our families. Fundraising in 2024 with School Council approval was used for school needs contributing to the financial stability.

**For more detailed information regarding our school please visit our website at <https://www.gvps.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 331 students were enrolled at this school in 2024, 160 female and 170 male.

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

### Overall Socio-Economic Profile

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

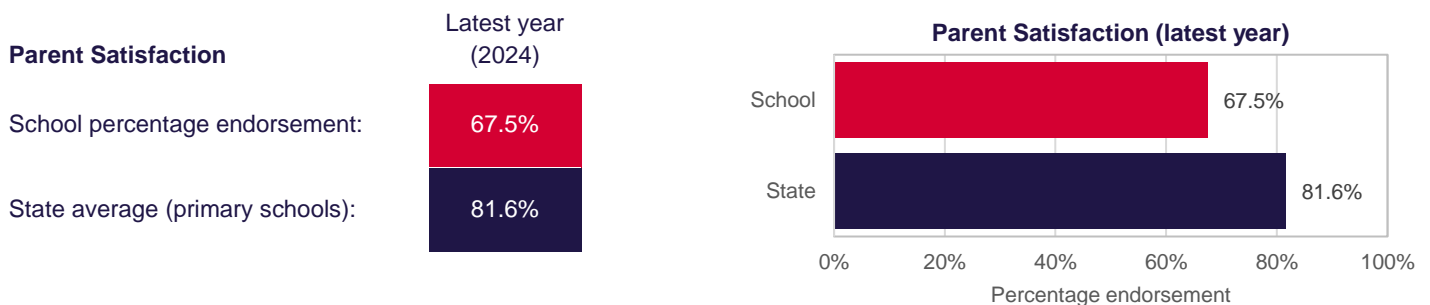
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

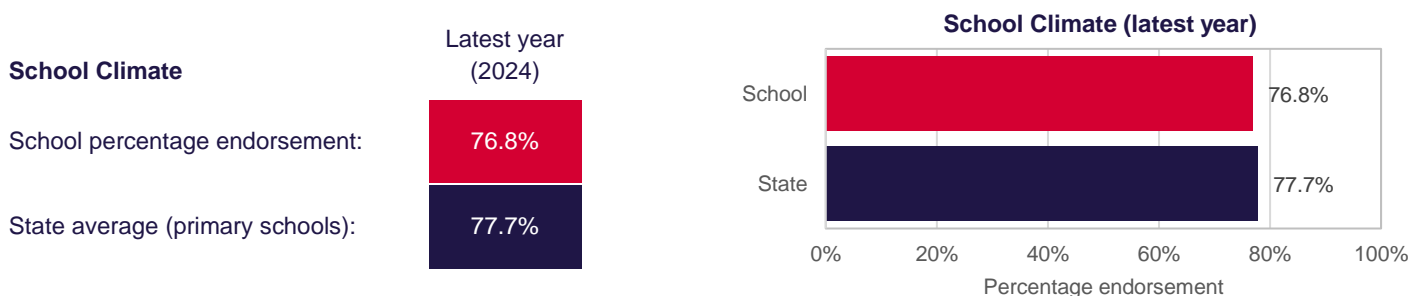


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

School percentage of students at or above age expected standards:

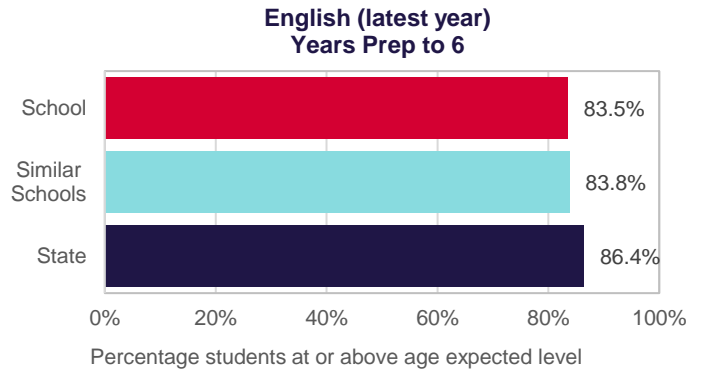
Latest year  
(2024)  
83.5%

Similar Schools average:

83.8%

State average:

86.4%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

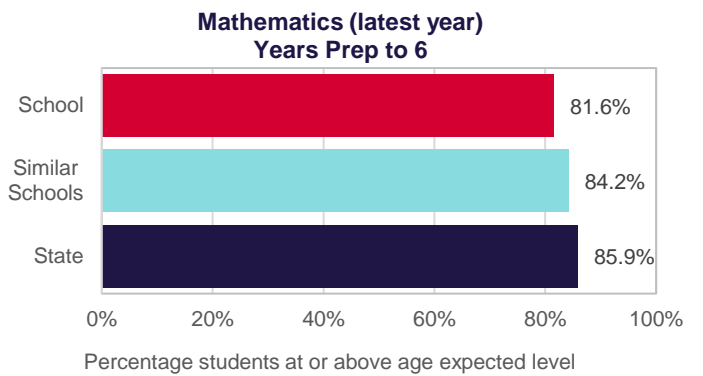
Latest year  
(2024)  
81.6%

Similar Schools average:

84.2%

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.

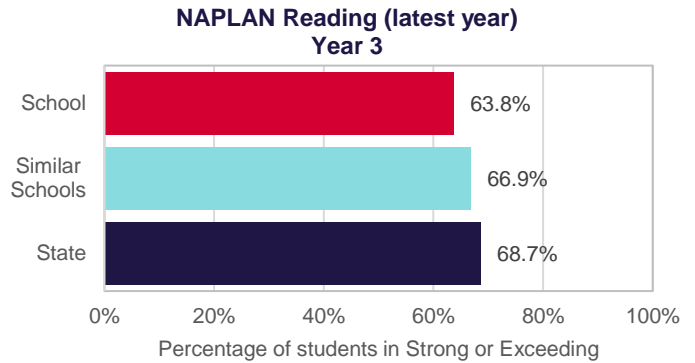
### NAPLAN

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.

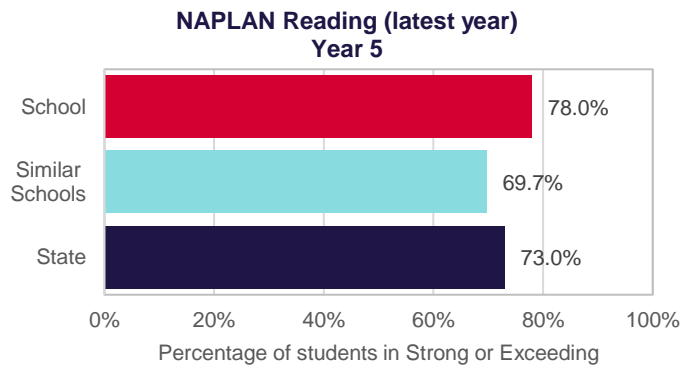
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.8%	55.3%
Similar Schools average:	66.9%	66.0%
State average:	68.7%	69.2%



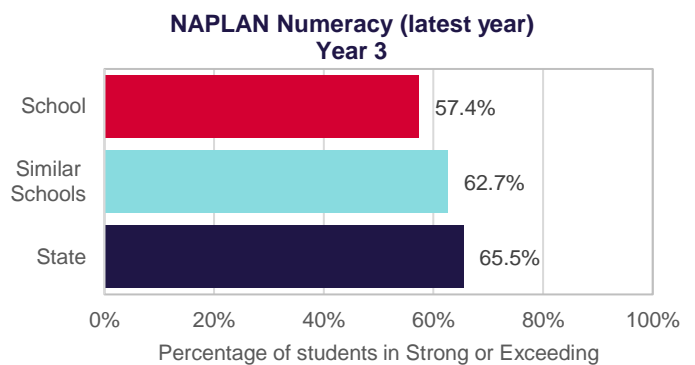
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.0%	80.4%
Similar Schools average:	69.7%	72.3%
State average:	73.0%	75.0%



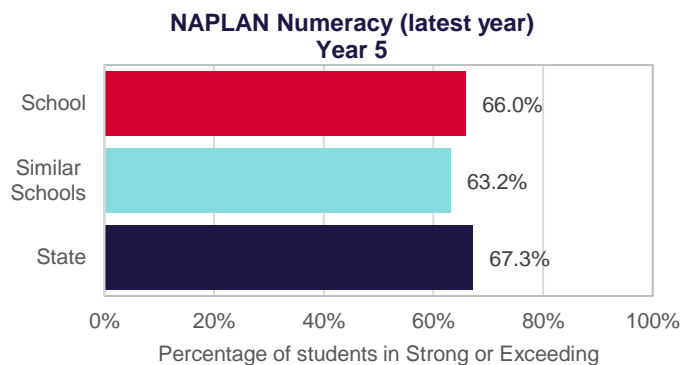
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.4%	52.2%
Similar Schools average:	62.7%	62.8%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.0%	64.8%
Similar Schools average:	63.2%	63.0%
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:

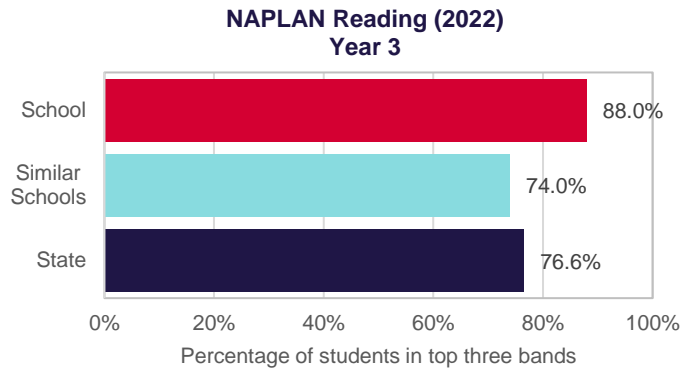
88.0%

Similar Schools average:

74.0%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

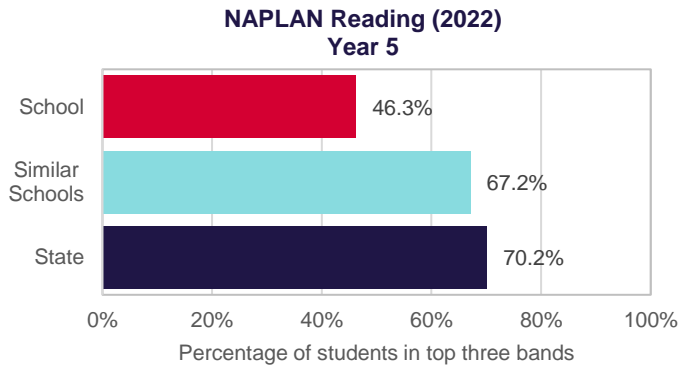
46.3%

Similar Schools average:

67.2%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

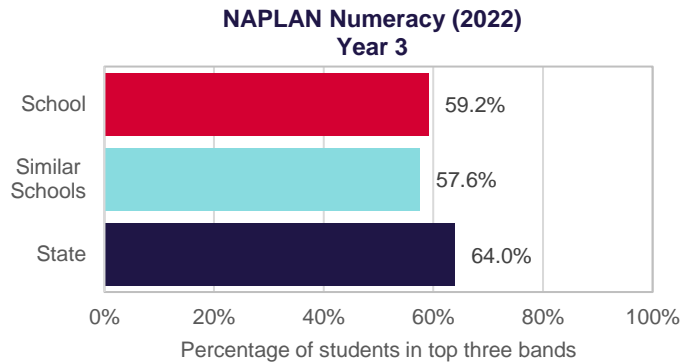
59.2%

Similar Schools average:

57.6%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

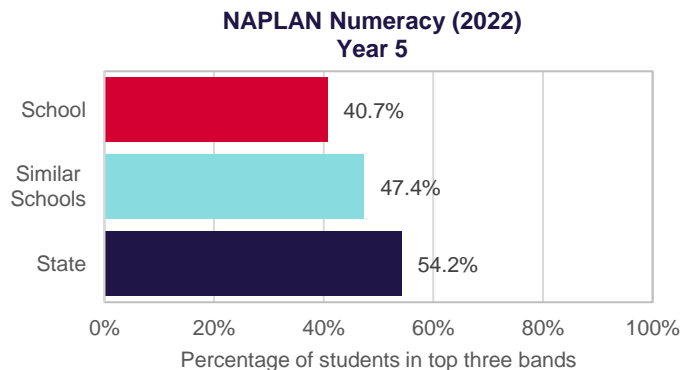
40.7%

Similar Schools average:

47.4%

State average:

54.2%



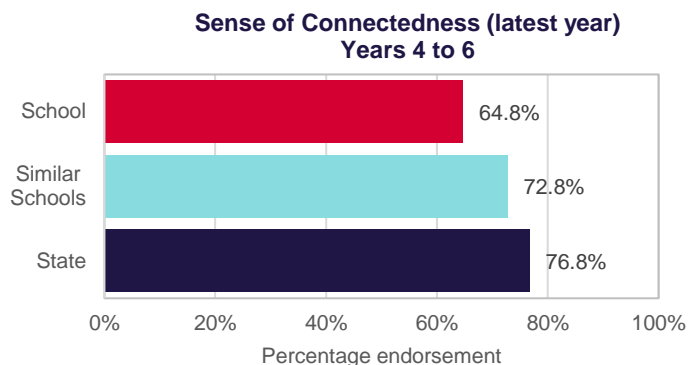
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

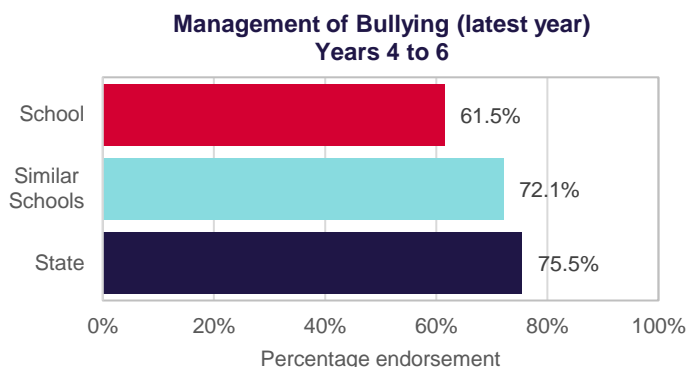
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	64.8%	73.5%
Similar Schools average:	72.8%	75.5%
State average:	76.8%	77.9%



### 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:	61.5%	73.6%
Similar Schools average:	72.1%	74.1%
State average:	75.5%	76.3%



## ENGAGEMENT

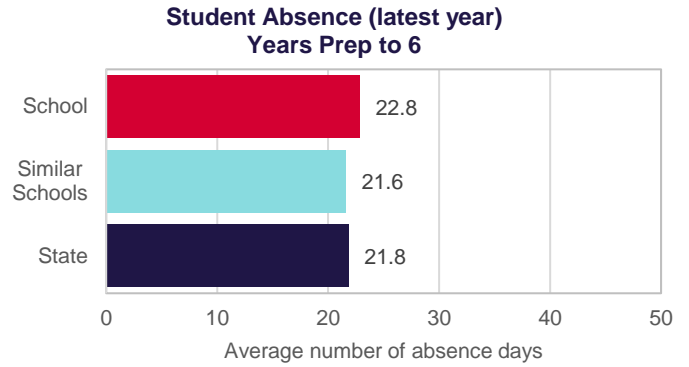
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	22.8	19.3
Similar Schools average:	21.6	20.4
State average:	21.8	20.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	89%	91%	88%	89%	86%	89%	87%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,516,475
Government Provided DET Grants	\$423,055
Government Grants Commonwealth	\$102,888
Government Grants State	\$32,553
Revenue Other	\$23,795
Locally Raised Funds	\$295,158
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,393,923</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$150,901
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$150,901</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,380,779
Adjustments	\$0
Books & Publications	\$3,854
Camps/Excursions/Activities	\$85,206
Communication Costs	\$4,361
Consumables	\$95,029
Miscellaneous Expense <sup>3</sup>	\$8,525
Professional Development	\$24,367
Equipment/Maintenance/Hire	\$13,203
Property Services	\$76,724
Salaries & Allowances <sup>4</sup>	\$264,402
Support Services	\$195,136
Trading & Fundraising	\$113,997
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$70,126
<b>Total Operating Expenditure</b>	<b>\$4,335,709</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$58,215</b>
<b>Asset Acquisitions</b>	<b>\$19,999</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$258,697
Official Account	\$37,012
Other Accounts	\$3,159
<b>Total Funds Available</b>	<b>\$298,868</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$160,325
Other Recurrent Expenditure	\$4,347
Provision Accounts	\$0
Funds Received in Advance	\$141,232
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>\$305,903</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.*

