

# 2022 Annual Report to the School Community

School Name: Lloyd Street Primary School (4139)

LLOYD STREET SCHOOL  
MALVERN EAST



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 08:08 AM by John Painter (Principal)

- This 2022 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 30 May 2023 at 09:11 AM by Matt Franzi (School Council President)

# How to read the Annual Report

---

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

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

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

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

---

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
- 

## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

---

### What do 'Similar Schools' refer to?

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.

---

### What does 'NDP' or 'NDA' mean?

'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.

---

### What is 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').

## About Our School

---

### School context

Lloyd Street Primary School is located in the City of Stonnington in the southeastern suburb of Malvern East, approximately 15 kilometers from the Melbourne Central Business District. The school was founded in 1923 and the enrolments in 2022 were 416 students. 10% of students had English as an additional language and none were Aboriginal or Torres Strait Islander.

The staff team consists of approximately 30 full time equivalent staff, including 2 Principal Class Officers, 23.5 teaching staff and 5.5 education support staff. One staff member is Aboriginal. Attendance remains high and there is a strong partnership between the school and community ensuring students remained engaged with their learning. The Principal along with the School Improvement Team (SIT) work in partnership with the School Council to provide a considered focus on improving educational opportunities and learning outcomes for all children in an environment that engages and inspires learners.

The school's motto of LEARNING for LIFE is supported by the vision of the school, where *'Lloyd Street School aims to develop the individual talents of students and teach them to relate the experience of the classroom to the realities of the world. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. Students are encouraged to become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.'*

*Students will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life'.*

The school is accredited to teach the International Baccalaureate (IB), Primary Years Programme (PYP) which is a curriculum framework that provide a rigorous evidence-based approach to teaching and learning, targeting student-led investigation and inquiry. It aligns with the Victorian Curriculum ensures that learning is concept based, authentic and of international significance. Every student at Lloyd Street School completes six engaging units of inquiry annually. Each inquiry is concept-based, authentic and provides learning of international significance. Sustained instruction in Numeracy and Literacy is prioritised, with all students participating in an outstanding differentiated program which ensures that fundamental skills are consolidated, and that each student is successful and challenged. Lloyd Street is committed to providing an inclusive education for all students and provides ongoing access for PSD students through both integration support and appropriate physical resourcing.

In addition to the core curriculum, which comprehensively addresses the Victorian Curriculum, students also access a range of highly engaging Specialist Programs and Extra-Curricular activities. There is a comprehensive Performing and Visual Arts program as well as myriad opportunities to participate in Physical Education and Sport. Thinking skills are developed through a Philosophy Program, which provides the opportunity for students to build their understandings in relation to a range of ethical capabilities and demonstrate high-level communication skills. This program also supports the professional development of staff as the teacher joins team planning sessions to develop questioning skills and open-ended engagement strategies.

Lloyd Street School is very well-resourced with contemporary learning tools and offers an extensive and engaging Library Resource Centre. Technologies are current and are employed by staff and students, across the curriculum, to enhance learning. Our dedicated staff include highly experienced teachers who are passionate about student learning. They are responsible for teaching 17 classes and four specialist subjects: Physical Education, Visual Arts, Performing Arts, and LOTE French. Additionally, the school has a part time philosophy teacher, a dedicated Librarian, Science expertise and resources, a technology lab for Prep to year 4, student leadership program, 1:1 laptop for year 5/6 students, lunchtime activities for students, and sports opportunities within and beyond the school. Lloyd Street offers a range of extra-curricular opportunities across the school in instrumental music, choirs, bands, coding, chess, and various sports activities.

The school has an excellent out of school hours program, implemented by Teamkids. Teamkids works very effectively with the school and provides a highly nurturing and engaging program for students who are onsite beyond the school day. Lloyd Street School is preparing to celebrate 100 years of quality education for students and being an integral part of the local community in 2023.

---

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

#### Learning

Lloyd Street School continued to focus on specific areas of academic learning across and within the year levels. In the junior years, there has been a continued emphasis on literacy learning, investigating the implementation of the SMART spelling program from

Foundation to Year 2. While all F-2 teaching teams have been working successfully specific to their year level, it is in the Foundation area where there has been a consistent structure developed and implemented for SMART spelling across the cohort, this will be further refined and expanded across other levels next year.

The teaching team in Foundation in conjunction with the Tutor Learning Initiative (TLI) staff have also been targeting the use of decodable texts in the Foundation area to provide more rigour and consistency in early literacy teaching. The early data from these two initiatives is suggesting a decrease in the number of students below the expected literacy level and more confident learners. This also impacts on the TLI as there are more opportunities for other students to receive support as there are less students requiring additional assistance in the junior years.

The TLI staff have also broadened their influence in 2022 to include more support for classroom teachers through targeted assistance with the development of Individual Education Plans for students in the TLI program and those in classrooms not receiving this support. TLI staff have also been more available to support staff and parents in meetings to discuss the progress and future goals of students in the classroom. This is increasing the capacity of teachers to identify SMART goals and strategies to support improved student outcomes. As well as providing support for students below expected levels students have also continued to be extended both within their classrooms, and through targeted extension opportunities such as the Maths Olympiad and the Victorian High Ability Program (VHAP).

Students have continued to perform at high academic levels across the school with 96% of students at or above the expected standard in English and 94.5% in Maths.

In the National Assessment Program for Literacy and Numeracy (NAPLAN), Reading for year 3 and 5 students in the top three bands is at 90.7% and 89.6% respectively. In Maths it is 83% for year 3 and 82% for year 5. The school will be focusing on reducing the variability in results from year to year particularly in Numeracy but Lloyd Street continues to perform above both similar school and State averages in NAPLAN assessments.

Additionally, students in the bottom two bands of NAPLAN are reducing. In Reading, in year 5 there were no students in the bottom two bands and only one student in the bottom two bands in Writing. Performances in Year 3 were also very strong, though a slight increase in students in the bottom two bands between years 3 to year 5.

The school completed a review of the LOTE Indonesian program which had been operating for 15 years. School Council established a working party that, along with the principal, led a review of the program and its value and effectiveness. In line with PYP practices, it also investigated the future educational pathways available to students in a variety of languages once they leave Lloyd Street.

After narrowing the selection to Mandarin, Japanese and French the community was surveyed with students, parents and teachers all selecting French as the first choice for the future. This promises to be an exciting addition to the school for cultural and educational opportunities from 2023.

## Wellbeing

In our first full face-to-face year since Covid began, Lloyd Street has continued to prioritise the wellbeing of our students both from a cultural and curriculum perspective. In 2022, this was focused on health education with the Respectful Relationships program and on increasing staff capacity to deliver sexuality education in line with the Victorian Curriculum.

The school invested significantly in developing the capacity of staff to implement the Respectful Relationships (RR) framework across the school. Staff were well supported by DET expertise with professional development, access to resources, and additional training for the staff wellbeing team leading this initiative. Semester two saw the Respectful Relationships program rolled out by all staff with teachers selecting and planning the lessons collaboratively and reviewing the implementation as a team.

Additionally, after researching several options the school invested in the Sexuality Education program developed by Vanessa Hamilton. This program provides staff with training and resources to deliver other aspects of the health component of the Victorian Curriculum with their students rather than external providers. This program aligns with and extends the Respectful Relationships curriculum content across all levels to offer an in-depth, whole-school proactive wellbeing program that supports staff and students at school and also provides information and actions in online content for parents.

Student wellbeing is also supported by the Tutor Learning Initiative which support more than 50 students, the Program for Students with Disabilities which supports 5 students with funding, and the Disability Inclusion Profile structures and funding which two students receive but will increase in the future.

Story Dogs is another program that support student wellbeing and literacy skills from Prep to year 4, particularly reading and self confidence. Lloyd Street has 5 story dogs each week that visit for at least one session a week with their handler and hear more than 20 children read.

All programs use assessment data and anecdotal and documented evidence to respond to student needs and plan goals and strategies that support engagement and wellbeing as well as learning outcomes.

Lloyd Street School has a wide range of whole school practices and targeted small group or 1:1 interventions that support wellbeing, engagement and learning outcomes and these will all continue to expand and be refined in 2023.

## Engagement

The school has placed strong emphasis on connection, engagement and belonging in the activities in and out of the classroom across the school this year. Teachers have been encouraged to look within and beyond the classroom and the school to engage students in their learning. Incursions and excursions resumed wherever possible from term 2.

Significant effort was made to ensure camps for year 4, 5 and 6 recommenced and that all students attended. Whole school events for students and the wider community were also significant actions in engaging students and families back to the school and their community and resulted in lots of positive feedback and engagement across the community.

Through intentional design by teachers using the PYP framework, students have had increased opportunities for student voice and agency designed into their learning by all teaching teams. By empowering our students, we give them more ownership and investment in their learning as they determine the outcomes within the framework and skilled scaffolding provided by staff. Student leadership roles continue to be an opportunity for engagement and student voice and agency, and these have been increasing particularly for senior students.

Our year 5 'Share Fair' and year 6 'Exhibition' are two academic highlights for senior students that celebrate academic growth, student engagement and genuine student ownership of learning. This event is celebrated with students across all levels and with parents who are all able to attend these events and see the learning and actions the students have achieved.

Student agency will be an area for continued growth in 2023 across all classes and year levels. In analysing student engagement through attendance data, all year levels have attendance at a minimum of 90% for the year with an average of 16.8 days absent. This is well below the absence rate for similar schools (19.2) and State averages (23.3) which is excellent, but still well above the four-year average of 10.9 days for our school. We believe this is due largely to the continued parent support for the practice of keeping unwell children at home at much higher rates due to concerns about Covid. There were also a number of families that travelled to see family overseas or interstate for the first time since 2019 for extended periods of time.

---

## Other highlights from the school year

Lloyd Street has been excited to resume many of the student learning opportunities beyond the normal classroom practices with incursions, excursions and camps resuming and several community events as well.

A highlight of the year was a simply fantastic community Fair in October that saw thousands of people visit the school and enjoy a wide range of activities, foods, and entertainment across the day and into the night. It was a fabulous success, not only in bringing our community together in the lead-up and on the day but also in raising a significant amount of money which is contributing to upgrading the playground equipment for our students in 2023.

The school's appointment of a new Principal combined with its four-year review provided a unique opportunity for staff to reflect and take collective ownership of the school's achievements and practices that should be continued or expanded and to assist in identifying future goals strategies that will improve student outcomes even further. Policy and process documentation has been a key focus for improving whole school effectiveness and to date this has included a review of policy and process documentation in 'teaching and learning', 'grade formation', and 'student leadership' all supporting a better understanding of factors for staff, parents, and students. An instructional model and school-wide planning template have been developed and begun to be implemented to increase consistency within and across year levels all of which led to improved student outcomes.

The specialist subjects at Lloyd Street have continued to provide unique opportunities for students to immerse themselves in these areas, broadening their skills and experiencing new opportunities that enrich their learning. In The Arts, this has included numerous performances and exhibitions highlighting students' skills. In Philosophy, senior students participated in philosophical debates and discussions with other schools both primary and secondary, and in Physical Education our students experience athletics, swimming, and a wide variety of sports as learning and competitive opportunities.

Lloyd Street has begun the process of rebuilding and creating relationships with our community. This includes local kinders, businesses, sports clubs, and community organisations to strengthen the connections in our community and work together to offer richer and more varied opportunities for teaching, learning and wellbeing for students, staff and parents in the future.

## Financial performance

With the impact of Covid reducing enrolments and funding to the school and no change to staffing, the school has been in deficit. The school's cash reserve has been reduced in our efforts to address the deficit that has accrued previously and after careful auditing of the school's staffing and finances this has been greatly reduced and a management plan developed to eliminate this deficit in the next two years.

The Lloyd Street School Fair and other fundraising events raised a significant amount of money in 2022 and this has been largely allocated to the playground upgrade in the school. This combined with good support of parent payments for school contributions has supported the school to implement all the expected programs and none of the learning opportunities for students have been impacted.

The School Council has also commenced an audit of the grounds and facilities, including the student play spaces and equipment for future planning and budgeting.

**For more detailed information regarding our school please visit our website at**  
<http://www.lloydstps.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 416 students were enrolled at this school in 2022, 211 female and 205 male.

10 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).

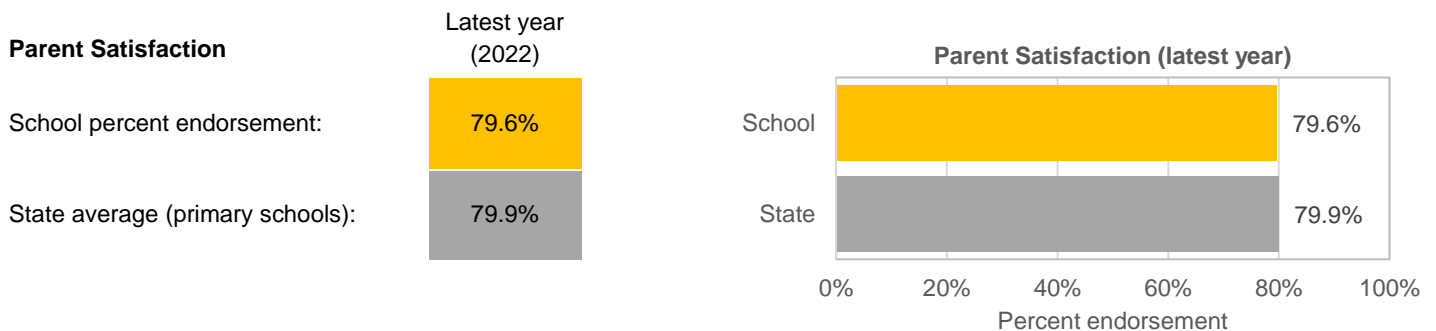
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

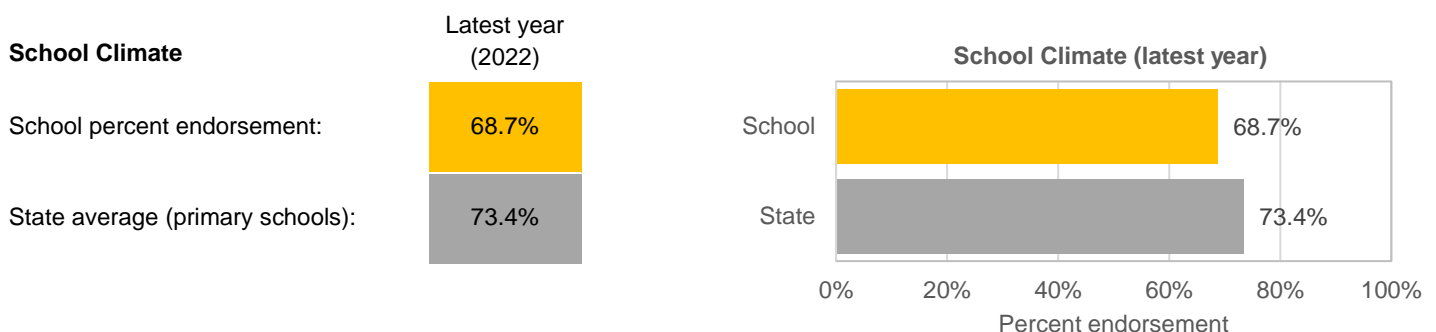


### School Staff Survey

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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

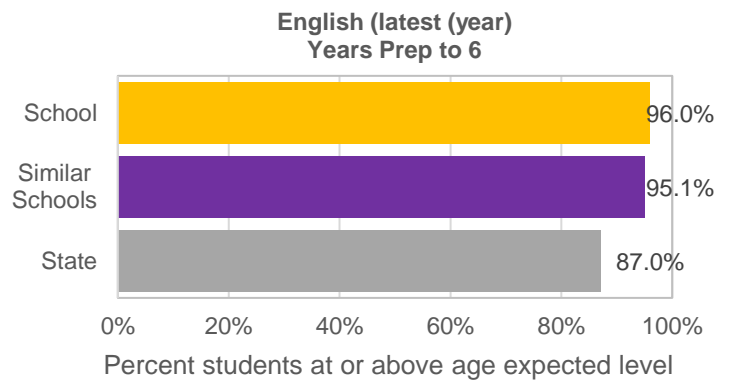
96.0%

Similar Schools average:

95.1%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

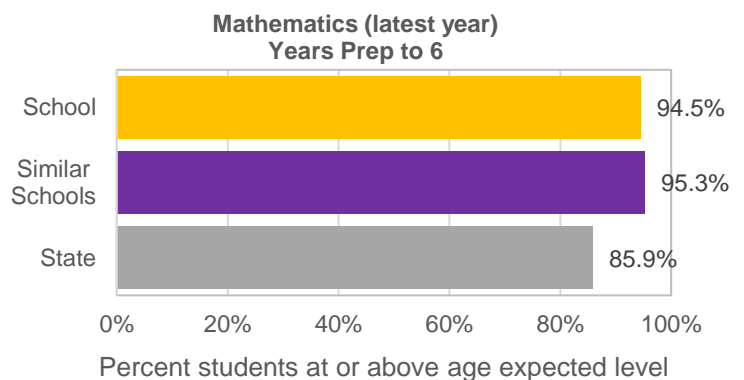
94.5%

Similar Schools average:

95.3%

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.

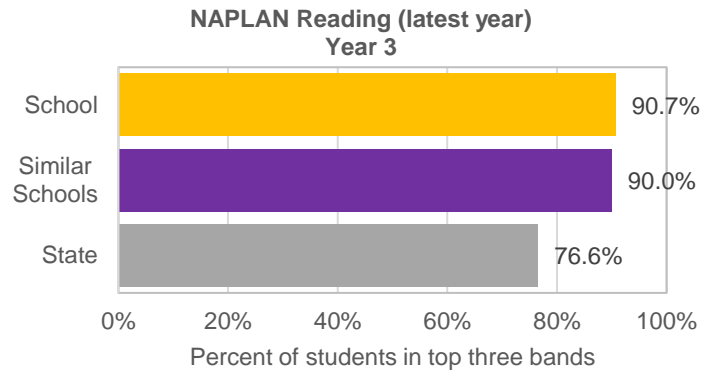
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

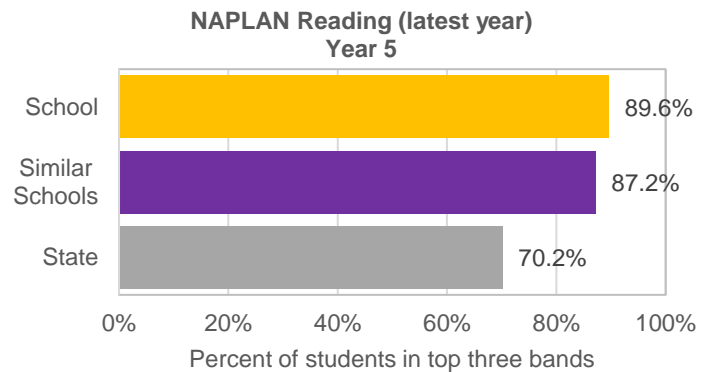
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.7%	93.4%
Similar Schools average:	90.0%	90.0%
State average:	76.6%	76.6%



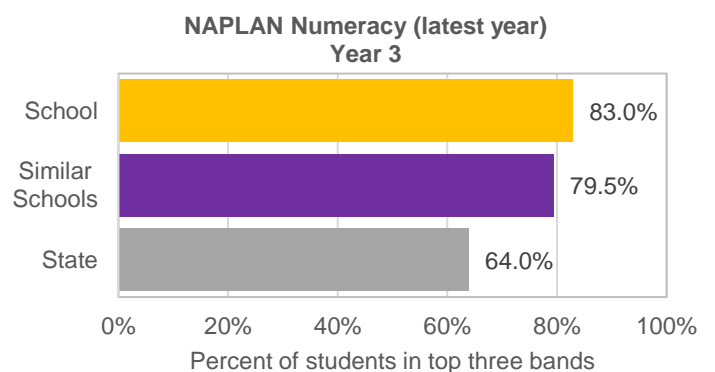
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.6%	85.0%
Similar Schools average:	87.2%	86.3%
State average:	70.2%	69.5%



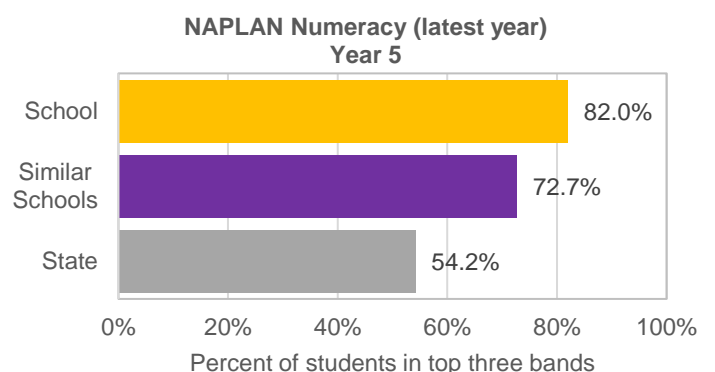
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.0%	87.9%
Similar Schools average:	79.5%	82.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.0%	81.7%
Similar Schools average:	72.7%	77.5%
State average:	54.2%	58.8%



## WELLBEING

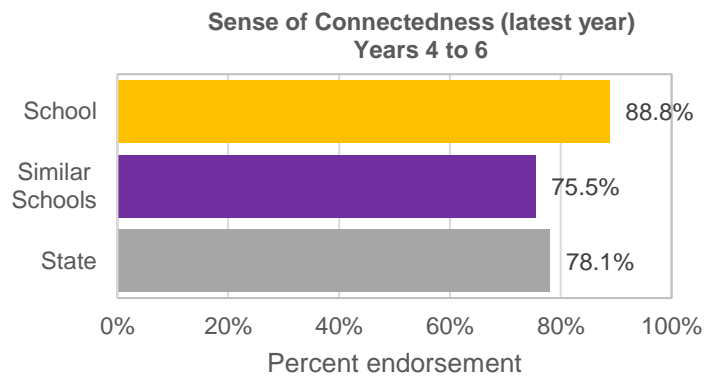
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	88.8%	87.5%
Similar Schools average:	75.5%	77.7%
State average:	78.1%	79.5%

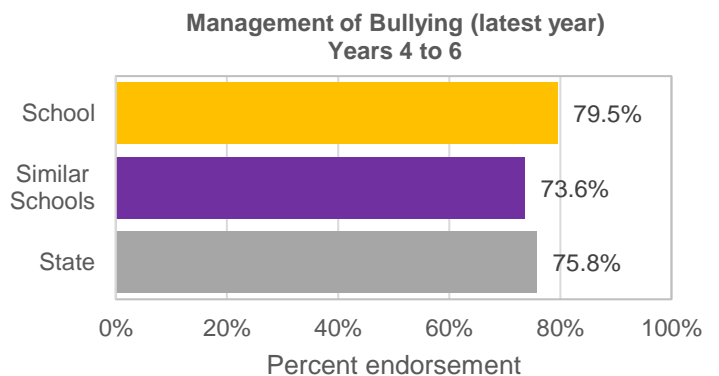


### Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	79.5%	81.5%
Similar Schools average:	73.6%	77.0%
State average:	75.8%	78.3%



## ENGAGEMENT

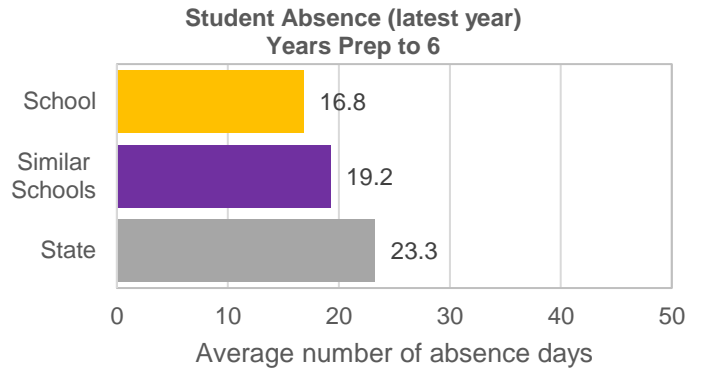
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	16.8	10.9
Similar Schools average:	19.2	12.8
State average:	23.3	17.0



### 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 (2022):	93%	93%	91%	90%	92%	92%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,502,085
Government Provided DET Grants	\$181,893
Government Grants Commonwealth	\$6,977
Government Grants State	\$20,000
Revenue Other	\$28,306
Locally Raised Funds	\$669,095
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,408,357</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,070
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$6,070</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,488,194
Adjustments	\$0
Books & Publications	\$4,059
Camps/Excursions/Activities	\$184,417
Communication Costs	\$5,079
Consumables	\$62,100
Miscellaneous Expense <sup>3</sup>	\$53,318
Professional Development	\$31,049
Equipment/Maintenance/Hire	\$78,752
Property Services	\$79,430
Salaries & Allowances <sup>4</sup>	\$124,332
Support Services	\$161,767
Trading & Fundraising	\$155,695
Motor Vehicle Expenses	\$56
Travel & Subsistence	\$0
Utilities	\$43,512
<b>Total Operating Expenditure</b>	<b>\$4,471,760</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$63,403)</b>
<b>Asset Acquisitions</b>	<b>\$26,600</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$87,381
Official Account	\$5,411
Other Accounts	\$41,920
<b>Total Funds Available</b>	<b>\$134,712</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$134,712
Other Recurrent Expenditure	\$6,960
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$141,672</b>

*All funds received from the Department, 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.*