

# 2024 Annual Report to the School Community

School Name: Ashwood School (5097)



- 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 29 April 2025 at 10:40 AM by Karen Overall (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 29 April 2025 at 10:40 AM by Karen Overall (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 Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum

### Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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:

### 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.

### What is the 'Towards Foundation Level Victorian Curriculum'?

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

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

'Levels A to D' 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

Ashwood School is a co-educational specialist school for primary and secondary aged students, aspiring to be a centre of excellence and a school of first choice in the field of specialist education. Our purpose is to develop independent learners who achieve their maximum learning outcomes through the delivery of a focused and engaging curriculum that enables students to reach their potential. Students at Ashwood School are assessed as having a diagnosis of a mild intellectual disability and come from a wide geographical area including the Local Government municipalities of Monash, Boroondara, Manningham, Stonnington, Whitehorse, Glen Eira and Bayside. The school provides a supportive yet challenging environment that equips students with mild intellectual disabilities with the skills and knowledge to become valued members of the community.

Ashwood School has two sub-schools – primary and secondary, with students grouped into five departments: foundation - year 3, years 4 - 6, years 7 and 8, years 9 and 10, years 11 and 12. Individual Education Plans engage students to achieve their personal best concentrating on building academic, social, communication, independence and employability skills to ensure a successful post school life. All students at Ashwood School work hard to follow the school values: Respect, Integrity, Passion, Optimism and Responsibility - RIPOR and the RIPOR expectations: Be a Learner, Be Safe and Be Responsible. The teaching and learning programs for every student have a focus of learning and embedding the school values into their day to day lives. Our students show 'Respect' when they care for and are considerate to others, their environment and themselves. They show 'Integrity' when they are honest, trustworthy and fair. They show 'Passion and Optimism' when they are confident, persistent, resilient and enthusiastic. They show 'Responsibility' when they take charge of their actions and words and actively contribute to the school and wider community.

Ashwood School students benefit from the range and diversity of quality educational programs and the school maintains class sizes that reflect the learning needs of students. The school has a strong focus on student voice and agency. Students are encouraged to voice their opinions and ideas in class, department meetings, school assemblies, community events and educational forums. Our student leadership program begins in the Primary School as students voice their choices of educational activities, assist as classroom monitors and as Sub-school Captains. In the Secondary School students take on leadership roles in the areas of Sports, Visual Arts, Performing Arts, Bike Education and Technology programs and Student Representative Committee. Student representatives from each class across the school form the committees and meet regularly. Our four School Captains have a pivotal role in leading school assemblies and encouraging student voice and participation in school led activities. Student leaders work with staff in the planning and implementation of events. Ashwood students have made suggestions and led change in a variety of curriculum areas and programs including the GO program (outdoor education), RIPOR Days, Student Wellbeing Week and celebrated cultural and community days. Ashwood student leaders support each other to have a valued voice in their school life.

Ashwood School promotes and presents a positive community image encouraging parent and community involvement and all new parents are matched with a parent buddy. The school benefits from a large staff who are highly experienced and qualified in Special Education. The teaching staff are supported by experienced teacher assistants. The school has 2 Principal Class, 29 Teachers and 23 Education Support Staff inclusive of part time staff. The performance and

development goals of every staff member are aligned with the school's priorities, and we continue to invest in staff professional learning and support staff to further their studies in Special Education and Inclusive Practice. Throughout 2024, staff met regularly in Professional Learning Communities to develop growth of teacher capacity to support our goal of improving student outcomes.

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

### Learning

Learning continues to remain a focal point for Ashwood School, reinforced through appointment of a full-time learning specialist to lead learning at the commencement of 2024. Ongoing analysis of our teaching and learning practices continues to identify that students are fully supported to learn in a nurturing yet rigorous school environment. All students have an Individual Education Plan based around their specific educational needs. Goals in all curriculum areas are informed through use of data from a range of assessment tools and teacher judgment against the Victorian Curriculum. Close consultation with parents and carers at SSG meetings ensures there is a team approach to the implementation of each student's individualised educational program.

Ashwood School offers highly evolved and stimulating learning programs. Priority for learning for our students is focused on the curriculum areas of English, Mathematics, Health & Physical Education, Visual and Performing Arts, Digital Technologies and Personal and Social Capabilities. The remaining learning areas and capabilities are delivered through provision of integrated studies. The introduction of the Victorian Curriculum F-10 2.0 led to the implementation of the updated Mathematics and English curriculum, with the learning leader leading the familiarisation of all other curriculum areas through a range of professional learning opportunities. Disappointment was experienced due to Levels A-D not being included in the release of the Victorian Curriculum 2.0, requiring many of our teachers to navigate the two systems.

At Ashwood School we are dedicated to equipping students with the skills and knowledge required for a successful future. The adjustment in sub-schools within the Secondary department enabled our senior secondary teachers to strengthen and refine the delivery of the Victorian Pathways Certificate (VPC) to our Year 11 and 12 students. Both students and teachers have embraced this hands-on, applied learning approach, exploring units of work focussed on Literacy, Numeracy, Personal Development and Work Related Skills together with Vocational Pathways designed to support our students to develop the practical skills necessary to navigate future opportunities and challenges.

During 2024 we provided our teachers with privileged time to work collectively in professional learning communities with specific focus on improving student learning and wellbeing outcomes. Active participation in a PLC ensured that alongside the development of classroom instruction and individualised intervention teachers also engaged in professional learning opportunities. This was a timely change with the formal launch of the revised Victorian Curriculum F-10 Version 2.0.

Implementation of consistent assessment tools and strategies continues to ensure goal development at the commencement of the year is established at each student's point of learning. Student's growth against their goals and their progress across the continuum of the curriculum is

now more reliably tracked throughout the year. Collection of data demonstrated that 92% of students achieved their individual education plan goals across all learning areas and sections of the school.

In 2024 the School Staff Survey indicated an endorsement by 84% of the staff for collective efficacy and 95% of the staff for the collective focus on student learning. Parent Opinion Survey school climate variables demonstrated consistency with 83% of parents endorsing high expectations for success and 73% endorsing stimulating learning environment. Student feedback through the Attitudes to School Survey validated their connection with teachers and learning programs with 91% identifying effective teaching time, 94% differentiated learning challenges and 85% endorsing stimulated learning.

## Wellbeing

In 2024 student wellbeing remained a top priority through a responsive, tiered and context-specific approach, supporting our ongoing efforts to create a safe, inclusive and connected school community. Appointment of a dedicated wellbeing leading teacher to lead our comprehensive wellbeing team, together with establishment of a wellbeing hub, embedded our proactive approach in supporting the mental, physical and social-emotional health of our students.

Our wellbeing team consists of:

- Wellbeing Leader
- Mental Health Practitioner
- School Nurse
- NDIS Navigator
- Therapy Dog

The wellbeing team collaborates closely with our committed Primary and Secondary Co-ordinators, who are responsible for leading the core elements of learning and wellbeing under the FISO 2.0 framework within their respective sub-schools. Student wellbeing leaders from each sub-school were appointed to supplement our refreshed focus on wellbeing, in addition to providing valued feedback on our initiatives and approach.

Our student wellbeing team focus on engaging our students in their learning and establishing their sense of belonging through implementation of developmentally differentiated supports designed to enhance social-emotional skills and mental health. Ashwood School integrates academic, wellbeing and behaviour supports aligned with the school's strategic plan, vision and values in partnership with the school community. The diverse needs of our students are evaluated in a timely, strategic manner in collaboration with their parents and carers, to ensure the application of supports responds to the learning and wellbeing needs of each student.

Highlights of our student wellbeing initiatives across 2024 are extensive:

- Appointment of a fulltime Mental Health Practitioner to provide mental health prevention and promotion, short term support for students including direct counselling and co-ordination of support with other services for students with complex needs.

- ‘Employment’ of Pixie our therapy dog for 2 days per week to provide emotional support, companionship and meaningful opportunities for social and emotional learning that are authentic and relevant for our students.
- Introduction of the High Impact Wellbeing Strategies comprising 7 evidence-informed strategies to empower school staff with the knowledge and skills to build student wellbeing.
- Professional learning for staff on the Resilience, Rights and Respectful Relationships (RRRR) curriculum to develop students’ social, emotional and positive relationship skills.
- Continued refinement of our School Wide Positive Behaviour Support Program to ensure it is achieving positive outcomes in increasing respectful and positive behaviour, allowing increased time for focused learning in the classroom, enhancing social and emotional wellbeing, strengthening positive and respectful relationships between students and staff and working towards creating a safe, orderly and supportive school environment.
- Led by our chairperson and secretary enhanced focus on our Student Representative Committee (SRC) through timetabling of weekly meetings and organisation of special events and fundraising initiatives.
- Organisation of whole school special event days with a wellbeing focus, including but not limited to Harmony Day, Bullying No Way, RUOK and Day for Daniel.
- Improved focus on the safe use of technology through implementation of the Cyber Safety Project designed to enhance online safety and digital wellbeing for our students, staff and parents and carers.
- Connection with the Victoria Police Proactive Policing Unit through visits from sworn police officers who focused on engaging with our students to support their safety and wellbeing.

Our students endorsed the school’s focus on wellbeing, promotion of positive behaviour and development of inclusion and social connection through their positive responses in the 2024 Attitudes to School Survey:

- Sense of inclusion - 97%
- Sense of confidence - 97%
- Motivation and interest - 92%
- Teacher concern - 92%
- Effective classroom behaviour - 93%

These responses highlight that our students are happy to attend, feel safe, believe their teacher looks after them and have friends at Ashwood School - all important factors contributing to a strong sense of self-worth and wellbeing.

The 2024 Parent Opinion Survey reinforced our students feedback with 93% of parents recognising the promotion of positive behaviour and 87% identifying the school’s respect for diversity.

## Engagement

Maintaining high levels of engagement throughout the school was an important priority as the extensive capital works program being undertaken on our live site seriously impacted our ability to remain connected, maintain consistency and provide the wide range of academic, social and recreational programs Ashwood School is renowned for. As we prepared the schedule for the capital works program, we focussed on the program having the least possible impact it could and the feedback from our staff, students and construction company indicated we achieved our objective. Credit must be given to our staff, who throughout this incredible year of construction and despite where they were housed, continued to provide a rich learning environment where the needs, interests and engagement of our students were prioritised.

Following extensive research at the beginning of 2024 we introduced our new secondary model with three departments providing for each of our Years 7 and 8, 9 and 10 and 11 and 12 cohorts. Our Year 7 and 8 students were based in temporary classrooms in the performing arts centre, providing them with the opportunity to connect with new teachers, make new friends and grow their confidence in a secondary environment. The introduction of our newly established Year 9 and 10 program with a permanent home in the John Sharp classrooms enabled our students to engage in unique independent and collaborative experiences, designed to provide opportunities for personal growth and development. While our senior secondary students lost the exclusive use of their lower terrace classrooms and were required to move around the school more than any of our other classes, they actively participated in their second year of the newly introduced Victorian Pathways Certificate with increased engagement and improved learning outcomes. Their impressive involvement in the 2024 Presentation Ball served as a testament to the hard work, dedication and achievements of each of these remarkable students.

Despite the noise, disruptions, and constant changes happening around them, our primary students remained fully engaged in their learning. They found excitement in the activity beyond the construction zone's barriers, with stories of diggers, trucks, and builders becoming a central theme. Our teachers used this year of inevitable change as an opportunity to foster resilience and adaptability in their students.

Our student leadership program expanded with opportunities for additional students across the school to take on positions of leadership and responsibility, supporting development of their self-esteem and connection with both their school and local community. Our four school captains worked tirelessly to inspire their peers and create a positive environment for everyone to thrive, despite awareness that they would not have the opportunity to take full advantage of the upgrade to our facilities. Fortunately, our beloved oval was returned to the school for use in Term 4, celebrated with a smoking ceremony designed and led by our school captains and indigenous leaders.

Maintaining engagement with our school community was prioritised despite the lack of available space to undertake our traditional whole school events. We worked closely with the Parents and Friends Association to ensure our much-loved Mothers' and Fathers' Day breakfasts could be successfully held in the gym and we outsourced venues to host our Twilight Sports, Celebration and Awards Evening and Parents and Carers social events. The use of Compass was increased to improve communication between school and home and SSG meetings were held throughout the year to connect in person with our parents and carers to provide detailed information on their child's progress of achievement.

It was extremely pleasing to receive positive feedback from the Department of Education surveys to reinforce our belief in the strength of student engagement across the school. The 2024 Parent

Opinion Survey identified that student engagement variables were strong with 91% endorsing a positive school connectedness and 77% endorsing positive transitions. The Attitudes to School Survey indicated that 88% of students experience a sense of connectedness and 97% of students experience a strong sense of inclusion at Ashwood School. The 2024 School Staff Survey indicated that 94% of staff believe student engagement is key to learning and 95% of staff support learning growth of the whole student.

The percentage of students with 20 or more absence days has risen to 63% in 2024 which is 4% higher than special schools with similar characteristics. The school's dedicated wellbeing team support class teachers and department co-ordinators to engage with families and external practitioners to address individual student needs in order to re-engage students with low or extended absences.

## Other highlights from the school year

Following two years in the planning the highlight of the 2024 school year was the undertaking of the \$9.737million Department of Education funded capital works program. The Department's scope of work was to modernise the school to give students better learning opportunities, including:

- building new classrooms and learning spaces
- upgrading toilets
- upgrading the sports facilities

This scope of work was undertaken through completion of seven separable portions:

- Erection of a new purpose built senior secondary building to replace the existing lower terrace portables
- Rejuvenation of the school oval, including installation of a synthetic surface running track, cricket pitch and goal squares
- Renovation of all bathroom and toilet facilities
- Repair of all roofing on the three original school buildings
- Installation of a compliant ramp at the rear of the school between the oval and the basketball court and the senior secondary building
- Replacement of the retaining wall adjacent to the basketball court
- Replacement of all external doors, including installation of electronic sliding doors at the front entries to the administration building

Due to the diligent commitment of our school community we were able to maintain focus on our educational pursuits while encased in an ever-evolving construction program. Throughout the year we worked alongside our building contractor to ensure a safe learning environment for our students and staff while providing the space required for the construction zone. To enable this, we frequently moved classrooms, hosted specialist programs in the staffroom, changed entry points to the school and adjusted the way we transitioned between spaces. We handed over our oval and a large proportion of our outdoor recreational space and released most of our car park to the

contractor. This commitment enabled completion of the capital works program within the 12 months construction program.

## Financial performance

Ashwood School continues to operate with strong financial management based on prudent human resource co-ordination and detailed program budget development and monitoring. These processes have underpinned the school ending the 2024 year in a financial surplus, with the goal to utilise residual funds to enhance the school's education direction by investing in infrastructure and equipment to support the specialist needs of our students, staff, and the broader community. It is important to note Ashwood School's financial status can vary and fluctuate throughout the school year due to changes in the learning needs of the students and changes in the funding levels of students. We also enrol students throughout the year and need to plan carefully for an increase in class size from the beginning of the year to the end of the school year. This requires proactive planning to ensure that resources are allocated efficiently and that the school can adjust to changes without compromising its operations.

In addition to the school's SRP allocation, additional funds were received through a variety of means:

- Parents and Friends Association fundraising initiatives - \$24,727
- Donations - \$17,179
- DE Capital Works Grants – \$96,378

Funds raised through fundraising initiatives, donations and grants were utilised to purchase ICT equipment, classroom furniture and to supplement student wellbeing programs including RIPOR market days, the outdoor education program and whole school community events.

Our Equity Funding, Disability Inclusion Tier 2 Funding and Schools Mental Health Fund have been acquitted in line with their respective requirements and we appreciate the opportunities they have afforded our school.

**For more detailed information regarding our school please visit our website at  
<https://www.ashwoodscho.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 128 students were enrolled at this school in 2024, 47 female and 81 male.

11 percent of students had English as an additional language and 6 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).

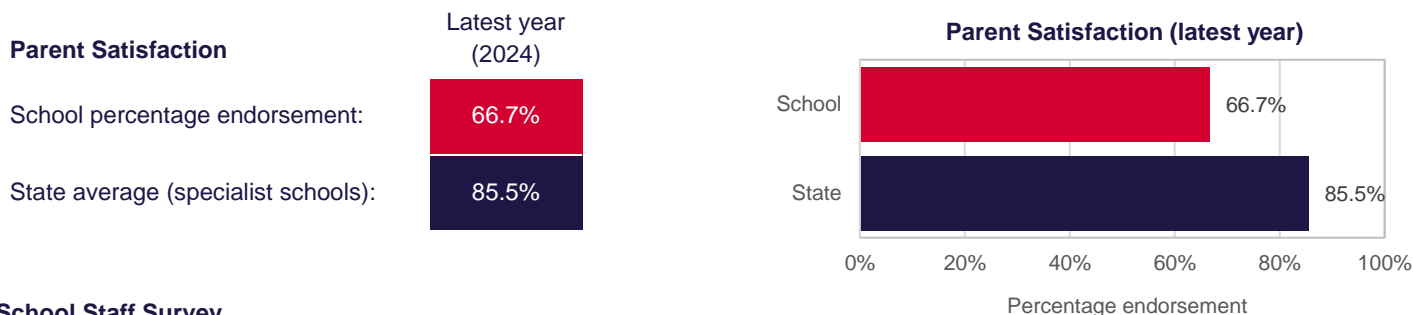
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

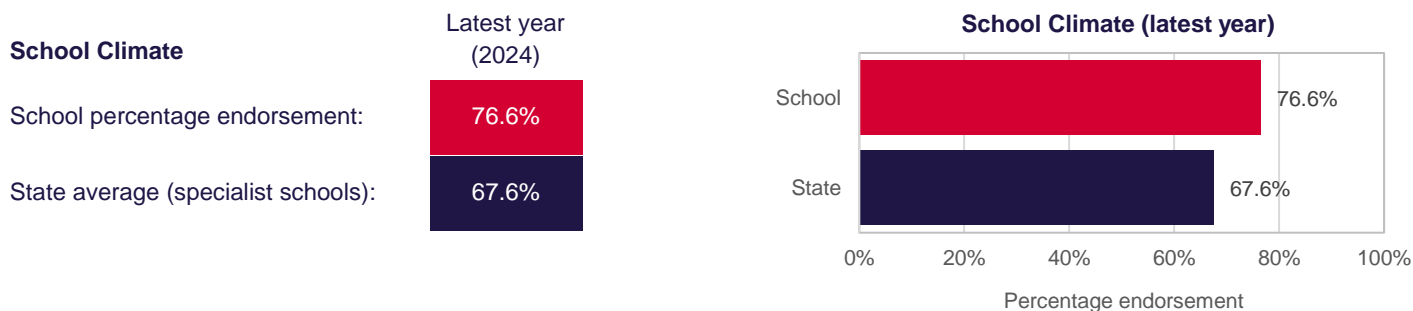


### School Staff Survey

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

Percentage 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.



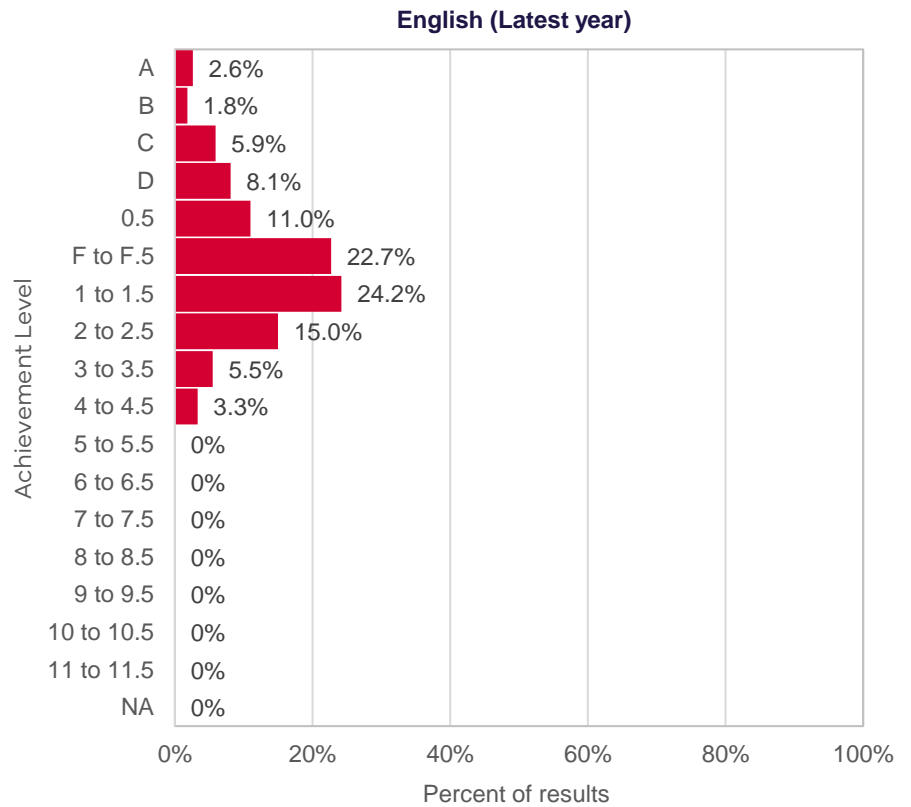
## LEARNING

### Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

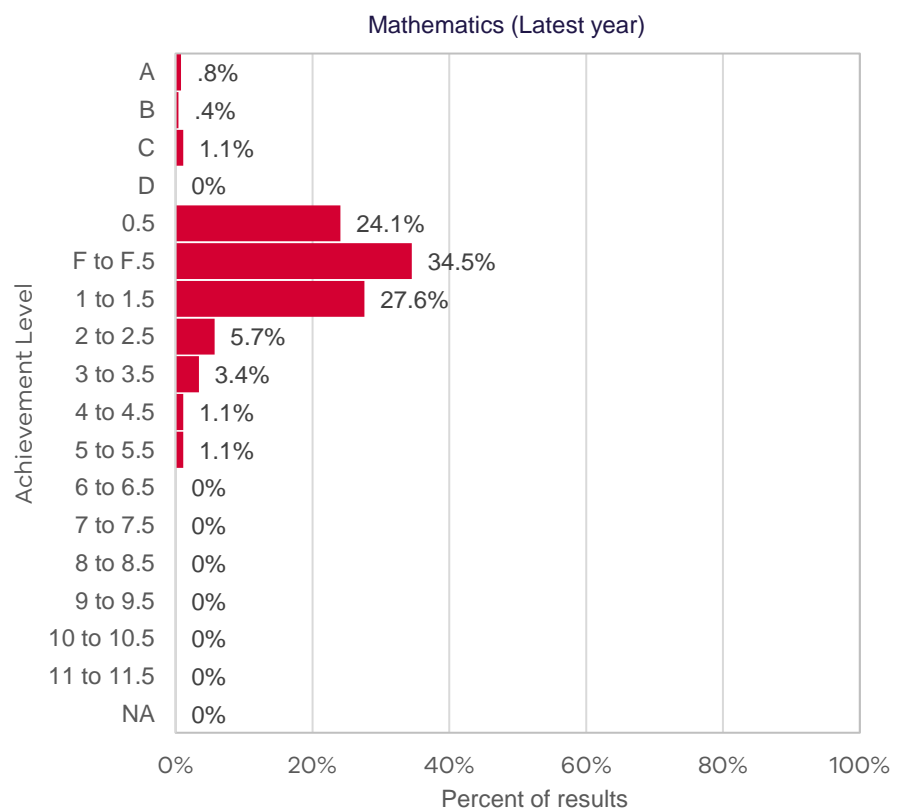
#### English

Achievement Level	Latest year (2024)
A	2.6%
B	1.8%
C	5.9%
D	8.1%
0.5	11.0%
F to F.5	22.7%
1 to 1.5	24.2%
2 to 2.5	15.0%
3 to 3.5	5.5%
4 to 4.5	3.3%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2024)
A	0.8%
B	0.4%
C	1.1%
D	NDA
0.5	24.1%
F to F.5	34.5%
1 to 1.5	27.6%
2 to 2.5	5.7%
3 to 3.5	3.4%
4 to 4.5	1.1%
5 to 5.5	1.1%
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



**ENGAGEMENT**

**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.

<b>Student Absence</b>	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

**Students exiting to further studies or full-time employment**

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

<b>Student Exits</b>	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	100.0%	100.0%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,148,319
Government Provided DET Grants	\$789,473
Government Grants Commonwealth	\$14,452
Government Grants State	\$0
Revenue Other	\$21,099
Locally Raised Funds	\$178,702
Capital Grants	\$96,378
<b>Total Operating Revenue</b>	<b>\$6,248,422</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$32,094
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$32,094</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,862,460
Adjustments	\$0
Books & Publications	\$261
Camps/Excursions/Activities	\$73,741
Communication Costs	\$5,307
Consumables	\$84,715
Miscellaneous Expense <sup>3</sup>	\$30,319
Professional Development	\$19,345
Equipment/Maintenance/Hire	\$63,293
Property Services	\$75,261
Salaries & Allowances <sup>4</sup>	\$346,425
Support Services	\$117,607
Trading & Fundraising	\$9,981
Motor Vehicle Expenses	\$49,694
Travel & Subsistence	\$626
Utilities	\$54,934
<b>Total Operating Expenditure</b>	<b>\$5,793,970</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$454,452</b>
<b>Asset Acquisitions</b>	<b>\$0</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 03 Mar 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	\$677,704
Official Account	\$33,152
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$710,857</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$155,252
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$262,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$647,252</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.*

