

2024 Annual Report to the School Community

School Name: Avenues Education (6363)



- 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 28 March 2025 at 10:56 AM by Colette Davis (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 28 March 2025 at 10:56 AM by Colette Davis (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

School Context: Avenues Education is a South East Victoria Region (SEVR) outreach government school that works in partnership with Infant Child Youth Mental Health Services (Alfred Health & Eastern Health ICYMHS). ICYMHS refer students to Avenues Education to provide targeted educational programs for individual and groups of students experiencing social, emotional, and/or mental health difficulties in accessing education. Students participating in Avenues Education retain enrolment in their school of origin. Depending on the program and individual health needs, students undertake sessions with Avenues Education either at their school of origin or at Avenues Education locations. Avenues Education provides tiered support directly to SEVR schools, including mental health prevention and promotion activities, school capability building sessions, professional learning, consultation and liaison. We provide schools with interventions to assist them in recognising and responding to the mental health needs of students and reduce the barriers to learning engagement. In 2024, Avenues Education had 15 equivalent full-time staff: 2.0 Principal Class, 11.4 Teachers and 1.6 Education Support Staff.

Our Mission: Provide educational services to students to reduce the barriers to engagement in learning. Provide tiered educational interventions including individual student support, targeted groups for students, mental health prevention and promotion, professional development, consultation and liaison. Provide early intervention to prevent educational disadvantage of students whose learning has been interrupted due to social, emotional, and/or mental health difficulties. Provide schools with tiered interventions to assist them in recognising and responding to the mental health needs of students. Work in partnership with ICYMHS to provide students with the necessary skills to access educational pathways.

Our Values: We aim to create a positive and safe learning environment that enables the student to learn the necessary skills to access education. Our values establish what behaviours should look, sound and feel like for our students. We explicitly teach these behaviours as skills. We introduce, model and reinforce these with each student, based on their individualised needs. These skills are necessary for students to successfully navigate their life in a positive, safe and meaningful way. Values: Be Hopeful - plan for your future, accept your strengths and build on your gaps, advocate for yourself, practice problem solving, find your people. Be a Learner - use coping and regulation strategies, seek help, communicate your thoughts and clarify instructions, track and celebrate your growth, know how you learn. Be Kind - take time to care for your physical and mental self, uncover what brings you enjoyment, use a growth mindset of "I haven't got it yet", take supported risks, have courage to make mistakes.

Progress towards strategic goals, student outcomes and student engagement

Learning

Avenues Education provides tiered educational interventions to reduce barriers to student achievement across a variety of contexts. We have provided responsive and targeted individualised one to one and group programs to support student learning, wellbeing and inclusion. In 2024, we provided educational support to 497 students and numerous consults to all members of the team around the learner. Referrals for females (65%) were over double the referrals for males (30%), with less than 5% of students identifying as transgender, non-binary or other. 11% of students were enrolled in a Primary Setting which is a 5% increase, 75% from Secondary Settings which is a 13% increase, 2% from Alternative or Special Settings which is an 8% decrease. Different to previous years, the majority of referrals were for Year 8 & 9 students which is a significant increase and referrals Year 10 & 11 students decreased. The increase in referrals for these levels may be influenced by the fact that the students in these year levels were transitioning from primary school to secondary school during the pandemic, which impacted student mental health acuity and severity, connection to peers and to school, as well as the strain on the capability of the family and school to respond during this time. Whilst Primary age student referrals have increased, they are still low, which has resulted in more Avenues Education whole school capability building sessions, consultation and liaison being offered and accessed by Primary schools.

Our instructional framework and explicit teaching model outline our learning cycle approach for inquiry-based teaching and includes student voice, team around the learner, IEP's, curriculum linked direct instruction and assessment and lesson plans, learning progress and reasonable adjustments. In 2024, we continued to build and embed the phases of the instructional framework and developed an explicit teaching model across the school to instill a culture of collective efficacy and high quality teaching practices. We have built and implemented guides, templates and resources for many of the phases of the Instructional framework. We will continue to work through each phase of the model to develop practice guides and templates to build collective practice and efficacy to improve student outcomes. We collaboratively developed and implemented an explicit teaching model and guide, as well as a lesson plan template and bank, to enable teachers to provide structured evidence based best practices in lessons. The explicit teaching model was developed using AERO research and is aligned to the VTLM 2.0 (Victorian Teaching and Learning Framework). The development and implementation of a universal Instructional Framework, Explicit Teaching Model and lesson plans in line with the VTLM 2.0 are creating consistency in practice across programs and increasing rigor in assessment of student skill development and monitoring of progress.

Students have been provided with differentiated learning and adjustments to respond to their specific learning needs through the explicit teaching of the Capabilities Curriculum. Collective commitment across the school to build and embed curriculum and assessment processes that increase teacher efficacy in progressing student learning is high. Avenues Education has developed and implemented research and evidence-based practices to effectively teach, measure and map student progress. We reviewed and redeveloped the curriculum scope and sequence to ensure it demonstrates the areas and levels of the personal and social capabilities F to 10 being taught across the school. Lesson plans have been audited to ensure explicit links to

the capabilities curriculum. The assessment map has been reviewed to ensure accurate measurement of learning growth and engagement in learning, and details student entry points and progress. A curriculum linked Individual Education Plan (IEP) template, guide, worked examples and moderation process to support universality and consistency of practice has been created. We have developed differentiated curriculum mapped lesson plans and pre/post/progress assessments that increase student skills to recognise and use coping, regulation and help seeking strategies and improve their ability to access learning. We have devised an assessment schedule that provides multiple assessments options that can be selected to triangulate our data and measure student learning progress. The development and implementation of a Curriculum Scope and Sequence, linked lesson plans and IEPs, and Assessment Map are creating consistency in practice across programs and increasing rigor in assessment of skill development and monitoring of progress. Embedding and monitoring these to inform practice and measure impact will be a further focus for 2025.

We have built a number of school wide student data collection processes and teacher skills to enable universal collection and measurement of re-engagement in learning. These processes include the establishment of a Data Focus Group, creation of school wide data collection methods through Compass, Excel Data Reports and IEPs, as well as creation of excel macros to support efficient daily data reports. Embedding and monitoring these systems and processes to capture data to inform practice and measure impact will be a further focus for 2025.

Wellbeing

Avenues Education teachers have provided educational interventions to students to reduce the barriers to them accessing the education environment. In 2024, we have provided tiered educational interventions including individual student support, targeted groups for students, mental health prevention and promotion, professional development, consultation and liaison. We have provided early intervention to prevent educational disadvantage of students whose learning has been interrupted due to social, emotional, and/or mental health difficulties. We have provided targeted support directly to schools, including mental health prevention and promotion activities, school capability building sessions, professional learning, consultation and liaison. We have provided tiered support to base schools of these students to promote the individual student's learning, wellbeing and inclusion.

Student agency in progressing their own learning, their strengths, interests, motivation to attend, educational history, barriers to learning and engagement has been a priority. In 2024, we reviewed processes and practices in eliciting, evidencing and amplifying student voice and engagement in learning. We developed consistent practices for gathering information from the team around the learner (TAL) and the students to elicit authentic student voice and agency. IEP goal review with students has enabled them to share their understanding of their learning and the next steps to progress their learning. IEP's incorporate student voice and now report on goal attainment, learning progress against the curriculum, assessments and adjustments. The IEP and student assessment measures have been re-developed across the school to reflect curriculum delivered and represent student progress more accurately against their learning goals. We built processes and data sets that evidence student voice in the explicit teaching model, lesson plan template and curriculum linked IEP template and guide. Teachers have consistent practices for recording and reporting student voice and formal student feedback mechanisms during and at the end of sessions to enable them to track and monitor student progress. 97% of students reported a positive experience on all five survey questions specifically relating to personalised learning experience. 100% of students agreed that they felt their Avenues

Education Teacher understood their educational needs. 99% of students agreed that they learnt positive learning strategies and were able to reach their goals. 88% of students agreed that they felt a sense of achievement after working with their Avenues Education Teacher. 88% of students indicated they felt confident that their future education will be successful after engaging with Avenues Education.

Measuring and tracking student engagement in learning has been a strong focus. We have built mechanisms for measuring engagement in learning during participation in Avenues Education programs and tracking learning pathways at exit from Avenues Education programs. These mechanisms include attendance data collection, IEP and surveys, compass exit summary, as well as through the use of a bank of formal student feedback mechanisms during and at the end of sessions with teachers. Data is collected through Compass and Excel Data Reports. Excel Macros support efficient daily data reports for staff to monitor their teaching practices and student learning outcomes. These developments have allowed staff to reflect on the work they have undertaken and evidence of their practice. This is a continued area for improvement and re-development to ensure we are able to triangulate our data to accurately measure student learning progress, growth and engagement.

Professional Learning Community and Curriculum Community Inquiry Cycles are aligned to AIP goals and drive collective teacher efficacy, shared responsibility and collaborative practices to improve student learning and wellbeing outcomes. Communities of practice are made up of teachers working across multiple locations and programs to encourage sharing of skills, knowledge, experiences and wisdom, as well as building our culture of shared efficacy, quality and connection. Instructional Leaders utilise an inquiry cycle approach to strengthen, interrogate and monitor the efficacy of curriculum, assessment, pedagogy and practice. We work to assure staff teaching and learning practices are based on research and best practice and have the highest impact in enhancing student outcomes. Staff engage in formal collaborative inquiry to increase evidence-based knowledge and build collective efficacy and responsibility for the collection and evaluation of data that measures student progress and engagement in learning. In 2025, teachers will utilise moderation to embed consistent practices in interpreting assessment results that measure student progress and engagement in learning.

Engagement

Avenues Education works closely with the team around the learner (TAL) to reduce barriers to the student accessing education. We have effective partnerships with families, specialist mental health providers and schools and work to build the capability and connection of the TAL. We have built school wide processes for documenting and sharing student learning progress with TAL through meetings, calls, emails and in sharing our curriculum linked IEPs and lesson plans. We have established formal TAL feedback mechanisms through the creation of student, parent, school and partner surveys. As a result of Avenues Education involvement, 62% of school staff surveyed from students' base schools reported a large improvement in the student's behaviour in relation to self-management and a good improvement in student ability to work with others. During 2024, 86% of parents/carers indicated that they felt supported by the Avenues Education Teacher, 76% indicated that the teacher supported them to represent their views in the wider team around their child, 86% of parents reported that the teacher provided them with improved liaison and connection to the team around the learner, 87% of parents reported that the Avenues Education teachers supported their child to reach their goals. 91% of base school staff indicated that the partnership with Avenues Education was productive, 80% of base school staff indicated that the partnership improved the engagement and/or educational outcomes for the student and

91% of base school staff reported that the Avenues Education teacher impacted positively on staff capabilities to support the referred student. Working together TAL to formalise communication and develop further processes for the collection and sharing of student progress data will be a focus in 2025.

Working with schools to prevent or limit disengagement from school when a student has experienced a mental health episode is a particular focus for Avenues Education. 75% of base school staff reported that Avenues Education involvement was helpful in assisting the students return to school. 86% of base school staff reported that Avenues Education were helpful in supporting the school with the transition, strategies and resources to support the student. 80% of students were engaged in a learning pathway after completion of Avenues Education involvement. Of the 20% of students not engaged in a learning pathway, most required further mental health treatment and were not ready to return to school, with a small percentage moving into employment. A focus in 2025 will be to embed the rigorous use of data sets to further demonstrate the impact of programs provided on learning progress and engagement in education.

We also provided 9 school capability building sessions to SEVR schools in recognising and responding to student mental health through prevention and promotion activities, professional learning, consultation and liaison. These sessions provide universal preventative, early intervention and targeted coping, regulation and help seeking strategies, in line with the personal and social capabilities curriculum and specific to supporting students who experience mental health as a barrier to accessing the education environment. Additionally, the base schools of referred students have been provided with teacher capability building learning opportunities in recognising and responding to the specific student learning social/emotional/mental health needs, as well as the provision of whole school universal and targeted classroom strategies.

We have provided 9 formal capability building sessions to the clinicians of our Infant Child Youth Mental Health Services (Alfred Health & Eastern Health ICYMHS) partners. These sessions provide understanding of complex education needs, reasonable educational adjustments and resources, strategies to promote mental health in schools, education pathways, understanding of education climate, trends and educational needs, as well as Avenues Education provision, referral processes and school data.

Other highlights from the school year

In 2024, Avenues Education's Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies (KIS) related to the FISO Dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Evaluating Impact on Learning, Parents and Carers as Partners and Empowering Students and Building School Pride.

The results from our 2024 School Staff Survey were outstanding. Over all domains on the School Staff Survey, our school averaged an 83% overall positive staff endorsement as compared to a 67.7% state average for specialist schools. 83% of staff positively endorsed our school climate particularly related to collective efficacy and responsibility, trust in and collaboration with colleagues, academic emphasis, curriculum and student learning and trust in students and parent involvement. 88% of staff positively endorsed our teaching and learning particularly related to improving their practice; seeking feedback; working collaboratively to plan, document and moderate teaching; believing that measuring and evaluating the impact of their teaching will improve practice and student learning; believing that student engagement is a key component for learning; promoting student ownership of learning goals and learning progress; use student

feedback to inform and monitor the effectiveness of their teaching practice; and understand how their teaching practice supports achievement of the school's improvement priorities. 91% of staff positively endorsed our school instructional leadership particularly related to design, implementation and monitoring of curriculum, instruction, practice and assessment; hands-on support for instruction; instructional decisions made using assessment data; accurate determination of how effectively our school enhances student learning; and ongoing commitment to continually monitoring the effectiveness of assessment practices used in our school. 92% of staff positively endorsed our curriculum planning and implementation particularly related to documented high quality curriculum scope and sequence, lesson plans and formative and summative assessment tasks aligned to the Victorian Curriculum, as well as a high quality instructional framework and explicit teaching model used in planning and delivery of teaching and learning.

We have successfully completed the key improvement target we set this year and are tracking well against our 4 year goals. In 2025 we will focus on embedding and consolidating teaching, learning and assessment skills by developing further practices and guides and interrogate the data to inform programs delivery. We will particularly focus our implementation efforts on monitoring accuracy and efficiency of data collection and analyse processes and the use of data generated to inform teaching practices and determine program outcomes and impacts. We will embed the consistent processing and utilisation of TAL feedback surveys. We will work to embed consistent teacher practices in implementing, recording and reporting of student learning and participation, sharing learning progress with TAL using the IEP template, and consolidating the Instructional Framework, Explicit Teaching Model, curriculum scope and sequence.

Financial performance

In 2024 Avenues Education completed the year with a combined bank balance of \$898,708. This cash surplus has occurred due to the limited expenditure over the covid pandemic years where the inability to recruit experienced teaching staff and run programs at full capacity occurred. Avenues Education receipted revenue of \$223,352 from the combined SRP Cash Grant and Bank Interest. This is the only source of revenue received for Avenues Education.

The school received Department of Education funding for: Respectful Relationships \$1,500, Mental Health Practitioners in Specialist School \$47,156, Schools Mental Health Fund \$27,958, Equity (Social Disadvantage) \$5,000, Tier 2 School Level Funding \$34,804.

Our major budget commitments in 2024 were and to upgrade Information Technology equipment, onsite IT support, resources for both our Pathways Education Program and Adolescent Inpatient Unit Program and to provide enhanced Professional Learning opportunities for all staff. Equity and Mental Health funds were used to enhance our Pathways Education Program and support students with their specific learning needs.

The overall reduction of expenditure has increased the surplus carried over from previous years. This has occurred due to difficulties with staff recruitment availability. We have continuously advertised teacher contracts throughout the year and will continue to recruit until staff vacancies are filled. Staffing vacancies have occurred due to retirement, relocation, maternity leave, time fraction reductions, transfers and long service leave. As a result, the 2024 surplus will be utilised to recruit teaching staff, refurbish locations and purchase resources.

**For more detailed information regarding our school please visit our website at
<https://www.avenuesed.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 0 students were enrolled at this school in 2024, 0 female and 0 male.

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

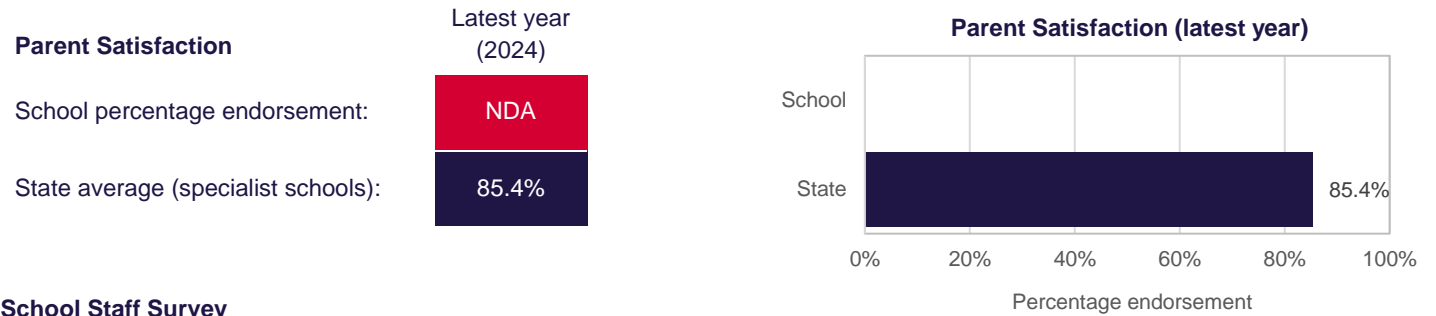
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

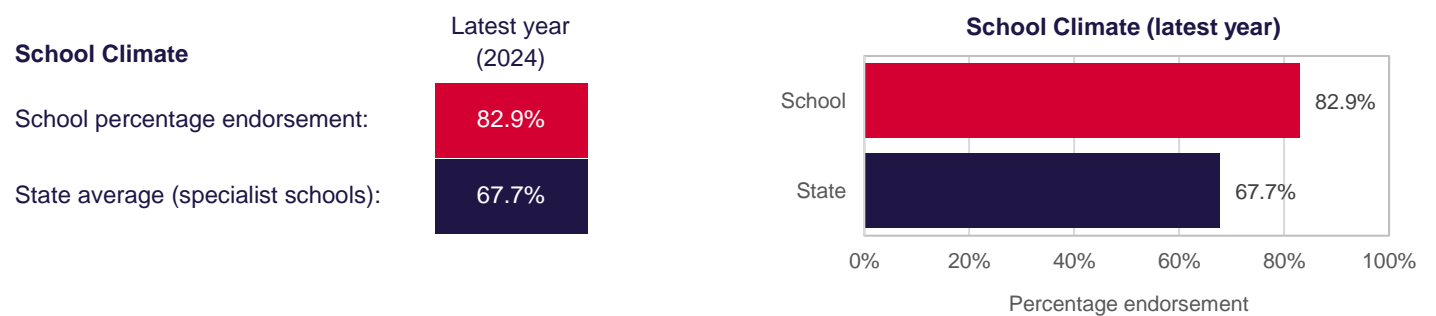


School Staff Survey

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.



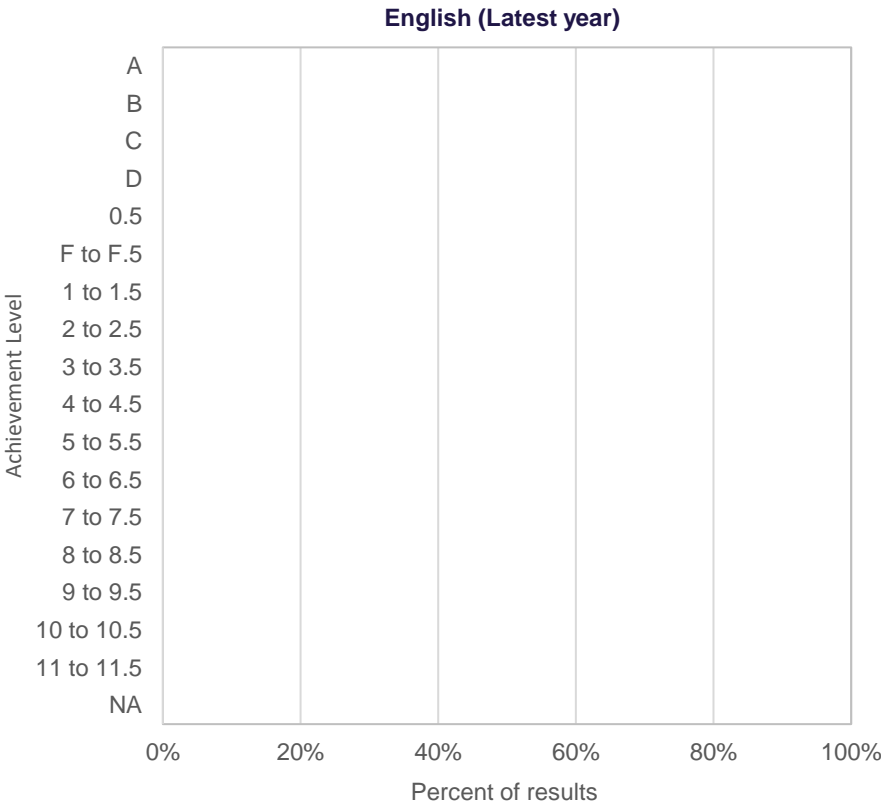
LEARNING

Teacher Judgement of student achievement

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

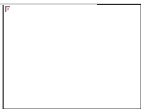
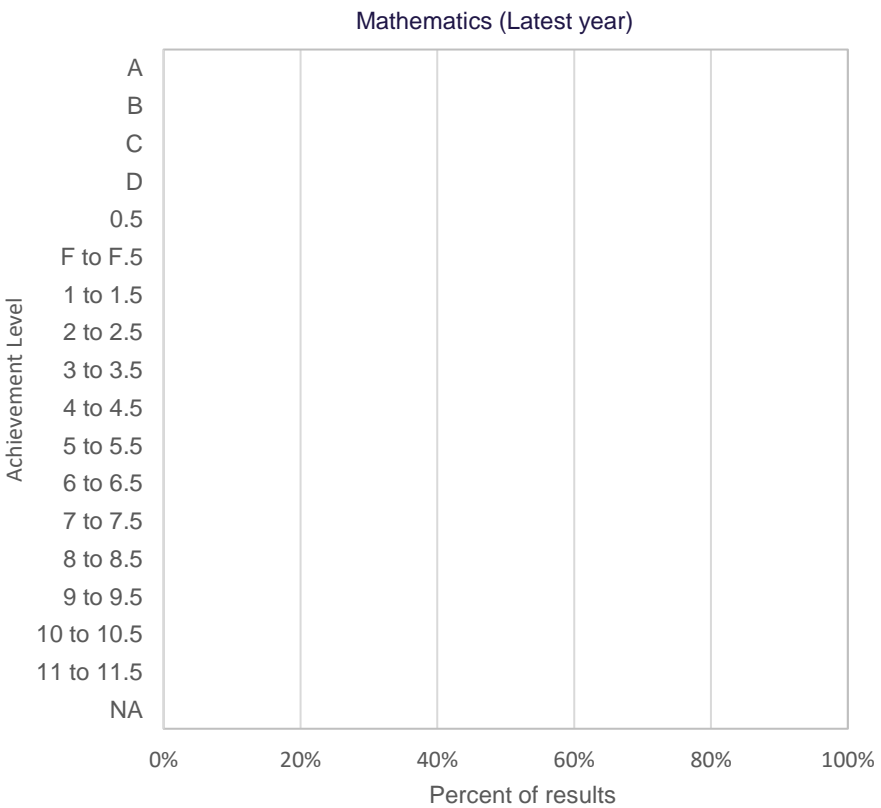
English

Achievement Level	Latest year (2024)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
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	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
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



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.

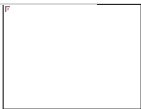
Student Absence	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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'.

Student Exits	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	NDA	NDA	NDA	NDA	NDA



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,431,021
Government Provided DET Grants	\$185,769
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$39,807
Locally Raised Funds	\$0
Capital Grants	\$0
Total Operating Revenue	\$2,656,598

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,072,833
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$6,301
Communication Costs	\$7,311
Consumables	\$11,554
Miscellaneous Expense ³	\$4,130
Professional Development	\$34,221
Equipment/Maintenance/Hire	\$15,405
Property Services	\$384
Salaries & Allowances ⁴	\$0
Support Services	\$25,174
Trading & Fundraising	\$0
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$0
Total Operating Expenditure	\$2,177,314
Net Operating Surplus/-Deficit	\$479,283
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$871,100
Official Account	\$27,608
Other Accounts	\$0
Total Funds Available	\$898,708

Financial Commitments	Actual
Operating Reserve	\$17,414
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$578,694
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
Total Financial Commitments	\$596,108

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.