

2023 Annual Report to the School Community

School Name: Footscray Primary School (0253)



- 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 21 March 2024 at 12:21 PM by Jenny Briggs (Principal)

- This 2023 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 22 April 2024 at 02:10 PM by Raylene Varone (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Our vision at Footscray Primary School is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world. Our pillars of Inquiry, Connection, Equity, and Empowerment represent a range of dispositions, values and behaviours that come together to create a strong foundation for the way we aspire to live, learn, play and grow as a school community.

Footscray Primary School is a Foundation to Year 6 school in Melbourne's inner west that has served the local community for 163 years. In 2023, we had an enrolment of 337 students with an SFOE in the low category. 19% of the student population had English as an additional language and less than 1 per cent of students identified as Aboriginal or Torres Strait Islander. A full time equivalent of 27 teaching staff, and 9 full time equivalent non-teaching staff were employed at the school in 2023.

In 2023, Footscray Primary School offered an inquiry-based curriculum through the International Baccalaureate Primary Years Program (PYP), underpinned by the Victorian Curriculum. Through inquiry learning, we provide opportunities for our students to understand essential concepts, skills, knowledge and attitudes that will enable them to be life-long learners in our ever-changing world.

Footscray Primary School is a Designated Bilingual Program school and we value the many benefits of language learning. In 2023, students in Foundation - Year 3 participated in Italian bilingual education, learning 50% of the full Victorian Curriculum in Italian language and 50% in English language.

Footscray Primary School is a proud member of the Footscray Learning Precinct and we enjoy a strong collaborative partnership with Footscray High, Footscray City PS, Victoria University and Maribyrnong City Council to ensure we are continually working towards improved outcomes for all learners across the precinct. We value our parents as partners and come together as a community often through formal and informal events.

Progress towards strategic goals, student outcomes and student engagement

Learning

This year saw our first cohort of Italian bilingual students reach Year Three and participate in NAPLAN. 91.7% of these students achieved in the strong or exceeding category in Reading which was significantly higher than both similar schools and the state average. Reading was also a strength for Year Five students, with 90.4% achieving in the strong or exceeding category. Significant work continued on the development, enactment and assessment of Metodo Sillabico, a method of teaching Italian reading through syllables which contributed to the outstanding NAPLAN results in Year 3.

The impact of professional learning in Semester One, guided by an external literacy consultant significantly improved teacher capacity to teach effective writing techniques. The development of a writing scope focussed on the seven main purposes for writing was a key piece of work aligned with the scope and writing continuum. Analysis of NAPLAN data would indicate that it would be beneficial to deepen this work in 2024 with 83% of Year 3 students achieving in the strong or exceeding category, below similar schools and above network and state achievement, and with 63% of Year 5 students achieving in the strong or exceeding category, lower than similar schools, state and network.

Professional learning in Mathematics focussed on the Big Ideas in Number and was contextualised within the FPS Learning Model, particularly the explore phase where teachers design and enact a rich core task supported by enabling and extending prompts to ensure all students are achieving challenge and productive struggle.

Instructional leadership was developed through the introduction of Collaborative Inquiry Cycles; short, targeted cycles of intervention designed and enacted within the classroom to lift students achieving below the expected level. NAPLAN analysis supports a continued focus on Mathematics with Year 3 students achieving above the state and below similar schools, and Year 5 students achieving above state and comparable to similar schools.

Wellbeing

Our community aims to ensure that every school experience is positive and respectful and we are guided by Respectful Relationships and School-Wide Positive Behaviour Support (SWPBS). Our approach to SWPBS was strengthened throughout 2023 with this being a major focus of the Mental Health and Wellbeing Leader. This work will continue in 2024 to further strengthen our students' Attitude to School survey data.

Teachers explicitly taught the SWPBS weekly focus, guided by school developed resources in both English and Italian classrooms. The whole school acknowledgement system was adopted widely across the school and will continue to be refined in 2024. In partnership with our regional SWPBS coach, we simplified our matrix of expected behaviours to strengthen our shared language and support the practical translation of behaviours into Italian language.

We transitioned into our first year of Disability Inclusion funding which supported a shared language of strengths based supports and adjustments for students requiring additional support. All staff completed the Prevent, Teach, Reinforce professional learning modules to enhance their knowledge and skill in diagnosing and documenting functional needs for the students they work with. Three Disability Inclusion applications were successfully completed and Tier 2 funding was utilised to design a literacy intervention program to be implemented school-wide in 2024.

In partnership with a Department Inclusion Outreach Coach, our wellbeing team documented our Multi-tiered Systems of Support for Learning and Wellbeing which will be enriched and communicated in 2024.

Engagement

In 2023, we moved into our new buildings and our students loved discovering new nooks, equipment and play spaces to spend their break times. After significant disruption and limited outdoor space across 2022, we saw a noticeable increase in engagement, collaboration and positive behaviours from students across all year levels.

The introduction of Science and Design was a much loved addition to the specialist program as students explored the big ideas in Science through play and experimentation. We enjoyed the partnership with the Footscray Learning Precinct, SciencePlay Kids and Plenary Health during Science Week, where students worked collaboratively to engineer a model of the new Footscray Hospital. Our attendance rates remained a school strength, with the average number of days absent per student considerably lower than the state and similar schools. The introduction of our Engagement Group was well received and provided a structured environment for young people challenged by the full school day to engage with peers through a hands-on task like gardening. The Friendship Zone and Library were staffed at each break and provided a sensory retreat or structured play environment for those who find the playground overwhelming at times.

Our transdisciplinary, inquiry based approach to teaching and learning supports student choice and authentic application of learning. Our whole school community highly regards student-led events such as termly celebrations of learning, FPS Talent Show, Exhibition, and Market Day. Transitions and school connectedness are supported through multi age activities during book week, three weekly cycles of whole school assembly, cohort assembly, step-up day, Foundation - Year 5 buddy program and our Year 6 leadership program.

Other highlights from the school year

We were proud to see our community partnership with Maribyrnong City Council (MCC), Passport to Play, recognised as a finalist in the 2023 Victorian Early Year Awards. We are grateful to the MCC for providing this opportunity to our student group and for the resource they co-created for young people in our local area.

A major highlight for our whole school community and alumni was the much anticipated and frequently postponed 160 year anniversary event. We hosted a Community Day for former staff and students to come together with the current school community to celebrate the rich and diverse history that is held within the walls of our beautiful school. The event included performances by our student choir and African Drumming Group, short films and interviews of FPS alumni, curated by 2021 Year 6 FPS students, an Art Show, Italian story time, cake stall and sausage sizzle, and an exhibition of FPS Historical Memorabilia. In the lead up to the event, a team of FPS community members spent many hours coordinating the event, including the creation of a beautiful community mosaic that is proudly displayed in our Office Foyer. We were thrilled to welcome back and reunite past students and teachers and provide an opportunity for them to walk through the buildings and share their memories through the 'Tell it like it was' Oral Histories project, funded through a Local Histories Grant and supported by Way Back When Consulting Historians.

Financial performance

The final cash budget for 2023 was in a small surplus with funds being committed to the 2024 cash budget to supporting learning programs and school maintenance costs. The expense of Casual relief teachers (CRTs) was again a challenge when balancing the budget against the effective operation of the school and wherever possible CRTs were prioritised over the splitting of classes. Our 2023 equity funding was used to finance a leading teacher dedicated to student wellbeing, inclusion and engagement.

In 2023 we received 65% of our 2023 parent payments, which was a reduction of 2% compared to 2022. These contributions are essential in providing high quality resources and learning opportunities for all children. Voluntary Contributions received from families included All Aboard: \$5588.00, Building Fund: \$5430.00, and Library Fund: \$6752.00.

Additional funding was received through the following grants and fundraising initiatives:

Sporting School Grant of \$5000 providing students with additional sporting programs, clinics, and equipment. Funds from the swimming in schools program provided all students with access to a high-quality intensive swimming program at very minimal, or no cost.

DET cash grants totalling \$170,355 were provided in conjunction with the capital works project to fit out the new buildings and spaces with technology, consumables and library resources. These funds will continue to be used in 2024 based on the needs of students and staff as the spaces continue to evolve.

The FPS Social Club raised \$12,535 through the Trivia Night, School Disco, and Referendum Day BBQ and Cake Stall. Proceeds were used towards the purchase of 60 student netbooks, 100 iPads and trolleys to house the devices. Remaining funds from the Disco will be used in 2024 to fund the 2024 movie night!

The Community Day which was a highlight for 2023, raised \$4325 which was used toward the hanging of the 160th Anniversary commemorative mosaic.

Library Funds were used to expand and maintain our collection of quality texts in English and Italian, and to purchase new library furniture. Building funds were used to fund the amazing murals in the Edwardian toilets, with remaining funds going towards a new fit out of the toilets to commence in 2024.

Footscray Primary School engaged in Licence Agreements with TheirCare (Out of School Hours Care), Vinh Bui (Canteen provider), Chess Australia, Ray Periera (Drumming), Rise Netball, AEC and Inner West Symphony Orchestra totalling \$91,567 in revenue for the 2023 school year. These funds were used to support the cost of utilities, and the maintenance of the buildings used.

We acknowledge and appreciate as always, the support from our families and community through their fundraising efforts and generous contributions to our Library Fund, Building Fund and All Aboard program.

For more detailed information regarding our school please visit our website at

<https://www.footscrayps.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 337 students were enrolled at this school in 2023, 171 female and 163 male.

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

Overall Socio-Economic Profile

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

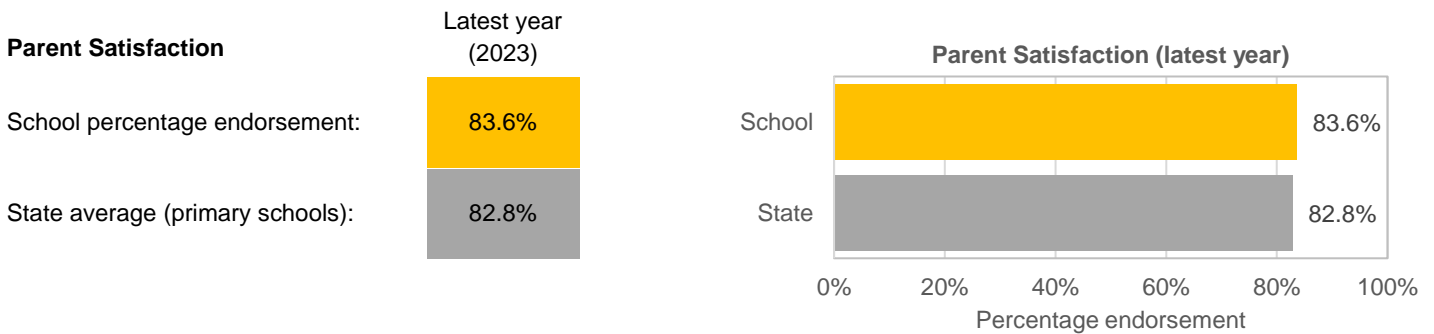
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

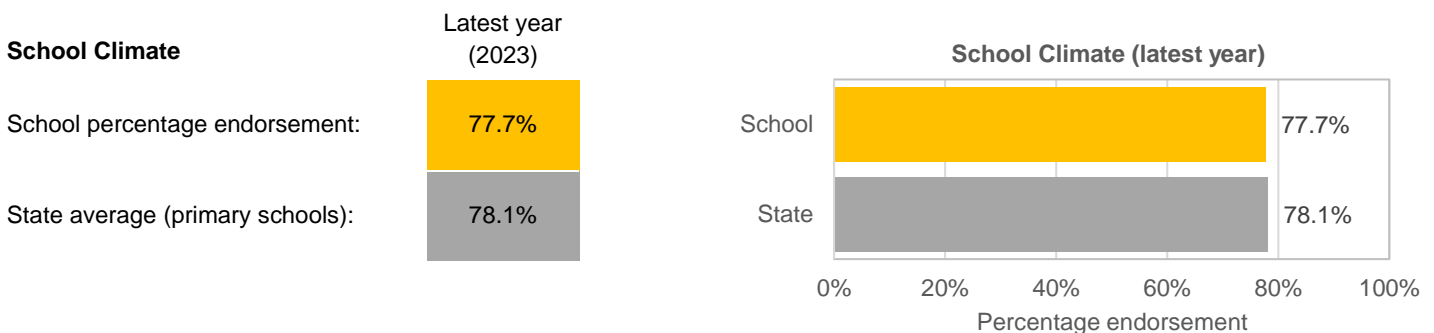


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

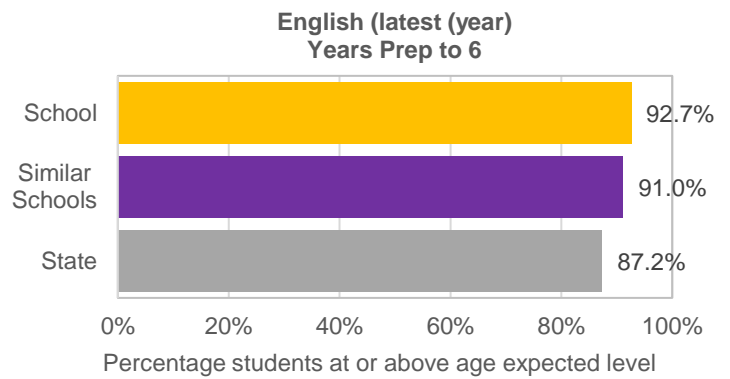
92.7%

Similar Schools average:

91.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

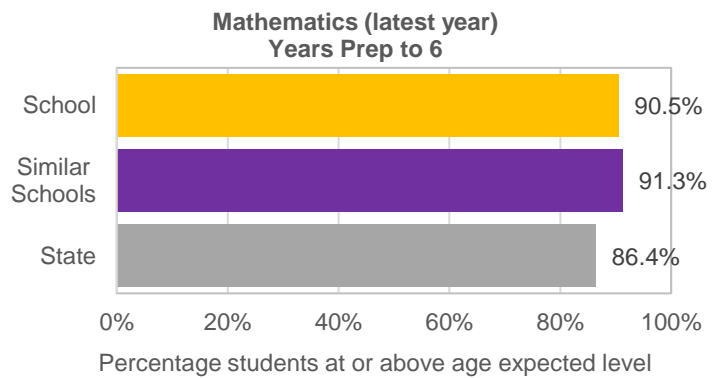
90.5%

Similar Schools average:

91.3%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.7%

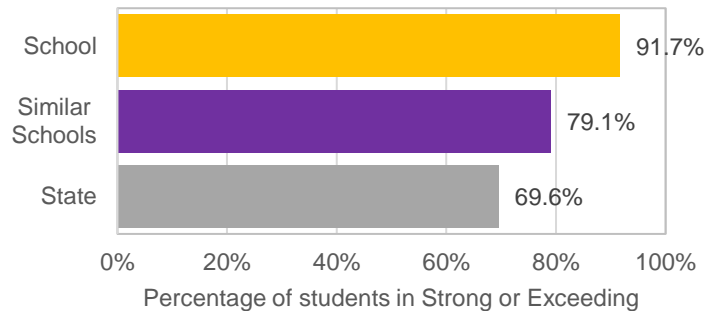
Similar Schools average:

79.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.4%

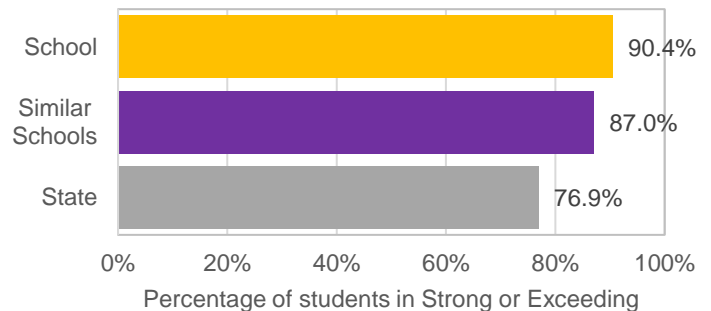
Similar Schools average:

87.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.2%

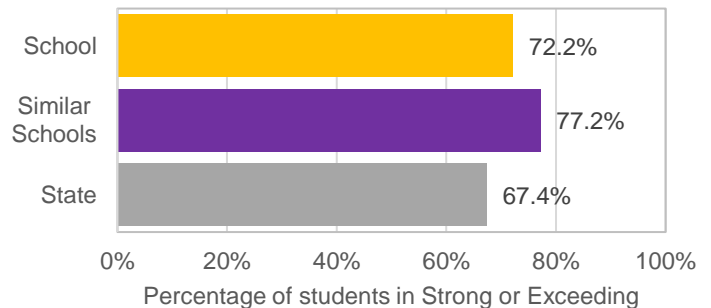
Similar Schools average:

77.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.8%

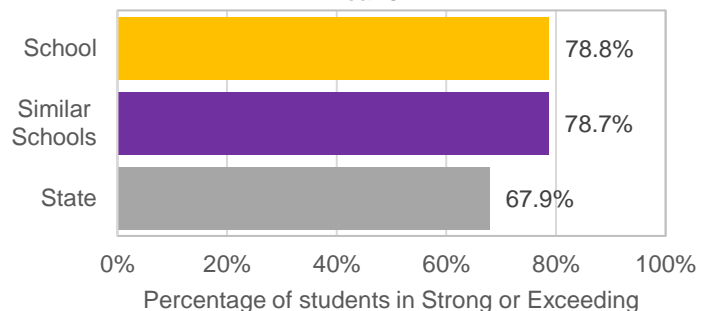
Similar Schools average:

78.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

81.8%

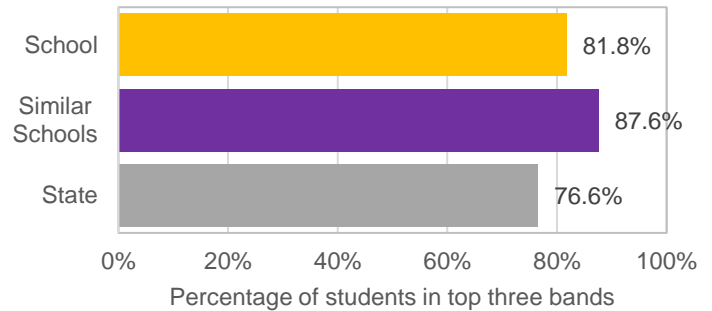
Similar Schools average:

87.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

79.5%

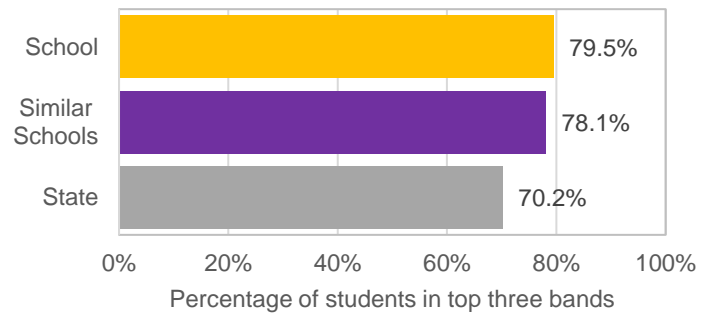
Similar Schools average:

78.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

66.7%

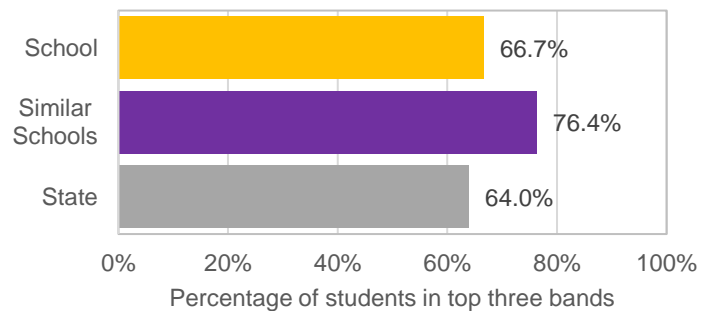
Similar Schools average:

76.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

82.5%

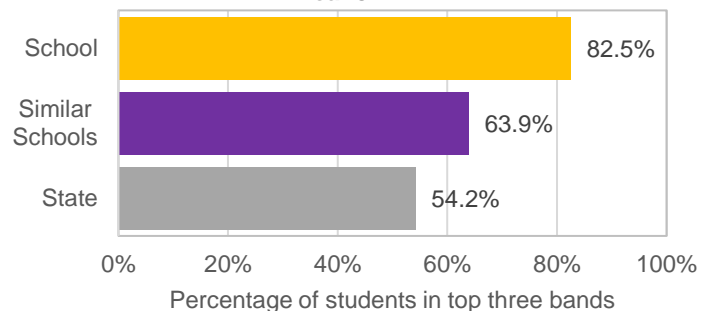
Similar Schools average:

63.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

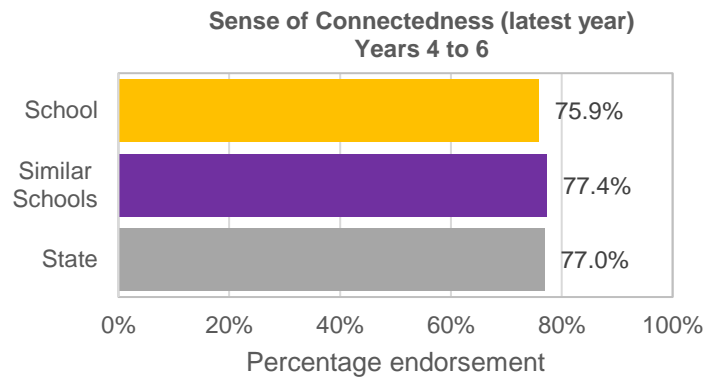
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 75.9% | 75.2% |
| Similar Schools average: | 77.4% | 78.2% |
| State average: | 77.0% | 78.5% |

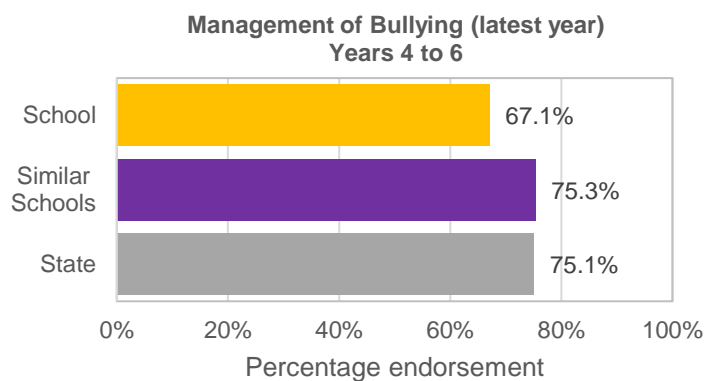


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 67.1% | 69.6% |
| Similar Schools average: | 75.3% | 76.8% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

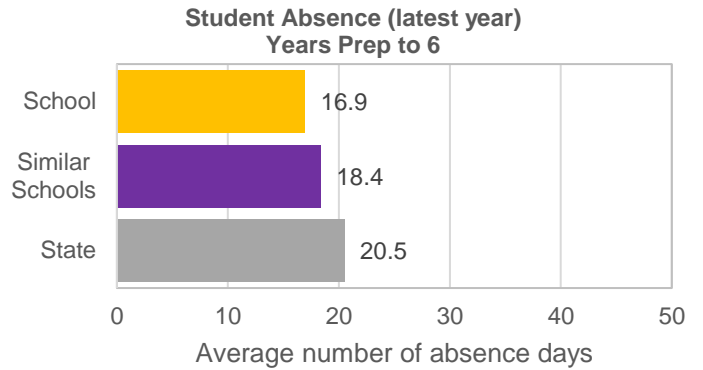
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 16.9 | 16.1 |
| Similar Schools average: | 18.4 | 15.9 |
| State average: | 20.5 | 18.1 |



Attendance Rate (latest year)

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

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2023): | 92% | 91% | 93% | 91% | 92% | 91% | 89% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,563,934 |
| Government Provided DET Grants | \$389,277 |
| Government Grants Commonwealth | \$40,143 |
| Government Grants State | \$6,500 |
| Revenue Other | \$21,986 |
| Locally Raised Funds | \$302,028 |
| Capital Grants | \$170,355 |
| Total Operating Revenue | \$4,494,223 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$40,926 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$40,926 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,690,402 |
| Adjustments | \$0 |
| Books & Publications | \$16,127 |
| Camps/Excursions/Activities | \$125,665 |
| Communication Costs | \$7,166 |
| Consumables | \$96,857 |
| Miscellaneous Expense ³ | \$47,658 |
| Professional Development | \$33,911 |
| Equipment/Maintenance/Hire | \$39,919 |
| Property Services | \$82,701 |
| Salaries & Allowances ⁴ | \$81,702 |
| Support Services | \$281,608 |
| Trading & Fundraising | \$10,570 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$61,857 |
| Total Operating Expenditure | \$4,576,144 |
| Net Operating Surplus/-Deficit | (\$252,276) |
| 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 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$270,649 |
| Official Account | \$35,031 |
| Other Accounts | \$7,025 |
| Total Funds Available | \$312,704 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$135,806 |
| Other Recurrent Expenditure | \$3,101 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$13,467 |
| School Based Programs | \$129,394 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$1,135 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$51,866 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$334,768 |

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.