

# 2022 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 ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 March 2023 at 08:14 PM by Jenny Briggs (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 March 2023 at 08:21 PM by Raylene Varone (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### **School Profile**

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

#### **Learning**

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

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

# About Our School

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## 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 162 years. In 2022, we had an enrolment of 360 students with an SFOE in the low category. 19% of the student population had English as an additional language and 1 per cent of students identified as Aboriginal or Torres Strait Islander. A full time equivalent of 28.6 teaching staff, and 9.1 full time equivalent non-teaching staff were employed at the school in 2022. Footscray Primary School offers an inquiry-based curriculum through the International Baccalaureate Primary Years Program (PYP), underpinned by the Victorian Curriculum. Through the PYP, 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 2022, students in Foundation - Year 2 participated in the Italian bilingual program and this will extend with each new Foundation cohort until the whole school is participating in 2026. Students within the bilingual program learn 50% of the full Victorian Curriculum in Italian language and 50% in English language. In 2022, all students participated in an hour of Vietnamese language learning. 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. In 2022, significant capital works were undertaken with the development of a Covered Outdoor Learning Area (Palestra) and General Learning Building (Palazzo) to increase the enrolment capacity to 675. The works also included major roof repairs to the heritage buildings and a renewal of the grounds with many new spaces created for active and passive play and connection. 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). We celebrate diversity and believe a sense of belonging and inclusion are fundamental to children's learning and ability to fully participate in life at school and beyond. We believe that all children have the right to learn and feel safe.

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

### Learning

In 2022, we launched the FPS Learning Model and inquired into the pedagogical and data-based practices that would be required to enact the learning model within an inquiry-based, bilingual context. Staff engagement was reflected in the ongoing upward trend in positive endorsement of a majority of factors in the School Staff Survey (SSS). Specific SSS targets set out within the Annual Implementation Plan (AIP) and School Strategic Plan (SSP) were met and exceeded including a 31% increase in 'How to Analyse Data', and 20% increase in 'Understanding Formative Assessment'. Particular strengths and areas where Footscray Primary School achieved well above similar schools in the School Staff Survey included 95% positive endorsement of 'Intellectual Stimulation' (17% increase) and 'Staff Trust in Colleagues' (18% increase), 91% positive endorsement (19% increase) of 'Applicability of Professional Learning', and 92% positive endorsement (22% increase) in 'Renewal of Knowledge and Skills'.

At Footscray Primary School, we focus on learning growth for all students regardless of their starting point and therefore we place high value on growth data over time, rather than just point in time achievement. Due to extended periods of remote schooling in response to COVID-19, NAPLAN was not conducted in 2020 and as a result growth data was not available in 2022.

Our Year 5 students achieved exceptional results in all areas of NAPLAN testing with a significant number of students achieving results in the top two bands; 67% in Reading, 45% in Writing, 47% in Spelling, 48% in Numeracy, and 61% in Grammar and Punctuation. Along with improving the number of students achieving in the top two bands, there was also a decrease in the number of students achieving in the bottom two bands in all areas except Numeracy. In summary, 90% of students in Year 5 achieved at or above the expected level in all curriculum areas (87% in Numeracy).

Our Year 3 students achieved strong results also with a large number of students achieving in the top two bands; 62% in Reading, 38% in Writing, 47% in Spelling, 42% in Numeracy, and 50% in Grammar and Punctuation. The number of students achieving in the bottom two bands fluctuated across the curriculum areas with the greatest percentage being 14% in both Spelling and Grammar and Punctuation. 85% of students in Year 3 achieved at or above the expected level in all curriculum areas.

The Tutor Learning Initiative (TLI) was strengthened across 2022 with clear criteria for student selection and consistency in tutor staffing across the second half of the year. Students within the program, focussing on Numeracy, showed significant improvement in growth points within the Mathematics Online Interview (MOI). The TLI program and the tutor's approach to using MOI data was showcased at the tutor network meeting.

In 2023, the focus of professional inquiry will be Writing and Mathematics through the lens of the FPS learning model and work will continue on data-driven collaborative practice to continue to achieve the strong results across a connected, inquiry-based curriculum.

## Wellbeing

We started 2022 with a focused professional inquiry into inclusive classrooms where we engaged with a number of external professionals to build our knowledge and skills in visual supports, reasonable adjustments, sensory profiles and regulation strategies. The School Wide Positive Behaviour Support (SWPBS) team refined the positive behaviour matrix, developed a whole school acknowledgment system, and commenced work on a whole school approach to explicitly teaching the expected positive behaviours. Members of the leadership team accessed professional learning to prepare for the transition into the Disability Inclusion funding model in 2023. We developed a clear and consistent approach to Individual Education Plans and Learning Action Plans and this will continue to be a focus across 2023.

The major capital works project impacted significantly on the buildings and grounds and it was a challenging year for students and staff as they navigated the changes, relocations, and reduced play spaces to make way for the upgrade. Despite the complexities, the Attitudes to School Survey data showed that Year 4-6 students' Sense of Connectedness (decreased 3%), Sense of Inclusion (increased 2%), and Voice and Agency (decreased 1%) remained relatively stable. The Parent and Carer Opinion survey showed positive endorsement of Student Connectedness had increased by 8% to 93% and General School Satisfaction remained stable at 84% (decreased 1%). Our Staff Survey Data yielded positive results across all factors with a slight increase (1%) in the positive endorsement of School Climate (77%) showing that staff continue to find Footscray Primary School a positive place to work and learn.

Student wellbeing will remain a key priority in 2023 as we strengthen our approach to buddies and student leadership to enhance connection to school, student voice and agency, and school pride. Work in 2023 will also focus on the development of strong and consistent practices and interventions for students requiring additional support with social and emotional learning supported by the Mental Health in Primary Schools pilot, SWPBS, Respectful Relationships, and Tier 2 Disability Inclusion funding.

## Engagement

Whilst the impacts of COVID have contributed to an increase in staff and student absence, Footscray Primary School students continued to have less days of absence than their peers in similar schools and across the state. To support all students in transitioning back to full-time, onsite schooling, members of the leadership team led the development and implementation of our staged response to absence model. This facilitated classroom teachers in providing frequent touchpoints to any student who was presenting with ongoing absence patterns. In some cases, this involved the school partnering with allied health and community supports to facilitate school reengagement through care team meetings and return to school plans.

With continual changes to the buildings, grounds, and access points as a result of capital works, we worked hard to create regular simple social stories to ensure our young people were prepared for any changes to their environment. Staff and families worked flexibly to provide engaging student interest groups, play opportunities and clubs to support engagement throughout the challenges connected to the significant reduction in yard space and play areas.

In the Parent and Carer Opinion Survey, 79% of respondents positively endorsed Parent Community Engagement and we were thrilled to be able to invite our school families back into the school grounds after years of disruption from COVID. Rebuilding the strong connections we value with our community will continue to be a focus throughout 2023 as we open our new facilities and create spaces for us to come together again as a whole school community.

Our transition programs for Kinder to Foundation, between year levels, and Year 6 to 7 remained a strength with positive feedback from staff, students and families. Dedicated time was provided to staff to create 2023 classes and placement decisions were informed by student preferences. Opportunities were provided for students to spend time with their 2023 teachers and classmates and students with heightened anxiety were provided with an extended transition incorporating additional teacher meetings and social stories to support the process.

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## Other highlights from the school year

Both the Year 3/4 and 5/6 camp, as well as the Year 2 sleepover, were able to run successfully which was a huge highlight for students, staff and families alike following multiple years of COVID related cancellations and postponements. Through the Victorian Government's Positive Start camps and excursions initiative, students enjoyed additional opportunities such as attending NGV and other events across Melbourne.

A highlight for many students in Years 3 - 6, our inter school sport annual program as well as our two-week, intensive swimming program for students in Foundation to Year 4, were both able to resume fully.

We enjoyed reconnecting with our community through several events and celebrations such as our first ever Music Soiree, community picnic and 90s themed family trivia night with our parent and friends band 'Raiders of the Lost Property'.

The significant changes to our physical environment throughout the 2022 capital works project inspired student-action from members of our student population such as the creation of a student led play space known as 'The Farm' and it was wonderful to see our Year 3 cohort drive authentic inquiry into the environment which led to a 'Wear it Green' day to fundraise for replacement composting equipment which will be purchased in 2023.

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## Financial performance

The financial result for 2022 was again positive with a small cash surplus being carried over to the 2023 cash budget to support learning programs and ongoing school maintenance costs. In 2022, expenditure increased and additional funds were required to support our CRT (casual relief teacher) budget. This was due to increasing costs; and the decision to support the stability of classrooms and additional needs of students return to full-time face-to-face learning. Wherever possible, CRTs were placed in classes rather than the splitting of classes. Our 2022 equity funding was again used to finance a leading teacher dedicated to student wellbeing and engagement.

In 2022, we received 67% of our 2022 parent payments, with 65% of our families contributing. These contributions assist us in providing high-quality resources and learning for all children. Voluntary Contributions received from families included All Aboard: \$4345.00, Building Fund: \$11260.00, and Library Fund: \$5857.00.

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

Sporting School Grant of \$2700 providing students with additional sporting programs, clinics, and equipment. Accumulated funds from the swimming in schools program provided all students with access to a high-quality intensive swimming programs at very minimal, or no cost.

The FPS Social Club raised \$5091 through the Trivia Night, cake stall and Bunnings BBQ which will be used in 2023 for the purchase of additional devices for the classroom. Throughout the year, as playgrounds and spaces reduced due to Capital Works, School Council made the decision to use funds from the playground fundraising budget to have a Gaga Pit built and installed in the yard. The Gaga Pit was a very popular addition and after the younger students raised issues about access and challenges with the size, School Council arranged for a second, smaller pit to be built and installed for the junior students.

Library Funds were used to expand and maintain our collection of quality texts, and to purchase new library furniture. The generosity of our families to the Building Fund enabled the installation of air-conditioning in the library, and the painting of the Edwardian toilets.

In 2023, an artist and FPS parent will create some beautiful artwork in the Edwardian toilets and school council will organise for a repaint of the Theatrette to enhance the facilities for the out of school hours program.

Significant building works were completed during 2022 including gas works in the Edwardian, rewiring of the Theatrette, replacement of flooring in the Greenwood toilets and wet spaces, and the addition of new fencing around our buildings to improve student safety. A new telephone system was installed across the school to support the addition of new buildings, with funding being provided in 2023 through DET grants.

Footscray Primary School engaged in licence agreements with TheirCare (Out of School Hours Care), Vinh Bui (Canteen provider), Chess Australia, and Lady Mohawk (art classes) totalling \$72,063 in revenue for the 2022 school year. These funds were used to support the cost of utilities, and the maintenance of the buildings used.

We acknowledge and appreciate 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 360 students were enrolled at this school in 2022, 169 female and 191 male.

19 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

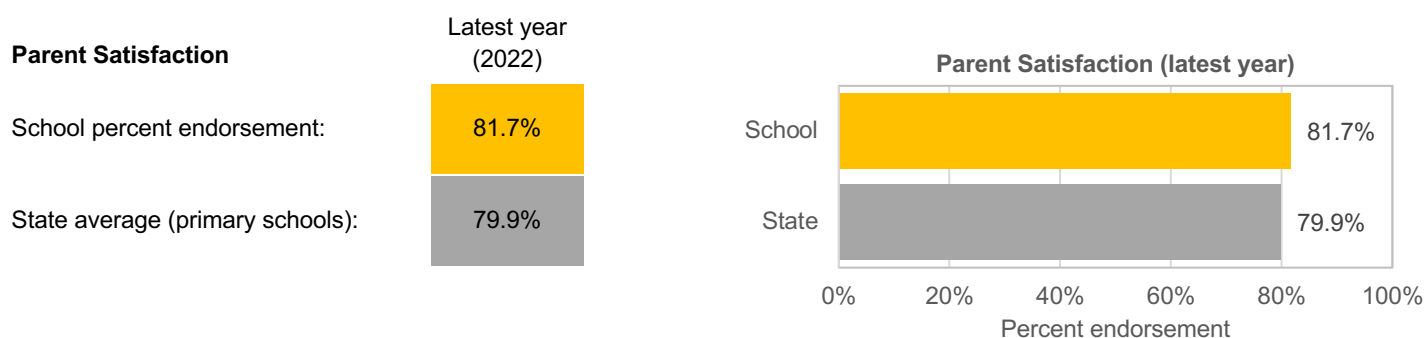
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

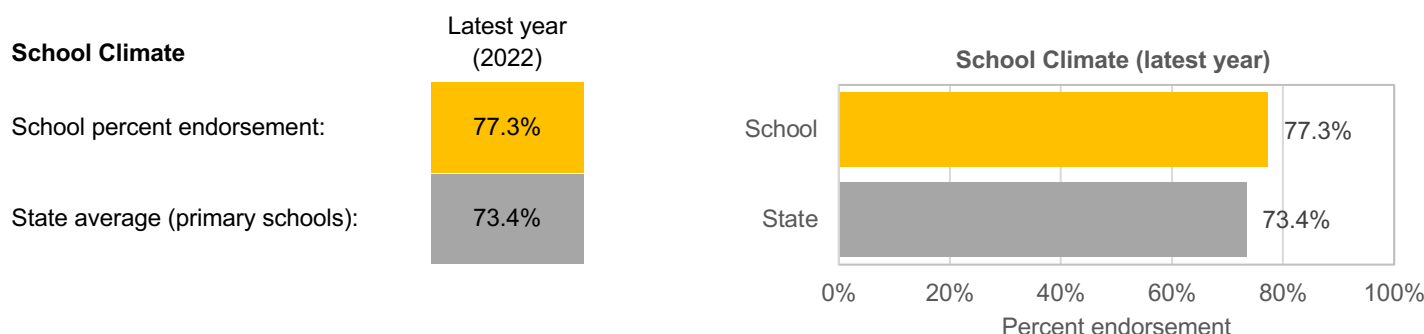


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

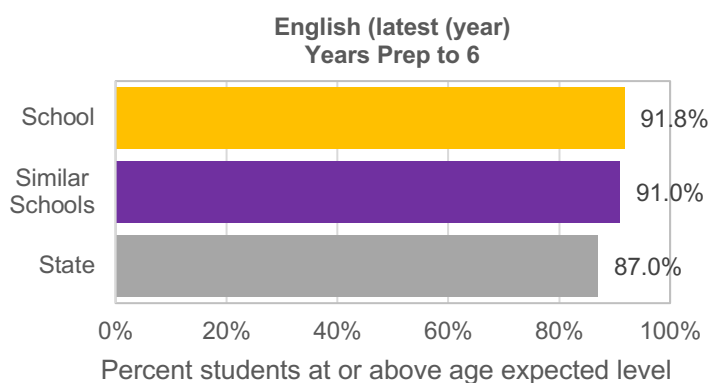
91.8%

Similar Schools average:

91.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

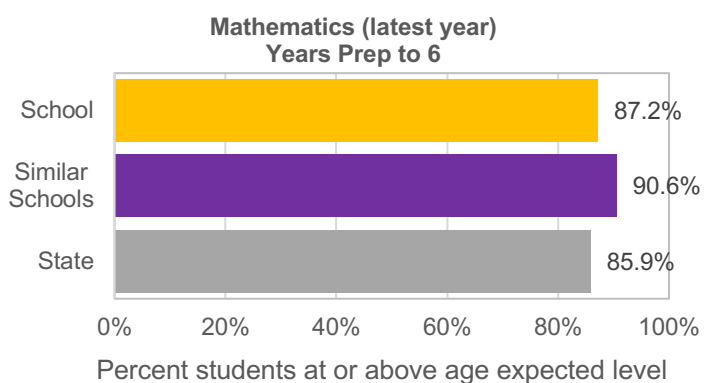
87.2%

Similar Schools average:

90.6%

State average:

85.9%



## LEARNING (continued)

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

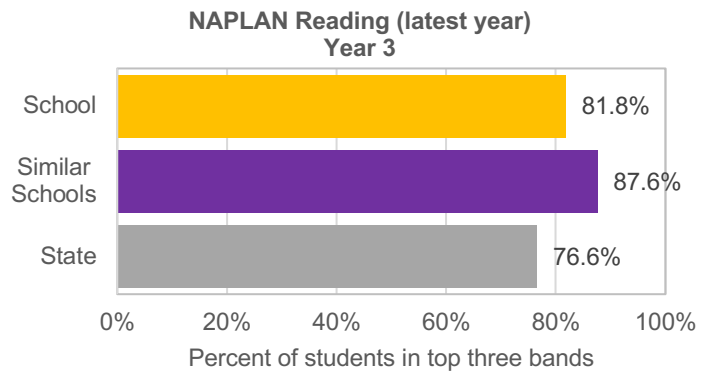
### NAPLAN

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

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

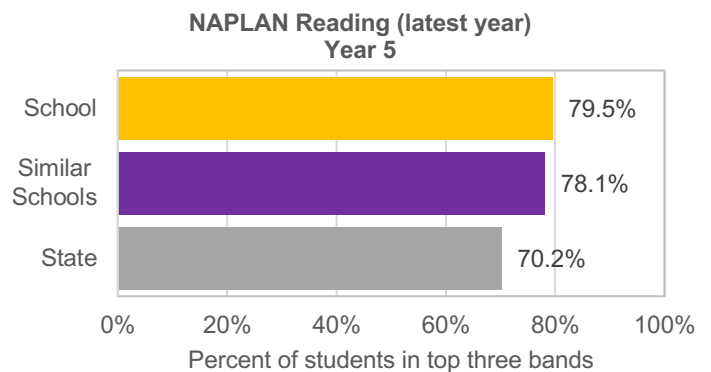
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	81.8%
Similar Schools average:	87.6%	85.9%
State average:	76.6%	76.6%



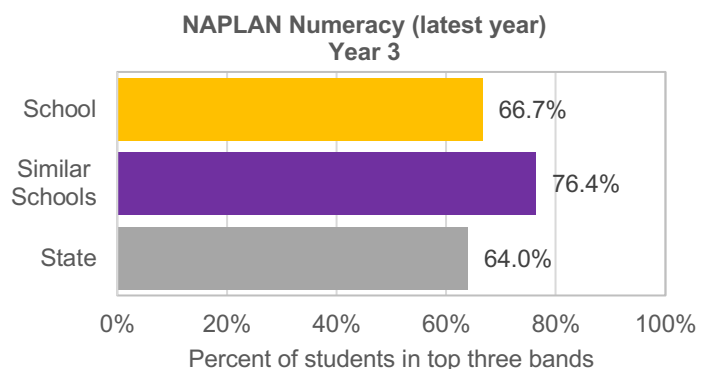
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.5%	77.6%
Similar Schools average:	78.1%	78.6%
State average:	70.2%	69.5%



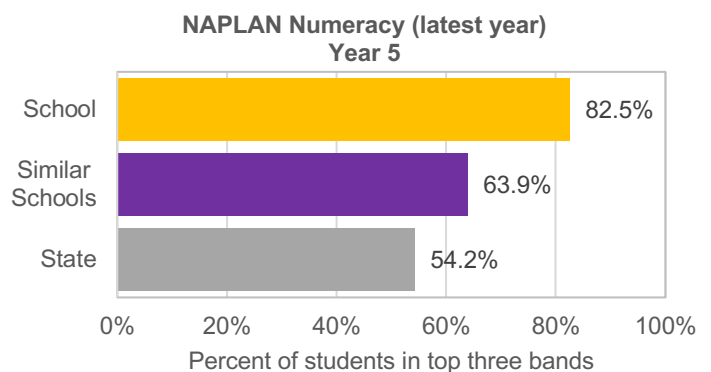
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	71.9%
Similar Schools average:	76.4%	76.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.5%	70.9%
Similar Schools average:	63.9%	69.0%
State average:	54.2%	58.8%



## WELLBEING

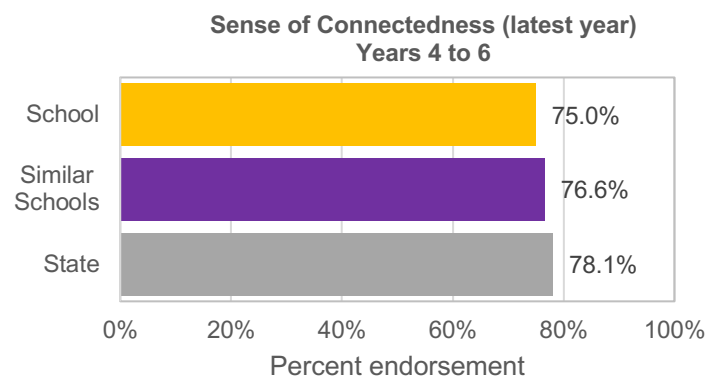
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.0%	75.4%
Similar Schools average:	76.6%	78.8%
State average:	78.1%	79.5%

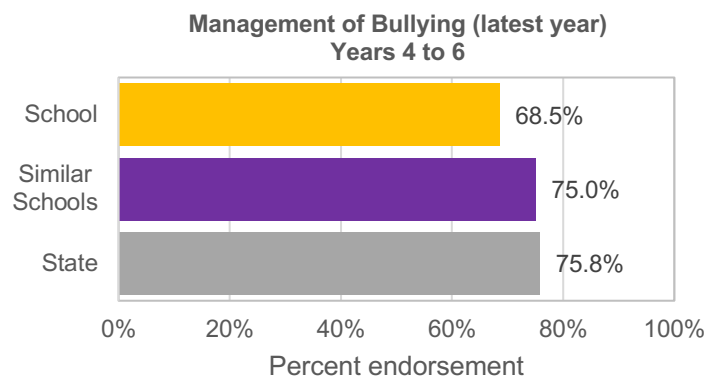


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	68.5%	71.9%
Similar Schools average:	75.0%	78.1%
State average:	75.8%	78.3%



## ENGAGEMENT

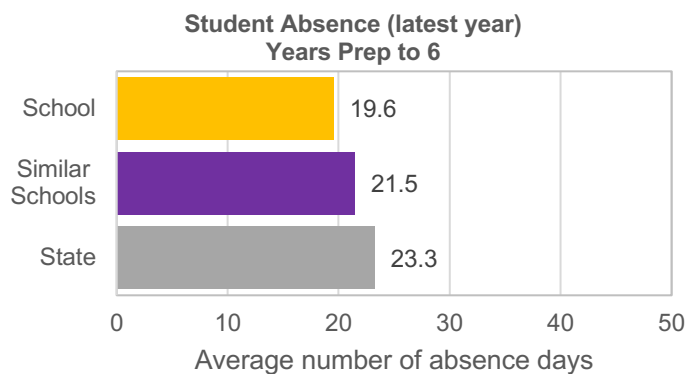
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.6	15.3
Similar Schools average:	21.5	15.1
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	93%	90%	88%	91%	90%	89%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,375,250
Government Provided DET Grants	\$368,885
Government Grants Commonwealth	\$8,945
Government Grants State	\$20,000
Revenue Other	\$21,441
Locally Raised Funds	\$272,596
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,067,118</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$44,042
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$44,042</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,521,296
Adjustments	\$0
Books & Publications	\$9,243
Camps/Excursions/Activities	\$114,709
Communication Costs	\$7,244
Consumables	\$93,321
Miscellaneous Expense <sup>3</sup>	\$27,892
Professional Development	\$17,689
Equipment/Maintenance/Hire	\$67,667
Property Services	\$75,970
Salaries & Allowances <sup>4</sup>	\$110,416
Support Services	\$249,353
Trading & Fundraising	\$2,635
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,187
<b>Total Operating Expenditure</b>	<b>\$4,339,622</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$272,504)</b>
<b>Asset Acquisitions</b>	<b>\$58,274</b>

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$279,657
Official Account	\$8,775
Other Accounts	\$7,795
<b>Total Funds Available</b>	<b>\$296,227</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$125,658
Other Recurrent Expenditure	\$34,297
Provision Accounts	\$0
Funds Received in Advance	\$21,097
School Based Programs	\$87,795
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,092
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$22,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$295,939</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*