

# 2025 Annual Report to the School Community

School Name: Footscray West Primary School (3890)



- 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 06 April 2026 at 10:28 AM by Brendan Millar (Principal)

- As executive officer of the school council, I attest that this 2025 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 06 April 2026 at 10:28 AM by Brendan Millar (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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

Footscray West Primary School has had a key role in providing education opportunities for students in the suburb of West Footscray since opening in 1915. Located in a residential area in Melbourne's inner western suburbs (9 km from the CBD), the changing demographic and housing factors have increased the number of residences within our local neighbourhood area, and we are proud to be a diverse and inclusive school. Our school caters for the 7 years of primary education; Prep to Year 6. In 2025, our census figure indicated an enrolment of 673 students with a low percentage of students identifying as EAL (English as an Additional Language). Due to continuing gentrification, our Student Family Occupation and Education index (SFOE) places our school in the Low band for social disadvantage (SFOE is 0.1762).

Students have weekly access to specialist programs in Italian language, Visual Art, Music, Physical Education, Library, and Social & Emotional Learning. Exciting new facilities are due to open at the start of 2026, including a competition-grade gymnasium, music room, kitchen/multipurpose classroom, and canteen.

Our curriculum is based upon the principles of explicit and developmental learning and offers a comprehensive education across all areas. We commenced our Science of Reading / Science of Learning journey over three years ago, and we are excited by the strong academic results of our current Year Three students, who are the first cohort to commence this journey with us from Prep. We have invested significant financial resources into the success of the Little Learners Love Literacy program in our junior years. Our approach aligns with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and sits alongside our commitment to a positive school culture for learning and social development.

We are currently in the second year of implementing the Berry Street Education Model, with strong support from our staff and families. We have well-defined processes for positive behaviour and support, and we utilise the Respectful Relationships curriculum and other effective wellbeing approaches to encourage the healthy development of every child.

We are committed to collective professional learning in teaching, learning, and wellbeing, which is grounded in research and supported in practice.

At Footscray West Primary School, our vision is "Working together to create a better world." We engage the school community to work and learn together in a supportive and inclusive environment. We facilitate the development of knowledge, skills, and resilience in our students to assist them to achieve their personal best.

Our values are Belonging, Respect, Responsibility, and Resilience. We explicitly teach these values, and apply them in our interactions with students, colleagues, and families. We have high expectations that these values are lived every day by all community members.

We aim to develop the knowledge, skills, and resiliency of our students to be successful in a rapidly changing world. All teachers, leaders, support staff, students, and community members work together as a learning community that is dedicated to care and support, active participation, and positive expectations for all.

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

### Learning

During this third year of our Strategic Plan, we continued building on the goal of maximising the learning growth of all students in literacy and numeracy,

We focused on embedding our structured literacy approach, including the continued implementation of The Little Learners Love Literacy systematic synthetic phonics program in our junior school (Years Prep, One and Two), as well as a structured phonics and phonological awareness focus alongside the use of decodable texts in the middle and senior school years, where required. This complemented our ongoing work around oral language, vocabulary development, fluency, morphology, syntax and comprehension. An addition to our approach was the schoolwide implementation of Spelling Mastery, to support teachers in explicitly teaching the rules of spelling.

In Numeracy, further embedding of the instructional model led to a greater focus on retention and recall through the Daily Review to enhance key maths concepts and to facilitate interleaved retrieval practice. The Numeracy Scope and Sequence was further refined, based on the Victorian Curriculum 2.0 and staff strengthened their implementation of the 'Teach' part of the lesson with a focus on Explicit Teaching (I do, we do, you do). Peer observations were implemented relating to the explicit teaching of content. At the conclusion of 2025, a decision was made to introduce the Explicit Mathematics Program (EMP) to ensure consistent language and teaching methodology across the school.

Teacher judgements of student achievement in relation to the Victorian Curriculum showed that in Reading from Prep to Year 6, 94% of our students were rated as achieving at or above the age expected level. This is slightly above the Similar Schools average and significantly higher than the State average. In Writing from Prep to Year 6, 90% of our students were rated as achieving at or above the age expected standard. This was equal to Similar Schools and again significantly above the state average. In Mathematics, 90% of students were rated as achieving at or above the age expected level. This was slightly below (-2%) the Similar Schools average of 93% but above the state average of 84%.

NAPLAN results for Reading in both Year 3 and Year 5 were a highlight with 93% and 90% of students receiving a Strong or Exceeding proficiency level, both above Similar Schools and significantly higher than the State average. In Mathematics for both Year 3 and Year 5 cohorts, 87% and 83% of students respectively received a Strong or Exceeding level of proficiency, both also above Similar Schools and significantly higher than the state average.

### Wellbeing

Following the introduction of the Berry Street Education Model (BSEM) in 2024, the remaining two days of training were completed by staff in 2025. New and returning staff were also given the

opportunity to train in the BSEM as we wanted to ensure the consistency of practice across our whole school. We were aware that only through a committed and well-resourced whole school approach, would we be able to embed BSEM deeply into the fabric of our school community.

The BSEM was selected as a Tier 1 wellbeing approach to complement our existing success with the Resilience, Rights and Respectful Relationships program as well as Consent Education. We are working towards developing a whole school Scope and Sequence for Social and Emotional Learning that encompasses RRRR, BSEM and Consent learning. BSEM aligns with the values of our school; Belonging, Respect, Responsibility and Resilience. This trauma-informed perspective allows educators to create a safer, more supportive environment that promotes student well-being through daily welcoming circles, positive primers and many varied and engaging brain breaks. This approach helps to build both academic success and stronger relationships. Funding in the Mental Health Menu was utilised for the Berry Street Education Model (BSEM) training.

Co-leading the implementation of the Berry Street Education Model (BSEM) across the school was our Mental Health and Wellbeing Leader (MHWL), whose role was introduced at the start of 2024. The MHWL worked alongside our Wellbeing Learning Specialist for this process.

At FWPS we have a dedicated Wellbeing room that allows students to reset if and when required. Each break it is available for selected students as a chill out space for students who struggle in the yard.

Our school values of Belonging, Respect, Responsibility and Resilience are revisited at the start of each year, and each term we take a deep dive into one of the values.

2025 was the third year of our work under the Disability Inclusion model, and the year saw significant success in achieving Tier 3 funding of numerous students. Our professional learning also included a strong focus on building staff knowledge and capacity to provide universal adjustments for Tier 1 and 2 students, alongside the adjustments for Tier 3 students. Tier 2 funding provided for staffing to deliver this training and to work alongside staff with these adjustments. Personal adjustment plans or safety plans were written for students who may be neurodiverse, struggle with self regulation or are a safety risk. These plans are shared with families so they can have input and also share strategies that work for their child.

Results for the two wellbeing data factors from the Student Attitudes to School Survey (Sense of Connectedness and Management of Bullying) indicate that Footscray West PS is performing below both Similar Schools and the State average. These will remain key areas of focus in 2026. Student forums at the end of 2025 provided insight into the specific areas for the Wellbeing Team and staff to target.

## Engagement

In 2025, we had an average of 17 absence days for each child across all year levels. Our school figure for student absences was comparable to Similar Schools (17.7 days) and well below the State average of 21.5 days.

Where students have been absent, the Wellbeing and Administration teams work collaboratively to ensure that every absence is accounted for and explained. Longer term absences are investigated and families supported if the student absence is related to issues the school can assist with.

In 2025, FWPS had a figure of 26% of students absent (for all reasons) for 20+ days. This compares as slightly stronger than Similar schools (31%) and Network schools (30%) and markedly stronger compared to the State schools average (38%).

Through the introduction of The Berry Street Education Model in 2024, we have initiated a new whole school approach to building a caring community. This has been coupled with the development and implementation of new vision and values to provide a simple and effective framework to enable a fair and consistent approach for all.

Through Year 1 to Year 6 student leadership opportunities, including Junior School Council, Marrung indigenous cultural leaders, the Environment Team and Year 6 Captaincy Leaders, there is widespread opportunity for students to engage in events and cultural experiences. Each group is supported by staff leaders and have regular opportunities to develop ideas from initiation to culmination.

Lunch time clubs provide daily opportunities for students to engage in a variety of interests and help students who may need assistance in developing relationships through shared interests. These clubs are rotated across the terms and are run by staff. There is a dedicated lunchtime 'Chill Club' for identified students who struggle with the busy, noisy school yard and need a quiet space.

## Other highlights from the school year

In 2025 we managed a major building project and the many implications that related to this. The construction of a new gymnasium, food technology, music, canteen and meeting spaces, along with student and adult bathroom facilities, necessitated the demolition of the old Gecko gym building prior to construction. Due to the loss of this building and the requirements for a construction zone for the entire 2025 school year, we also lost access to Emu Corner, a school owned building that served as our OSHC home base and our Performing Arts specialist space, as well as a significant area of the playground. Having a major building site happening within the school caused significant challenges throughout the year. Through strategic planning and the resilience and positive attitude of staff and students, we managed these disruptions effectively, all the time marveling at the huge building being constructed before our eyes. We look forward to using the wonderful new Eagle Building from the beginning of 2026.

## Financial performance

While Footscray West PS held a strong financial position in 2025, we continued to make a significant financial commitment beyond our current funding base to meet the needs of our students, staff, and community. Our 2025 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities, including those in teaching and learning as well as wellbeing.

Our relief teaching costs were significant but contributed to our educational programs continuing to run, with grade splits being a rare occurrence. To support an overall spend of approximately \$380,000, we completed a credit to cash conversion of \$212,000 from the Student Resource

Package. An additional credit to cash transfer of \$237,000 was made to support additional school programs and resources such as the Musical Futures specialist music program and the gymnasium LED screens. Additional significant facilities projects included the refurbished Crocodile toilet block, installation of turf near the buddy bus stop, improved fencing, air-conditioning of the Gallery & Library spaces in the Dingo building, the beautification of our shipping storage containers with bright and colourful murals. Significant funds held in our high-yield account at the close of 2025 have been designated by the School Council for capital works projects that were intentionally deferred until the conclusion of the Eagle building redevelopment. With those major works now complete, planned projects, including outdoor court resurfacing, new play equipment, a wet sandplay area, and gazebo refurbishment, will move forward as part of the school's next phase of site improvement.

The Disability Inclusion Profile funding (Tier 3), along with additional Tier 1 and Tier 2 funds, enabled us to provide an inclusive, equitable learning program, enhanced by Education Support Staff and teaching staff. The Mental Health in Schools program funding (MHIPs) was allocated against a fulltime teacher. The Schools Mental Health Fund continued to support professional learning for our staff in the Berry Street Education Model. Psychs in Schools also partnered us to provide support to limited students, totalling in excess of \$20,000. Equity funding of approximately \$72,000 contributed to a Literacy Specialist working 0.6 in the senior school area to support teacher planning and at-risk students in literacy. Receiving an allocation of funds for the staffing of our TLI (Tutor Learning Initiative), the school topped this allocation up to allow us to have a staff member working on full time on Literacy and Numeracy intervention with the students.

Footscray West Primary School's total Student Resource Package was approx \$7.5 million, with around only 65% of families making a curriculum contribution. The outsourcing of our OSHC program was able to continue throughout the building works, providing a significant licence fee to the benefit of the school. In light of this, FWPS still managed to report a sound financial position, but are cautious entering into the next financial year.

Additional organisations that FWPS have contracts with include Premier Waste (waste collection and sanitation), PSW (school uniforms), TK Tuckshop (canteen), Soundgarage (user-pays music program) and Musical Futures (in-school music program).

**For more detailed information regarding our school please visit our website at  
<https://www.fwps.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 673 students were enrolled at this school in 2025, 315 female and 357 male. 14% had English as an additional language and 1% 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**.


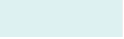

### Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	81.8%	
	Similar schools	77.6%	
	State	82.0%	

### School Staff Survey


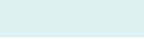




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.1%	
	Similar schools	79.2%	
	State	77.4%	

## LEARNING


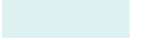


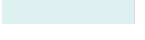
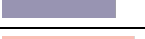
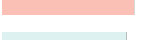

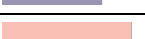



### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>94.0%</b>	
	Similar schools	93.3%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>90.4%</b>	
	Similar schools	92.8%	
	State	84.2%	

## NAPLAN

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


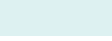


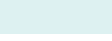

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>92.6%</b>		<b>86.4%</b>
	Similar schools	82.6%		82.5%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>90.1%</b>		<b>88.2%</b>
	Similar schools	86.3%		86.1%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.2%</b>		<b>82.4%</b>
	Similar schools	82.1%		81.0%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>85.2%</b>		<b>85.6%</b>
	Similar schools	83.4%		82.1%
	State	69.1%		68.1%

## NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


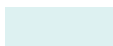

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>70.5%</b>	
	Similar schools	75.9%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>76.6%</b>	
	Similar schools	73.7%	
	State	74.0%	

## WELLBEING


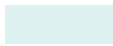

### Student Attitudes to School – Sense of Connectedness

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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>70.5%</b>		<b>73.1%</b>
	Similar schools	75.4%		76.6%
	State	77.1%		77.3%

### Student Attitudes to School – Managing 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>73.7%</b>		<b>75.2%</b>
	Similar schools	74.5%		75.4%
	State	76.4%		75.8%

## ENGAGEMENT




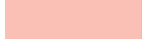



### Average absence days per student

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

		2025	4-year average
<b>Prep - 6</b>	<b>School</b>	<b>17.0</b>	<b>18.3</b>
	Similar schools	17.7	18.1
	State	21.5	21.7

### Attendance rate

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

		2025	
<b>Prep</b>	<b>School</b>	<b>92.8%</b>	
<b>Year 1</b>	<b>School</b>	<b>93.2%</b>	
<b>Year 2</b>	<b>School</b>	<b>92.0%</b>	
<b>Year 3</b>	<b>School</b>	<b>88.4%</b>	
<b>Year 4</b>	<b>School</b>	<b>91.9%</b>	
<b>Year 5</b>	<b>School</b>	<b>90.5%</b>	
<b>Year 6</b>	<b>School</b>	<b>91.1%</b>	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$6,536,179
Government Provided DET Grants	\$1,116,297
Government Grants Commonwealth	\$0
Government Grants State	\$2,250
Revenue Other	\$105,368
Locally Raised Funds	\$583,679
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,343,773</b>

Equity	Actual
Equity (Social Disadvantage)	\$72,236
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$72,236</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$6,364,157
Adjustments	\$0
Books & Publications	\$12,636
Camps/Excursions/Activities	\$156,598
Communication Costs	\$13,111
Consumables	\$166,915
Miscellaneous Expenses <sup>2</sup>	\$32,215
Agency Staff	\$14,882
Professional Development	\$19,185
Equipment/Maintenance/Hire	\$106,749
Property Services	\$115,809
Salaries & Allowances <sup>3</sup>	\$414,055
Support Services	\$142,348

Expenditure	Actual
Trading & Fundraising	\$32,696
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$22
Utilities	\$44,997
<b>Total Operating Expenditure</b>	<b>\$7,636,375</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$707,398</b>
<b>Asset Acquisitions</b>	<b>\$159,242</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,615,396
Official Account	\$15,344
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,630,739</b>

Financial Commitments	Actual
Operating Reserve	\$212,036
Other Recurrent Expenditure	\$33,898
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$217,110
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	\$843,000
Maintenance - Buildings/Grounds < 12 months	\$4,400
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,310,444</b>

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