

# 2025 Annual Report to the School Community

School Name: Westgrove Primary School (5365)



- 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 17 March 2026 at 10:21 PM by Christopher Gatt (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 17 March 2026 at 10:22 PM by Christopher Gatt (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

Westgrove Primary School was established in 1995 and is located within the City of Wyndham on the land of the Bunurong People.

#### School Demographic

In 2025, we have approximately 525 students enrolled who are spread across 24 classes. We have either three or four classes at every year level from Prep to Grade 6.

We have a diverse student population, with 40% being from be disadvantaged background, 39% are EAL, 4% Aboriginal, 22% flagged for NCCD and a number of students in Out of Home Care. The Student Family Occupation Index (SFO) is 0.5981 and the Student Family Occupation and Education Index (SFOE) is 0.4977. We work tremendously hard to support all students to have access to the education they deserve.

#### Westgrove Primary Schools Intention, Vision and Values

Our intent at Westgrove Primary School is for our students to have the skills needed to participate in society in a meaningful way, which are articulated in our school vision and values. This is important because many of our students need real life skills in order to break the cycle of poverty and disadvantage and take full advantage of what is on offer.

- **Vision:** Westgrove Primary School is a safe, inclusive and supportive community that empowers students with the tools to reach their individual potential.
- **Values:** At Westgrove Primary School we are a diverse community who value Respect, Inclusion, Learning and Safety. These values underpin our decision making and guide the behaviours of all members of our school community.
- **Motto:** The school motto “Together We Grow” underpins the core aim of working together to build a purposeful learning community.

#### School Strategic Plan (SSP) Goals

Our current Strategic Plan goals are to ***‘maximise the learning growth of every student’*** and ***‘strengthen the health and wellbeing of all students’***. We are working towards these goals by:

- Building staff capacity to utilise data to cater for the needs of all learners and to use a range of high impact teaching strategies
- Designing and implementing a whole school approach to student voice and agency in classroom learning experiences.
- Refining and embedding the school’s instructional models for teaching and learning and the School Wide Positive Behaviour Support (SWPBS) framework.
- Strengthening partnerships between school and the wider community.
- Adapting and refining the school’s inclusive practices.

## **Teaching and Learning**

At Westgrove Primary School our instructional model is based on the Workshop Model, which has the Gradual Release of Responsibility (GRR) embedded within it. Over the last few years, the school has focused significantly on improving outcomes in reading. This encompassed improving teacher understanding and instruction and increased student and community engagement. This narrow focus saw improved results in this area. In the last 18 months our school has pivoted its focus to improving our practice and results in Mathematics, which is being supported by the work currently being undertaken within the Wyndham network.

All teaching staff are active participants in high functioning Professional Learning Communities (PLC), which operate in bands across the school. The PLCs support our staff in taking collective responsibility for all students. More recently the PLC focus has been on improving teacher knowledge and trying new practices to improve student learning whilst building teacher capacity in Mathematics and Inclusive Classroom practices.

Our specialist program includes PE, Italian, STEM, Visual Arts and Performing Arts. Additionally, we have an EAL specialist teacher and intervention teacher/s who support those at risk in either English or Mathematics or stretching those students working well above the expected level.

The school also integrates the latest technology as a tool to support learning, including iPads, laptops and a range of STEM resources. Interactive whiteboards and LCD screens are available throughout the learning spaces.

## **Engagement, Wellbeing and Inclusion**

The School Wide Positive Behaviour Support (SWPBS) initiative combined with the Berry Street Education Model (BSEM) underpin our approach to wellbeing. The school community has a strong focus on explicitly teaching students the expected behaviours and attitudes aligned with our school values. We are committed to improving student attendance rates and have sound strategies in place for tracking and the follow up of student absences.

Our students have a range of leadership opportunities which include our formal leadership position (School Captaincy, House Leaders and Student Voice Leaders) and our Better Buddies and Community Service programs.

In 2024, our school is in its second year of implementation of the Disability Inclusion model, as well as the Side-By-Side Pilot program which aims to improve the attendance and achievement of our students with significantly low attendance.

## **Facilities**

Our grounds have three designated play equipment areas, a synthetic sports area, a gymnasium, well-resourced library, daily canteen and well furnished classroom buildings. In addition, we have a swimming pool on school grounds, which we are in a joint use agreement with Paul Sadler Swimland. Our students regularly access swimming programs as do several local schools who hire the facility. Throughout 2025, we had a significant number of improvements on our grounds, including the building of a Kindergarten on our School Site (KoSS). We are proud of the Indigenous garden we have established in recent years. It includes a meeting place, a culturally significant sculpture and planting as well as signage which has been created by our Indigenous student population.

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

### Learning

In 2025, the school's key learning focus within the Annual Implementation Plan (AIP) was to strengthen staff capacity in the High Impact Teaching Strategies (HITS). This work supported the implementation of the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and aimed to enhance the school's ability to meet the learning needs of priority student cohorts.

To support this focus, the school launched a revised Scope and Sequence in 2025. This included semester-based units of study in both English and Mathematics, aligned with the Victorian English 2.0 and Mathematics 2.0 curriculum. These changes supported greater consistency in curriculum delivery and strengthened planning across year levels.

The school also refined its Professional Learning Community (PLC) practices. PLC leaders were upskilled in the FISO Improvement Cycle, data boards were introduced to support evidence-based discussions, and the length of PLC cycles was extended to allow for deeper inquiry. Throughout Semester 2, PLCs focused on improving teacher practice in alignment with key elements of the VTLM 2.0.

Staff continued to develop and strengthen their collective understanding of inclusive teaching practices. Teachers developed and monitored Individual Education Plans (IEPs) for targeted students and implemented a range of support plans to ensure all students could access learning and feel safe and supported within the school environment.

Analysis of the school's Learning data within the Annual Report indicates that student outcomes in 2025 remained close to or above those of similar schools. Key results include:

- English Teacher Judgement improved from 2024, with 74.9% of students performing at or above the expected level.
- Mathematics Teacher Judgement improved from 2024, with 79% of students performing at or above the expected level.
- the proportion of students achieving Strong or Exceeding proficiency levels in NAPLAN Reading was well above similar schools in Year 3 (64.2%) and Year 5 (68.8%).
- the proportion of students achieving Strong or Exceeding proficiency levels in Year 3 (49.1%) and Year 5 (59.7%) for NAPLAN Numeracy was close to or above similar schools, though below the state average.
- the proportion of students achieving High or Medium Relative Growth (Year 3-5) in NAPLAN for both Reading and Numeracy was similar across both areas, but slightly below similar school and state benchmarks.

## Wellbeing

In 2025 the school's wellbeing focus within the Annual Implementation Plan (AIP) was to continue to build staff capacity to intentionally use the High Impact Wellbeing Strategies (HIWS) to meet the needs of all learners and build our collective capacity to identify and respond to children requiring health and wellbeing interventions and supports.

To support the progress in this area, we utilised our learnings from the Berry Street Education Model (BSEM) and School Wide Positive Behaviour Support (SWPBS) to enhance our wellbeing practices. This included the implementation of a Continuum of Response to Behaviour, which brings together our Tier 1 Wellbeing practices that create positive learning environments and strategies for Unconditional Positive Regard when responding to behaviour.

We continued to utilise school-based student surveys, where teams used the data to work collaboratively on a common goal across the cohort and target the SEL curriculum to their cohort need, as well as individual classes working towards their own goal based on their class data.

In addition, our wellbeing team's internal processes were revised and reviewed. The team met weekly to review various data sets, including student absence, student referrals, Disability Inclusion, welfare supports, etc. From there, the team triaged cases and allocated a 'go-to' person within the wellbeing team. This then contributed to the work with our Student Referral Pathways.

Staff partook in a range of professional learning, including Berry Street Training, Mental Health supports and predictable routines to support the understanding and practice improvement that occurred in the Wellbeing space in 2025.

Analysis of the school's Wellbeing data within the Annual Report indicates that student outcomes in 2025 continued to sit well above both similar schools and state results. Both factors (Sense of Connectedness and Managing Bullying) within the student Attitudes to School Survey maintained a minimum of 83% positive responses.

## Engagement

In 2025 one of the Annual Implementation Plan (AIP) goals continued to be around improving student attendance, through the refinement and consistent implementation of the school's attendance practices and procedures.

To support the work in this area, we pivoted our attendance focus to positive promotion of being at school and implemented a more rigorous and systematic attendance tracking system and data cycles. This included revisiting the way in which student attendance data was tracked and how improvement was celebrated. We began to share our weekly attendance rate with the school community, which included the daily year level breakdown. Families also received attendance emails at the end of each attendance cycle, which outlined how their child's attendance was tracking for the year and acknowledged positive improvements that may have been made from the last cycle. Celebrating and acknowledging student attendance continued to be a focus with our weekly Attendance Cup, termly Principal's lunch, student raffles and class attendance awards. A number of student engagement programs, that sit within the community which sit outside of the standard curriculum areas.

We continued to refine and improve our inclusive practices and strengthen our Disability Inclusion (DI) team. This work ranged from the quality of Individual Education Plans (IEPs), how adjustments for students are implemented and recorded, the range of support plans being utilised to support student inclusion to a systematic approach to students accessing therapies provided by allied health services on our school site. Collectively, this work has enabled us to offer varying supports in the Tier 2 and Tier 3 space for identified students, such as a school psychologist and speech therapy provider.

In addition, we heavily focused our attention in supporting families being faced with external barriers which are impacting on their child/ren's school attendance. We extended our Breakfast Club program, offered free food items to families on a weekly basis through the Foodbank program and worked collegiately with social workers (e.g. Side by Side program) and allied health agencies to enable students and their families to access the supports they may need.

When reviewing the school's Engagement data specifically within the Annual Report, the average number of days absent across the school is below similar schools, however above the state average. When reviewing the breakdown of each year levels attendance rate, there was an improvement in student attendance across Years 1-4 from 2024 to 2025.

## Other highlights from the school year

### Financial performance

Westgrove Primary School maintained a sound financial position throughout 2025 and continued to spend funds on both human and physically resourcing student programs and maintaining and updating the physical environment.

In 2025, Westgrove Primary School received Equity, Tutor Learning Initiative (TLI) and Tier 2 Disability Inclusion Funding. We invested a significant portion of these funds on our staffing profile. This included:

- having two Leading Teachers (P-3 & 4-6/Specialists teams) out of the classroom and two Learning Specialists (English and Mathematics) partly out of the classroom building staff capacity in line with school targets and student needs. In addition, PLC leaders were released for additional time to engage in frequent professional learning.
- increasing the profile of the Wellbeing, Inclusion and Welfare team, which included engaging with Speech Pathology for Schools, where the school had access to a speech pathologist onsite two-days per week for Semester 2.
- building the capacity of our new to the profession teaching staff as approximately a third of our classroom teachers are in their first 3 years of teaching.
- smaller class sizes across the school, particularly in Grade Prep.

- additional Education Support staff to support learners in the classroom, school yard and with more significant medical or behavioural interventions.

We also spent a significant portion of our funds on the following physical resources:

- refurbishment of the administration building.
- installing a new Prep-2 Playground.
- related groundworks that were incurred as a result of Westgrove Kindergarten being built on the school site.
- painting several spaces, including the Wellbeing Hub, shade sail posts and the rotunda in the school grounds.
- new carpet in the wellbeing hub, Rooms 5 & 6 and flooring in the gym foyer.
- purchasing book packs for every student across the school.
- IT equipment across the school.

Additional funding considerations include that Westgrove Primary School is in a Joint Use Agreement with Paul Sadler Swimland. At the end of 2025 the Swimland Holding Account (capital reserve for pool works) held \$40,779.99.

The School Council of Westgrove Primary School testifies that all funds received have been expended or committed to subsequent years to support the achievement of educational outcomes for students at the school.

**For more detailed information regarding our school please visit our website at  
<https://www.westgrps.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 506 students were enrolled at this school in 2025, 250 female and 256 male. 41% had English as an additional language and 5% 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 **High**.


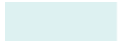

### Parent Satisfaction Summary

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	86.6%	
	Similar schools	80.8%	
	State	82.0%	

### School Staff Survey


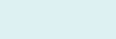


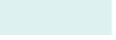

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.6%	
	Similar schools	73.3%	
	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>74.9%</b>	
	Similar schools	76.4%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>79.0%</b>	
	Similar schools	72.0%	
	State	84.2%	

## NAPLAN

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


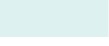


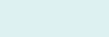

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>64.2%</b>	<b>61.5%</b>
	Similar schools	58.9%	58.0%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>68.8%</b>	<b>70.8%</b>
	Similar schools	63.9%	64.7%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>49.1%</b>	<b>57.1%</b>
	Similar schools	50.9%	51.7%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>59.7%</b>	<b>55.5%</b>
	Similar schools	55.9%	54.9%
	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.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>71.7%</b>	
	Similar schools	70.6%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>69.0%</b>	
	Similar schools	72.0%	
	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>84.5%</b>		<b>84.0%</b>
	Similar schools	77.8%		77.3%
	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>83.2%</b>		<b>76.9%</b>
	Similar schools	77.1%		76.3%
	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>23.0</b>	<b>24.5</b>
	Similar schools	24.9	25.3
	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>88.2%</b>	
<b>Year 1</b>	<b>School</b>	<b>87.9%</b>	
<b>Year 2</b>	<b>School</b>	<b>90.7%</b>	
<b>Year 3</b>	<b>School</b>	<b>89.2%</b>	
<b>Year 4</b>	<b>School</b>	<b>90.4%</b>	
<b>Year 5</b>	<b>School</b>	<b>87.9%</b>	
<b>Year 6</b>	<b>School</b>	<b>85.6%</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	\$6,255,662
Government Provided DET Grants	\$937,111
Government Grants Commonwealth	\$0
Government Grants State	\$6,500
Revenue Other	\$145,420
Locally Raised Funds	\$348,736
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,693,429</b>

Equity	Actual
Equity (Social Disadvantage)	\$688,832
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$688,832</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>	\$6,218,440
Adjustments	\$0
Books & Publications	\$6,354
Camps/Excursions/Activities	\$106,487
Communication Costs	\$4,042
Consumables	\$67,291
Miscellaneous Expenses <sup>2</sup>	\$662,904
Agency Staff	\$0
Professional Development	\$29,343
Equipment/Maintenance/Hire	\$194,750
Property Services	\$73,790
Salaries & Allowances <sup>3</sup>	\$99,092
Support Services	\$267,384

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$78,349
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$157,240
<b>Total Operating Expenditure</b>	<b>\$7,965,466</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$272,037)</b>
<b>Asset Acquisitions</b>	<b>\$174,763</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	\$1,206,542
Official Account	\$75,883
Other Accounts	\$95,696
<b>Total Funds Available</b>	<b>\$1,378,122</b>

Financial Commitments	Actual
Operating Reserve	\$291,171
Other Recurrent Expenditure	\$1,041
Provision Accounts	\$122
Funds Received in Advance	\$99,288
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$266,460
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$383,863
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$56,178
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,378,123</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.*