

2024 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 18 March 2025 at 08:18 PM by Christopher Gatt (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 18 March 2025 at 08:18 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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data 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 2024, we have approximately 500 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 42% being from a disadvantaged background and 38% are EAL. The Student Family Occupation Index (SFO) is 0.5981 and the Student Family Occupation and Education Index (SFOE) is 0.4935. 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.

Our school improvement efforts each year have been strategic, focused and narrow. Throughout our current strategic plan, we have seen all our data sets positively improve.

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. 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 2024 the school's learning focus within the Annual Implementation Plan (AIP) continued to be Mathematics. We aimed to build staff capacity to intentionally use the High Impact Teaching Strategies (HITS) to meet the needs of all learners, particularly in Mathematics and to develop, implement and monitor high quality Individual Education Plans (IEPs), which support the learning and wellbeing needs of all learners.

To support the progress in this area, we continued to work with a Mathematics Consultant to implement and refine the Launch, Explore, Summarise lesson structure in Mathematics and collaboratively co-constructed our Instructional Model documentation. Learning Walks were utilised to celebrate success and design future professional learning. We continued to implement frequent and rigorous PLC cycles which were driven by student and teacher goals that were interconnected and focused on the High Impact Teaching Strategies (HITS). As a staff we built our collective understanding of inclusive practices and teachers developed and monitored Individual Education Plans (IEPs) for targeted learners. In addition, we worked on the development of new English and Mathematics Scope and Sequences for implementation in 2025, in line with the English and Mathematics Curriculum 2.0.

When reviewing the school's Learning data specifically within the Annual Report, student outcomes in 2024 continued to be close to similar schools. In relation to our English data, 74% of students performed at or above the expected level in teacher judgement data, compared to similar schools performing at 77%. The percentage of students in the Strong and Exceeding proficiency levels in NAPLAN Reading for both Year 3 (62.1%) and Year 5 (74.2%) is well above similar schools, with Year 5 results sitting above the state average. In relation to our Mathematics data, 75% of students performed at or above the expected level in teacher judgement data, which is comparable to similar schools. The percentage of students in the Strong and Exceeding proficiency levels in NAPLAN Numeracy for both Year 3 (58.3%) and Year 5 (58.4%) is above similar schools, however is below the state averages.

Wellbeing

In 2024 the school's wellbeing focus within the Annual Implementation Plan (AIP) was to build staff capacity to intentionally use the High Impact Wellbeing Strategies (HIWS) to meet the needs of all learners, particularly the strategies related to building student capability and to embed consistent School Wide Positive Behaviour Support (SWPBS) practices across the school.

To support the progress in this area, we implemented our Social and Emotional Learning (SEL) Scope and Sequence, explicitly taught our expected behaviours and embedded a consistent positive behaviour acknowledgement system (Westgroovers), based on relational acknowledgements. We utilised 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. Our internal student and family referral processes were refined to enable the school to support families and provide targeted interventions for students, which included a more rigorous monitoring process. Staff partook in a range of professional learning, including Berry St Training to support the range of work that occurred throughout the year.

When reviewing the school's Wellbeing data specifically within the Annual Report, student Attitudes to School Data for 2024 and the average over the last four years surpasses both our similar schools and the state averages. The student Attitude to School factors within this report are Sense of Connectedness and Management of Bullying. Both these factors have seen an increase in positive responses to these factors between 2023 to 2024, with Sense of Connectedness increasing by 5% (82% to 87%) and the Management of Bullying increasing by 16% (66% to 82%).

Engagement

In 2024 one of the Annual Implementation Plan (AIP) goals continued to be around improving student attendance, through the refinement of our attendance processes. To support the work in this area, we continued the implementation of attendance practices established in 2023. This included the regular review of student attendance with our Wellbeing Priority Team, maintaining cohort attendance data walls, facilitating attendance improvement conversations and plans with families and celebrating and acknowledging student attendance with our weekly Attendance Cup, termly Principal's lunch and raffles. Later in the year we began tracking cohort daily attendance to identify trends that we could then strategically address and refining the programs we had on offer for our senior students to increase their engagement (e.g. Year 6 Electives Program, Wellbeing Wagons during breaks and student led activities during break times).

We continued to refine and improve our Individualised Education Plans (IEP) and Student Support Group (SSG) meetings to facilitate closer relationships with our families and develop a sharp and narrow focus on our students who require additional support. This in turn led to an increase in allied health services providing therapy to a range of learners on our school site.

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 worked collegiately with families, teachers, external agencies and DET personnel to implement the Side-By-Side initiative to support our most vulnerable learners who have low attendance.

When reviewing the school's Engagement data specifically within the Annual Report, the average number of days absent, both in 2024 and the 4-year average, is slightly above similar schools and well above state results, which is not in the direction our attendance data has been heading over the last few years. In contrast, both the school's Parent Satisfaction and School Climate data within the Annual Report have positively improved since 2023 and sit well above state averages. In 2024, the Parent Satisfaction data improved by 5%, whilst the School Climate (Staff Survey) data improved by 7.2% from 2023.

Financial performance

Westgrove Primary School maintained a sound financial position throughout 2024 and continued to spend funds on both human and physically resourcing student programs and maintaining and updating the physical environment.

In 2024, 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 a Leading Teacher (Instructional Leader) support each band (P/1, 2-4 and 5/6) and Learning Specialists (English and Mathematics) to build staff capacity in line with school targets and student needs.
- increasing the staffing profile in the Wellbeing, Inclusion and Welfare team, which included the addition of a part-time school psychologist.
- leading teachers and a full-time classroom teacher implementing TLI across the school.

- smaller class sizes, particularly in Grade Prep.
- additional Education Support staff to support learners in the classroom and school yard.

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

- purchasing book packs for every student across the school.
- devices (including storage) to ensure iPads (Prep-4) and netbooks (Year 5/6) are accessible for students.
- installing shade structure over our basketball court.
- replacing flooring and painting in Rooms 1-4.
- replacing cabinetry in Rooms 1-4 and the Art Room.
- upgrading student furniture for junior classrooms.

Additional funding considerations include that Westgrove Primary School is:

- in a Joint Use Agreement with Paul Sadler Swimland. At the end of 2024 the Swimland Holding Account (capital reserve for pool works) held \$69,011.72.
- setting aside funds for several significant buildings, grounds and maintenance works in the near future. This includes works to the administration building to improve security and access to school grounds and improvements that may be required as a result of Westgrove Primary School Kindergarten (Interim Name).

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 511 students were enrolled at this school in 2024, 256 female and 255 male.

38 percent of students had English as an additional language and 3 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.

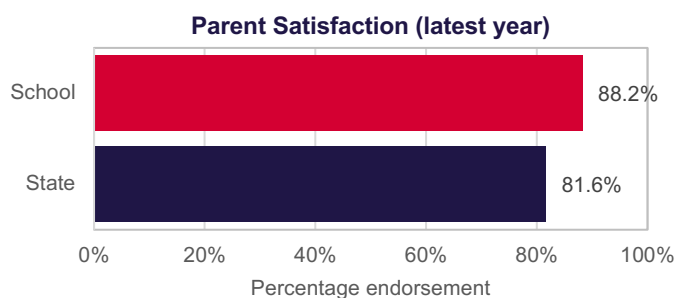
This school's SFOE band value is: **High**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	88.2%
State average (primary schools):	81.6%



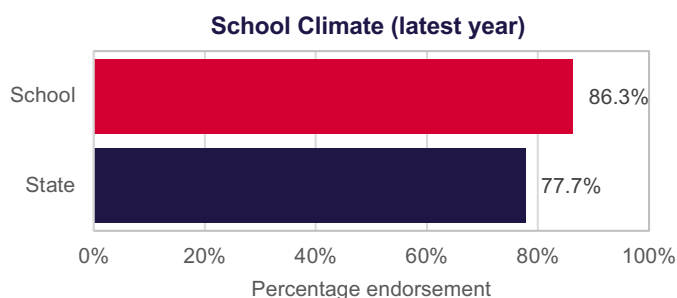
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	86.3%
State average (primary schools):	77.7%



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

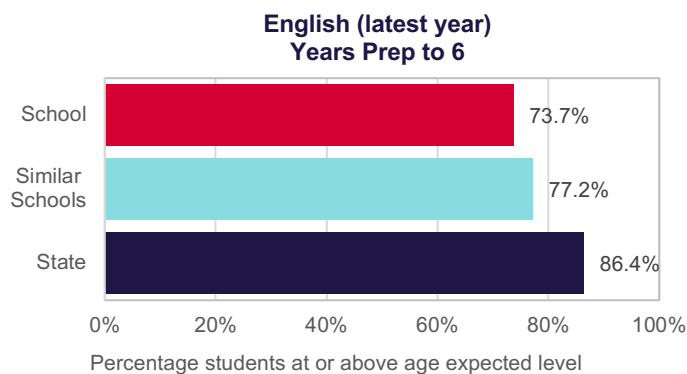
73.7%

Similar Schools average:

77.2%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

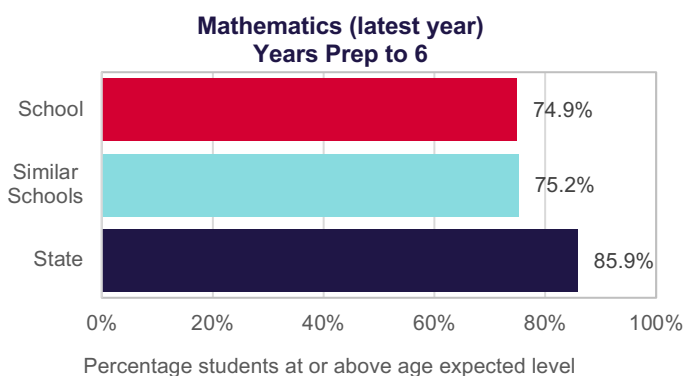
74.9%

Similar Schools average:

75.2%

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.

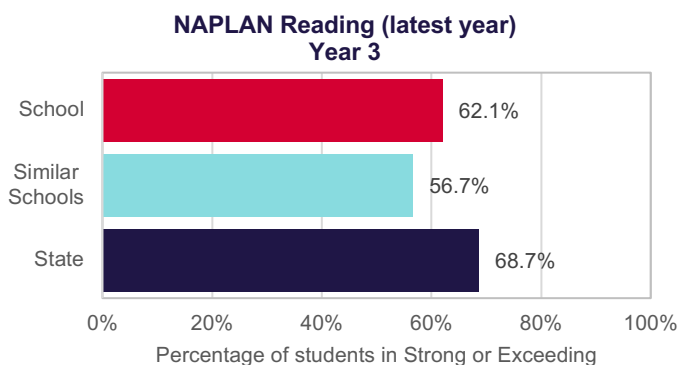
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

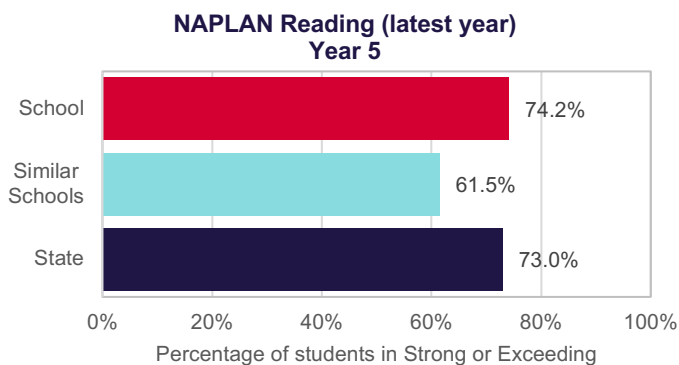
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.1%	60.5%
Similar Schools average:	56.7%	57.6%
State average:	68.7%	69.2%



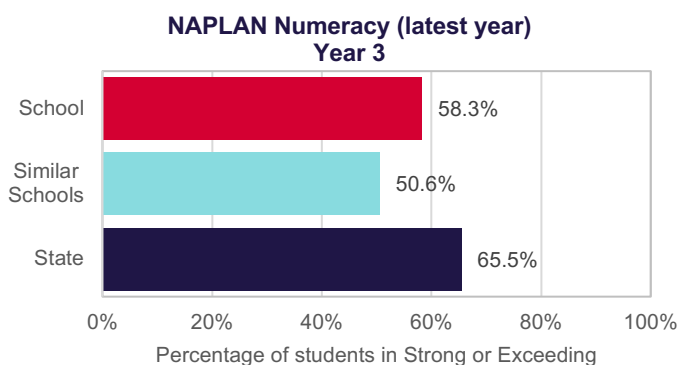
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.2%	71.6%
Similar Schools average:	61.5%	65.0%
State average:	73.0%	75.0%



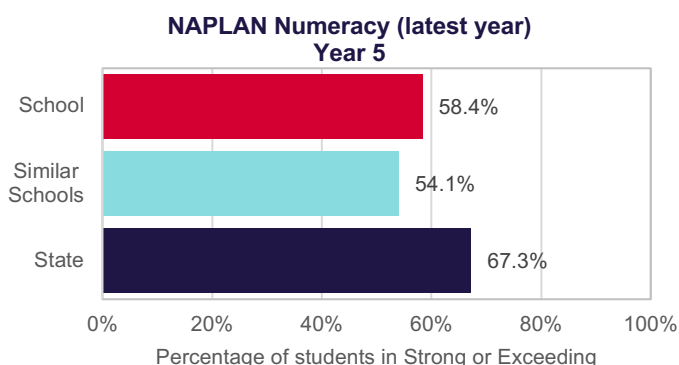
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	60.5%
Similar Schools average:	50.6%	52.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.4%	54.0%
Similar Schools average:	54.1%	54.4%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

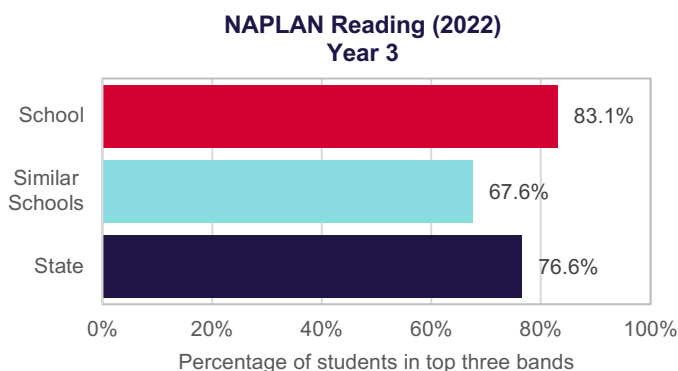
83.1%

Similar Schools average:

67.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

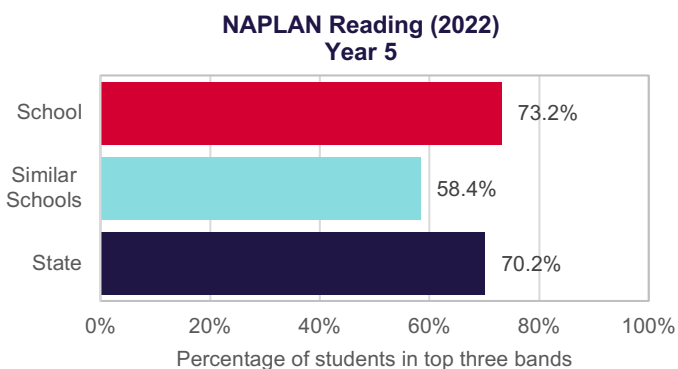
73.2%

Similar Schools average:

58.4%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

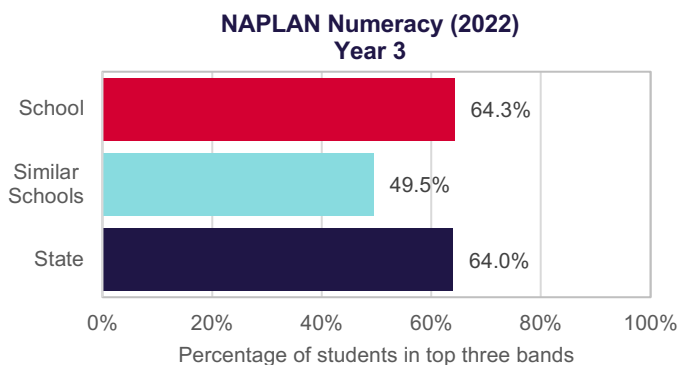
64.3%

Similar Schools average:

49.5%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

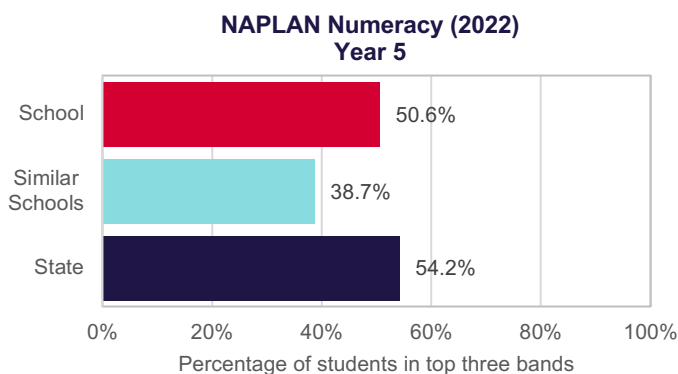
50.6%

Similar Schools average:

38.7%

State average:

54.2%



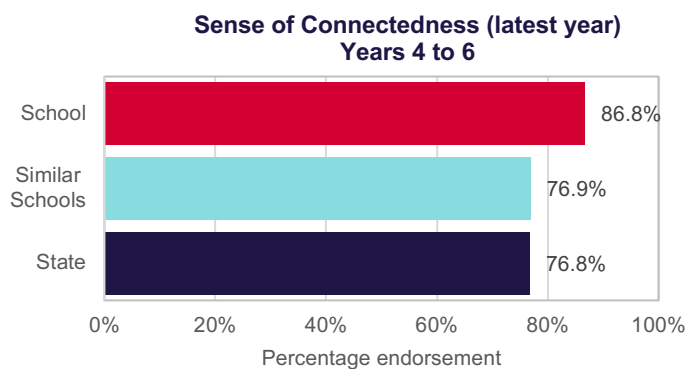
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

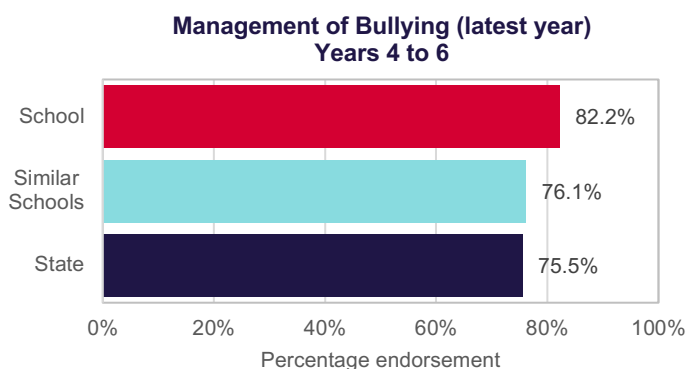
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	86.8%	84.9%
Similar Schools average:	76.9%	77.7%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	82.2%	78.0%
Similar Schools average:	76.1%	76.5%
State average:	75.5%	76.3%



ENGAGEMENT

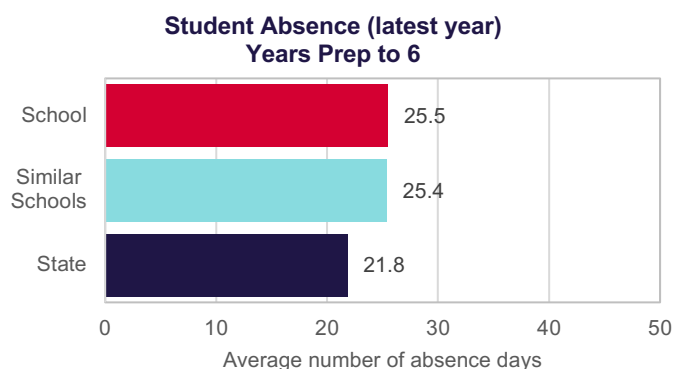
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	25.5	23.7
Similar Schools average:	25.4	23.5
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	87%	89%	87%	89%	89%	86%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,884,954
Government Provided DET Grants	\$918,804
Government Grants Commonwealth	\$0
Government Grants State	\$6,550
Revenue Other	\$193,886
Locally Raised Funds	\$389,383
Capital Grants	\$0
Total Operating Revenue	\$7,393,577

Equity ¹	Actual
Equity (Social Disadvantage)	\$747,168
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$747,168

Expenditure	Actual
Student Resource Package ²	\$6,000,638
Adjustments	\$0
Books & Publications	\$6,951
Camps/Excursions/Activities	\$107,220
Communication Costs	\$3,660
Consumables	\$88,250
Miscellaneous Expense ³	\$51,413
Professional Development	\$25,636
Equipment/Maintenance/Hire	\$276,121
Property Services	\$170,189
Salaries & Allowances ⁴	\$56,206
Support Services	\$238,191
Trading & Fundraising	\$86,653
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$131,784
Total Operating Expenditure	\$7,242,913
Net Operating Surplus/-Deficit	\$150,665
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,769,864
Official Account	\$77,690
Other Accounts	\$121,347
Total Funds Available	\$1,968,901

Financial Commitments	Actual
Operating Reserve	\$208,676
Other Recurrent Expenditure	\$2,935
Provision Accounts	\$122
Funds Received in Advance	\$105,747
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$200,000
Asset/Equipment Replacement < 12 months	\$155,000
Capital - Buildings/Grounds < 12 months	\$230,000
Maintenance - Buildings/Grounds < 12 months	\$224,100
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$652,800
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,779,380

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.