

2023 Annual Report to the School Community

School Name: Bourchier Street Primary School Shepparton
(4742)



- 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 28 April 2024 at 08:41 AM by Gary D'arma (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 May 2024 at 11:50 AM by Annie Manning (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

About Our School

School context

Bouchier Street Primary School is a dynamic and inclusive learning community located in the northern end of Shepparton, a regional city in the North East of Victoria. Our school is dedicated to providing a safe, supportive and challenging learning environment that empowers all students to reach their full potential.

Our vision is that all students are empowered to become lifelong learners and help shape the world around them. Our school values of Respect, Learning, and Contribution underpin all aspects of school life and guide our interactions with each other and the wider community.

With an enrolment of approximately 608 students, Bouchier Street Primary School has a dedicated and experienced staff of 48 teachers, 18 education support staff, and two trainees. Our school is structured into straight-year-level classes and collaborative teacher teams. The school operates as a Professional Learning community, and we work collaboratively to design and deliver high-quality teaching programs tailored to our students' needs. The schools' leadership structure included one Principal, two assistant Principals, two learning specialists and teacher leaders with areas of responsibility in Literacy, Numeracy, well-being and community engagement.

Bouchier Street Primary School is a vibrant and diverse community with a socioeconomic disadvantage (SFOE) of 0.47. Our student population reflects this diversity, with students from various cultural, linguistic, and socioeconomic backgrounds. We value and celebrate this diversity and work hard to create an inclusive and welcoming school community where all students feel valued and supported.

In addition to our core academic programs, Bouchier Street Primary School offers a range of specialists and extra-curricular activities and programs that enhance our student's learning experiences. These include physical education, dance, drama, sport, art, science and technology and community initiatives. Our school is also committed to using technology to support student learning and has implemented various innovative teaching practices and resources to enhance student engagement and achievement.

In summary, in 2023 Bouchier Street Primary School remained committed to its mission to be a vibrant and welcoming learning community committed to providing a high-quality education for all students. We are proud of our school's vision and values, dedicated and experienced staff, and diverse and engaged community.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 is the first year of our new Strategic Plan. In the first year of the new strategic plan the Key Improvement Strategy was focused on the goal of differentiating learning. Differentiation was identified as an appropriate focus as a result of the review conducted in 2022. Our Year Level Professional Learning Communities collaborated around this goal, and professional learning activities were conducted with this focus.

The emphasis on differentiation allowed for an appropriate level of challenge for all learners, and Learning Walk and observation data consistently demonstrated high levels of student participation and enthusiasm.

2023 Learning Highlights:

Innovative Inquiry Tools: Year Four students dived into a world of exploration in respective Inquiry Learning units in 2023. Digital tools including, 'Flip a Clip' and 'Oh Snap' were used for various Digital Storytelling projects. Students loved using stop motion technology to bring their narrative writing to life, and they loved using technology to create their own animated movies. This literacy-based project brought in many other aspects of the curriculum and not only enhanced technological capabilities but also ignited a passion for learning through interactive discovery.

Kidpreneur Program: This financial literacy based learning program empowered students to design, market, and oversee their original business ideas, enhancing their skills in innovation and financial literacy, preparing them for future success. The culmination of their learning was displayed at a Year Five Market day, where the student-led businesses were able to operate, marking a real highlight of the Senior School calendar. The feedback from staff, students and families was extremely positive, demonstrating the importance of making learning authentic.

Specialised STEM Class: 2023 was the inaugural year for our specialised STEM class. We offered STEM classes from Foundation to Year Six, integrating science, technology, engineering, and mathematics into our curriculum. This allowed students to immerse themselves in STEM fields through experiential learning. Student survey and learning outcome data indicate that STEM has quickly become a favourite subject among the student body.

In 2023 we had set learning goals related to Victorian curriculum and NAPLAN results. We had mixed results with many year levels achieving the set goals. Despite the changes in NAPLAN reporting making direct comparisons difficult, achieving just over 50% in the top two bands for Numeracy reaffirms our consistent focus on high-quality numeracy education.

Pleasingly, our school excelled in enhancing teacher collaboration and data analysis capabilities, with scores of 86% and 87% respectively in the School Staff Survey. These achievements, surpassing our targets, are the result of extensive investment in professional learning focused on teamwork, collaboration, and the utilisation of data in planning, helping ensure instruction is data-informed.

Wellbeing

Over the past year, Bourchier Street Primary School has remained committed to prioritising the wellbeing of our students, recognising the crucial role wellbeing plays in their learning and development. Our commitment to fostering a positive and inclusive school environment has been demonstrated through various wellbeing initiatives.

A standout feature of our wellbeing program has been the introduction of Lunchtime Clubs. Acknowledging the diverse interests and social needs of students, these clubs have quickly become an important part of the schools offerings. They provide a safe and engaging environment for students to pursue their interests, forge friendships, and acquire new skills. A large array of clubs, including Art, Technology, Library, Jewellery Making, Chess, and various Sporting Clubs, cater to the broad interests of students. These clubs enrich students' school experience and offer valuable opportunities for every student, ensuring every child feels included and appreciated.

Additionally, our wellbeing initiatives have been significantly enhanced by the consistent use of affective language throughout the school, a practice deeply influenced by learning from Real Schools Pty Ltd. This approach has played a crucial role in developing empathy amongst our students, teaching them to understand and consider the impact of their actions on others. Our staff have participated in a number of professional learning sessions and practiced the use of affective language so that the way we respond to incidents is consistent across the school.

Another key element of our wellbeing strategy this year has been the implementation of The Resilience Project. The introduction of this program, highlighted by a live session from a member of the Resilience Project team, was highly engaging and provided a solid basis for our ongoing discussions about gratitude, empathy, and mindfulness. The weekly lessons associated with The Resilience Project have helped reinforce the learning and principles of the program, aiming to equip students with the tools to build resilience and maintain positive mental health.

These initiatives underscore our commitment to the holistic development of our students. By creating a nurturing environment that supports both their academic growth and personal wellbeing, Bourchier Street Primary School is dedicated to developing well-rounded, resilient, and empathetic individuals. Our focus on wellbeing continues to be a key driver of our community's success, fostering an atmosphere where every student can thrive.

Engagement

In the past year, Bourchier Street Primary School has continued to focus on ensuring that our students were not only attending school but were deeply engaged in their learning. We've built on the foundation set in previous years, recognising the hurdles our students and their families faced, especially in the wake of the Pandemic of 2020 and 2021. In our goal to enhance engagement, the school organised an array of community events, including on-site welcome nights, learning showcases, and celebrations on special occasions like Welcome nights, Mother's Day, Father's Day, and Christmas celebrations. These efforts were all aimed at fostering a stronger connection with our school community, a key component in building a sense of belonging and engagement.

This dedication to improving engagement extended into the classroom. Learning walks and observations, consistently showcased high levels of student engagement. By aligning learning with students' interests and providing a rich, diverse curriculum, students have reported feeling a strong sense of belonging to the schools and enjoyment being in an environment tailored to their curiosity and growth.

On the attendance front, despite concerted efforts to address chronic absences through direct engagement with families, there have been challenges. Last year 27% of our equity-funded students had more than 30 days of absence, and the average absence rate among Aboriginal students stood at 26.9 days. These figures, while showing a need for improvement, also highlight the critical importance of our ongoing work with families and the broader community to address attendance issues.

The introduction of MAPPEN as a tool for enhancing our humanities curriculum was a significant change this year, aimed at improving delivery and engagement. Feedback from the Parent Opinion Survey provides a nuanced view of our efforts: 94% positive feedback on decision-making opportunities for students and 87% on developing responsibility, yet only 71% on organisational skills related to homework and schoolwork management. These insights offer valuable direction for future initiatives, particularly in enhancing our "learning to learn" program to better support students' organisational skills.

The schools journey over the past year has been one of learning, growth, and reflection. The data and feedback that has been gathered will guide future strategies for attendance, and engagement, and provide students a voice in their education.

Other highlights from the school year

Bourchier Street Primary School had another great year filled with numerous highlights that created memorable experiences for our students, their families, and the broader community.

Camps remained a focal point of excitement and learning. Students embarked on adventures to Melbourne for a city-based experience, Aireys Inlet for a surf camp, and the engaging outdoor environments of Toolangi and Gundiwindi. These camps allowed students to partake in a variety of outdoor activities such as surfing, canoeing, rock climbing, and archery.

This year, a senior school production was conducted for the first time since prior to the 2020 pandemic. This event was met with positive feedback from the school community. This event showcased the incredible talents of students, helped to develop a sense of community spirit and highlighted the importance of the arts in education.

In addition to camps and special events, cultural diversity and inclusivity was celebrated through Harmony Day, and a love of reading nurtured during Book Week. These celebrations were key opportunities for students to engage with the wider world and develop a greater understanding of the community around them.

Reflecting on the year, Bourchier Street Primary School has offered many positive and formative experiences to our students. This platform provides a solid base to be able to build on and continue to create an enriching and supportive environment for students in the years to come.

Financial performance

Bourchier Street Primary School, Shepparton, concluded the previous year in a strong financial position, underpinned by effective management and strategic resource allocation. The school's total operating revenue amounted to \$7,730,134. Funding sources included the Student Resource Package, DET Grants, and locally raised funds.

At the close of the previous year, Bourchier Street Primary School maintained a robust financial position, adeptly managing its resources to support its educational and infrastructural objectives.

Significant financial commitments were made towards enhancing the school's educational and physical environment. This included investments in school-based programs, maintenance and minor works, and long-term capital projects such as IT planning and building/grounds maintenance, demonstrating a forward-thinking approach to school development and sustainability.

Significant investments included \$126,000 on technological upgrades and security enhancements, with \$40,000 dedicated to new iPads and \$12,000 to a new server, enhancing our digital capabilities. Additionally, infrastructure improvements like \$35,000 for asphalt refurbishment near Block B and \$44,000 on amenities underscore our commitment to a safe and conducive learning environment.

With \$580,378 allocated towards addressing social disadvantage, ensuring that all students have access to quality education irrespective of their socio-economic background the school is committed to playing its part in having equity for all learners.

In summary, Bourchier Street Primary School's financial management over the previous year highlights a balanced approach to operational stability, programmatic excellence, and long-term sustainability, positioning the school well for future challenges and opportunities.

For more detailed information regarding our school please visit our website at bourchierps.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 603 students were enrolled at this school in 2023, 268 female and 335 male.

19 percent of students had English as an additional language and 13 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).

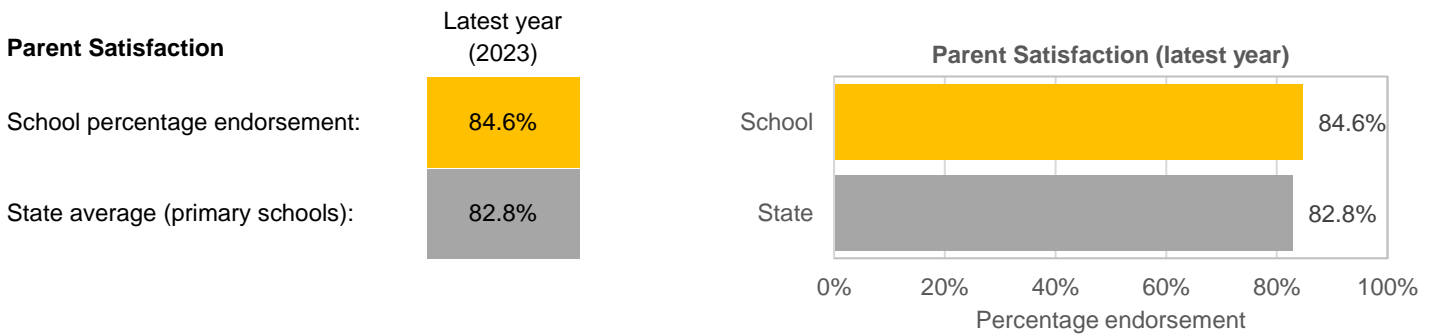
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

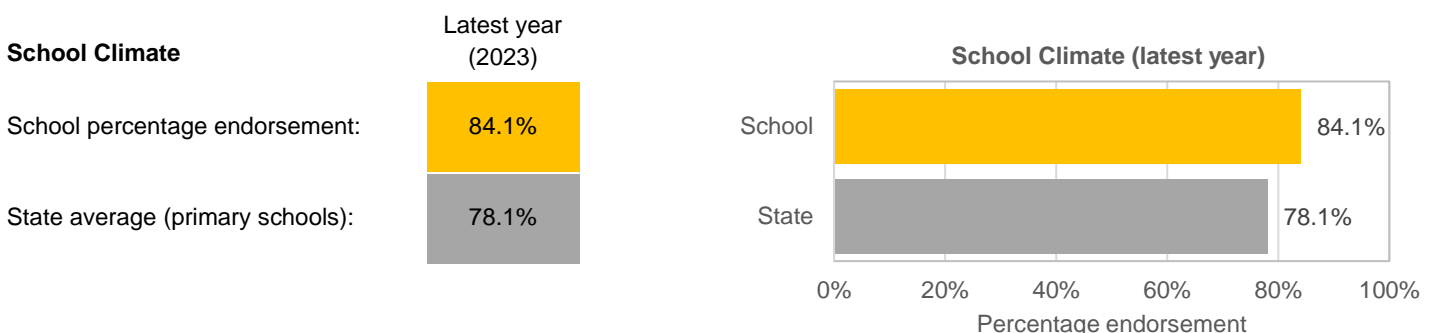


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

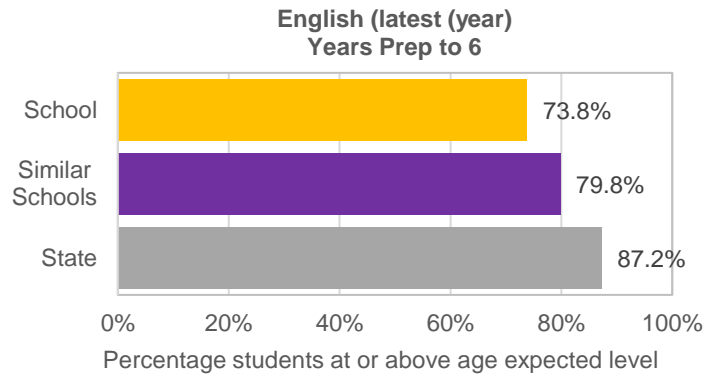
73.8%

Similar Schools average:

79.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

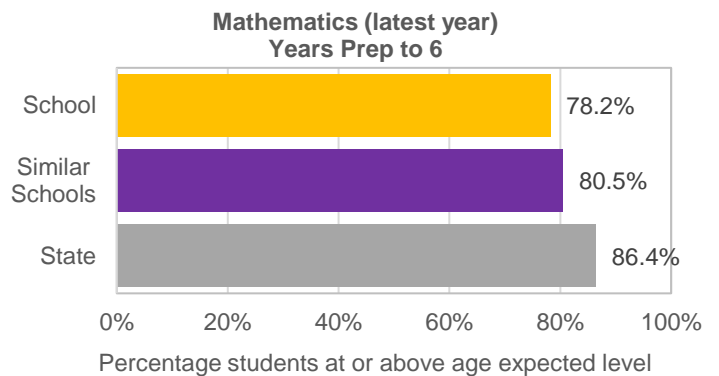
78.2%

Similar Schools average:

80.5%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

43.8%

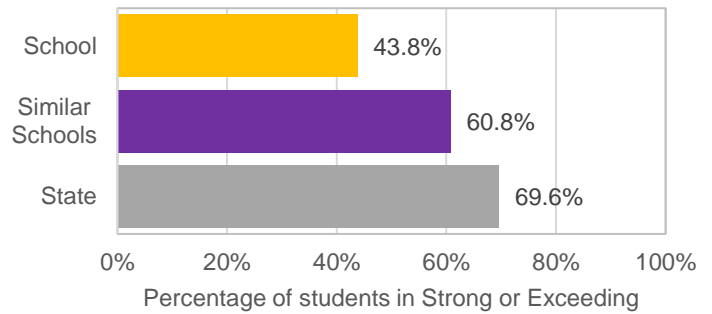
Similar Schools average:

60.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.8%

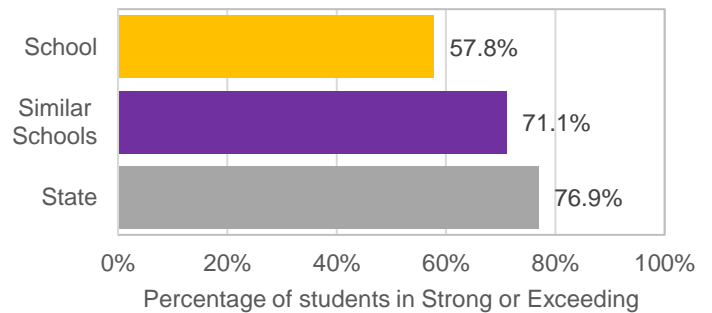
Similar Schools average:

71.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.4%

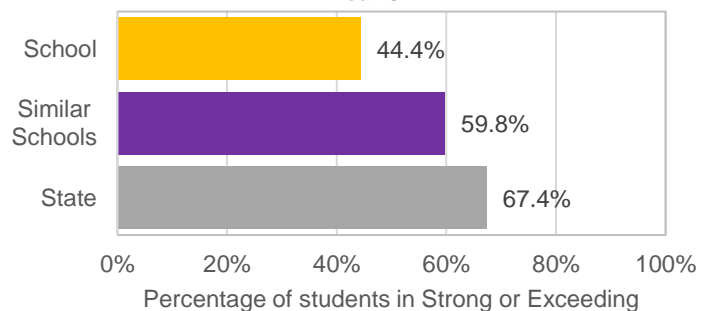
Similar Schools average:

59.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

38.7%

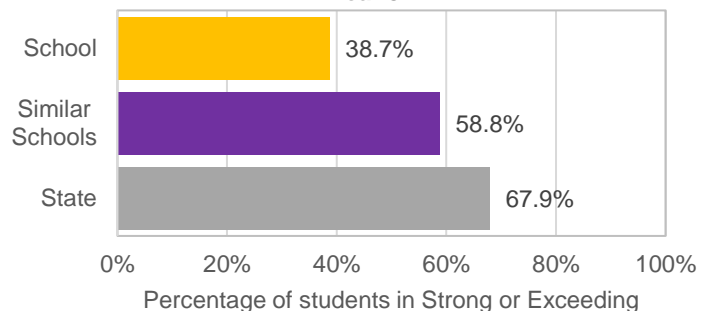
Similar Schools average:

58.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

55.1%

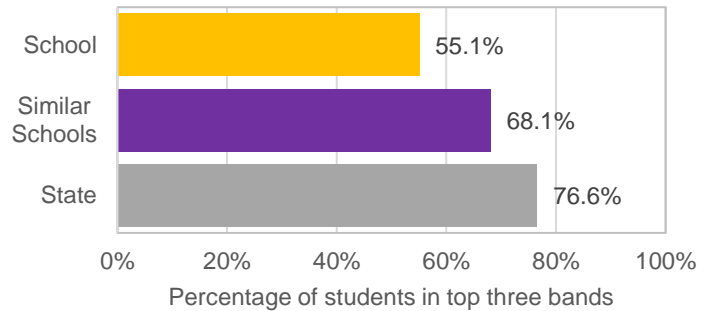
Similar Schools average:

68.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.7%

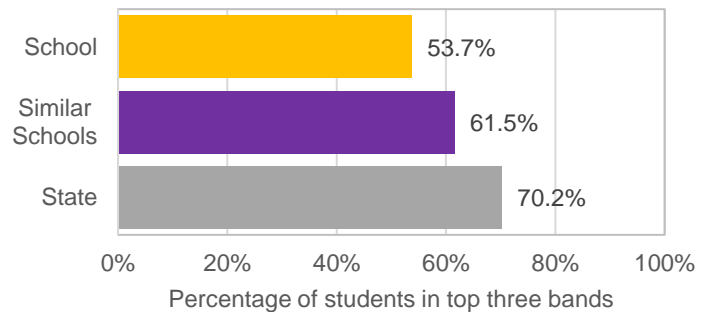
Similar Schools average:

61.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

46.1%

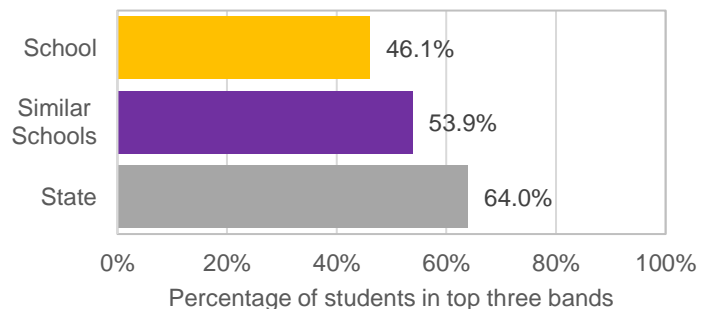
Similar Schools average:

53.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.2%

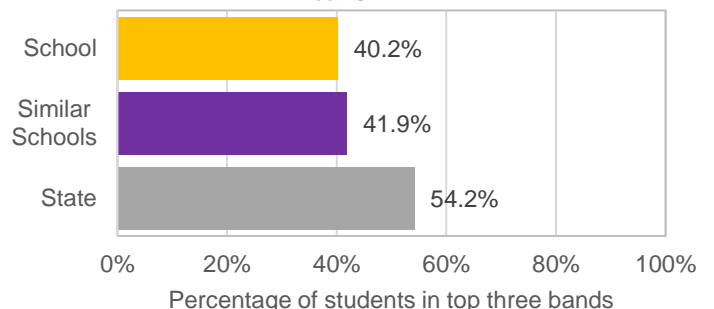
Similar Schools average:

41.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

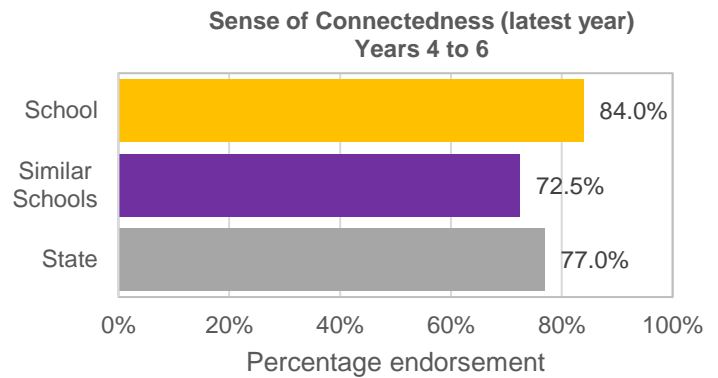
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	84.0%	88.3%
Similar Schools average:	72.5%	75.6%
State average:	77.0%	78.5%

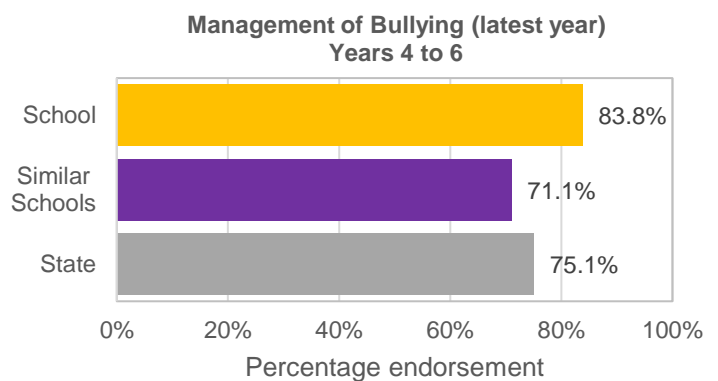


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	83.8%	86.3%
Similar Schools average:	71.1%	74.3%
State average:	75.1%	76.9%



ENGAGEMENT

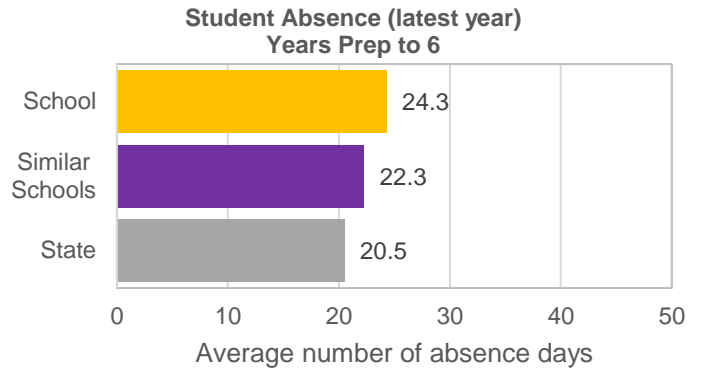
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	24.3	20.0
Similar Schools average:	22.3	20.1
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	89%	87%	88%	88%	89%	87%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,143,574
Government Provided DET Grants	\$1,092,946
Government Grants Commonwealth	\$21,710
Government Grants State	\$0
Revenue Other	\$122,876
Locally Raised Funds	\$349,027
Capital Grants	\$0
Total Operating Revenue	\$7,730,134

Equity ¹	Actual
Equity (Social Disadvantage)	\$580,378
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$580,378

Expenditure	Actual
Student Resource Package ²	\$5,599,796
Adjustments	\$9,084
Books & Publications	\$3,229
Camps/Excursions/Activities	\$136,857
Communication Costs	\$6,198
Consumables	\$150,330
Miscellaneous Expense ³	\$24,641
Professional Development	\$39,429
Equipment/Maintenance/Hire	\$229,545
Property Services	\$259,244
Salaries & Allowances ⁴	\$212,123
Support Services	\$316,505
Trading & Fundraising	\$105,160
Motor Vehicle Expenses	\$1,280
Travel & Subsistence	\$1,166
Utilities	\$42,263
Total Operating Expenditure	\$7,136,848
Net Operating Surplus/-Deficit	\$593,286
Asset Acquisitions	\$110,299

- (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 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$2,105,651
Official Account	\$9,344
Other Accounts	\$0
Total Funds Available	\$2,114,996

Financial Commitments	Actual
Operating Reserve	\$231,562
Other Recurrent Expenditure	\$10,709
Provision Accounts	\$0
Funds Received in Advance	\$260,293
School Based Programs	\$140,790
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	\$503,660
Maintenance - Buildings/Grounds < 12 months	\$220,000
Asset/Equipment Replacement > 12 months	\$311,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$252,936
Total Financial Commitments	\$1,930,949

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.