

# 2024 Annual Report to the School Community

School Name: Frankston Heights Primary School (4815)



- 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 13 March 2025 at 08:06 AM by Ricky Joyce (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 13 March 2025 at 08:06 AM by Ricky Joyce (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').

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## 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

Frankston Heights Primary School is located on Heatherhill Rd, Frankston. In 2024, the student population was 503, with 229 female and 274 male students. The Student Family Occupation and Education (SFOE) band is low-medium. Five percent of students had English as an additional language, and three percent were Aboriginal or Torres Strait Islander. Frankston Heights prides itself on being a caring school community and, as such, values and promotes community participation through classroom helpers, working bees, excursions, and camps. A team of experienced staff is actively supported by the School Council. A very supportive parent group known as 'Friends of Heights' takes an active role in the co-curricular life of the school. The school's purpose is to have high expectations of ourselves and others in a socially responsible manner.

At Frankston Heights, we value:

1. Honesty, Integrity, and Innovation
2. Tolerance and Respect for others
3. A safe, friendly, and caring environment
4. Community involvement
5. A desire to learn and be successful
6. Acceptance and appreciation of diversity within our community.

The school's mission is to provide an environment that reflects its core values: Respect, Responsibility, and Resilience. The school ensures its central focus is the student, and the basis of all dealings with each child is that he or she will receive respect, care, and concern at all times. All students are valued and given the opportunity to participate in achieving their potential through a stimulating and challenging curriculum. At Frankston Heights Primary School, students are learning for life through innovative and vibrant learning experiences. Whole-school improvement is driven by evidence-based research. The school's commitment to a collaborative, rigorous, and reflective learning culture is supported by the Professional Learning Community (PLC) inquiry model, which directly focuses on improved learning outcomes for all students. Teaching teams work collaboratively to deliver comprehensive, engaging learning programs.

The school adopts a student-centered, personalised approach to learning in a safe, secure, and supportive environment. Students feel valued and are given guidance, choice, ownership, and the tools to explore learning. The educational program offered by Frankston Heights Primary School is highly regarded within the community. Emphasis is placed on literacy and numeracy, with P-6 'Units of Inquiry' incorporating a number of curriculum areas.

In 2024, the school has investigated and implemented new curriculum programs in the area of English. Spelling Mastery and the incorporation of Ochre lesson plans will only strengthen an already sound approach to teaching and learning.

The school prides itself on the breadth and depth of its curriculum, with specialist staff providing high-quality programs in Performing Arts, Visual Arts, Physical Education, Wellbeing, and Science. Opportunities are planned for students to expand upon their interests and further extend their learning through Wellbeing and Cultural Days, choirs, and performing arts experiences such

as school productions, including music lessons in piano, guitar, drums, and vocals. Similarly, students are extended in digital and design technologies through Beebots, robotics, drones, and coding programs. Students are encouraged to design, create, evaluate, and share personal coding projects.

Students have a large, spacious playground with three separately defined areas for play equipment, including monkey bars, slides, a swing bridge, a tower, a recently turfed football oval, an outdoor basketball court, an internal 3/4-size basketball court in our school hall, a fully equipped gymnasium, and a synthetic turf area. Our school promotes healthy, active individuals with Nude Food each week and offers a funded 'Active After-School Program' each term.

Enrichment programs such as swimming for Prep to Year 6, camps for Years 3 to 6, excursions and incursions, interest-based lunchtime programs, the student voice team, and the Victorian High Ability Program complement curriculum areas across the school. Frankston Heights Primary School is a Lead "Respectful Relationships" school and encourages the development of positive interpersonal relationships throughout the school community. In 2024, the school has committed to implementing the Berry Street Education Model, which will further strengthen its tiered approach to student wellbeing.

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

### Learning

Frankston Heights Primary School teaching and learning agenda is underpinned by strong evidence-based teaching practices that optimise educational outcomes for all students. Committed to a rigorous, learning focused environment, the school continued to review instructional practices that align with how students learn best. Targeted professional learning addressed the Victorian Curriculum version 2.0, explicit instruction and data literacy.

In our commitment to fostering academic success, literacy and numeracy remained priority areas of focus across all year levels.

"The Big Six" of reading: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension provided the foundation of our literacy instruction. In the junior school, a strong emphasis was placed on the explicit, sequential teaching of phonics and phonemic awareness. Through the continued implementation of the Little Learners Love Literacy program, students developed foundational skills in reading and writing.

In the middle and senior schools, daily explicit reading instruction strengthened students' literacy skills. Instruction included strategy-based small group reading sessions and one-on-one reading conferences, providing personalised support for students at varying levels. Sustained reading practices fostered a deeper connection with reading.

Rich, authentic literary texts were used to expose students to a variety of genres and writing styles. Writing instruction continued to be built upon the foundational skills developed through reading. Explicit instruction focused on both the authorial and secretarial elements of writing, providing students with the tools to express themselves clearly and effectively.

Professional learning on the 6 + 1 Writing Traits: Voice, Ideas, Conventions, Organization, Word Choice, Sentence Fluency, and Presentation, provided a framework to support the teaching of writing.

Explicit teaching practices, challenging learning tasks, and differentiated instruction continued to form the basis of our mathematics program. Learning was scaffolded through clear, direct instruction, modelling of mathematical processes, use of manipulatives and hands on activities before moving to more abstract representations, and guided practice. Challenging tasks with enabling and extension prompts addressed student point of need. Ongoing assessments and observations informed differentiated instruction and targeted support.

Professional learning focused on the Victorian Mathematics 2.0 curriculum and the six big ideas in number, resulting in the development of a sequential maths pathways document. Continual refinement of pedagogical practices and use of data to guide instructional decisions supported the development of student learning.

Frankston Heights Primary School has maintained a high learning performance in comparison to similar schools. 2024 NAPLAN results indicate Year 3 and Year 5 students are performing above both the state and similar schools in all domains – Reading, Writing, Numeracy, Spelling and Grammar and Punctuation.

## Wellbeing

The school has a dedicated Child Safety Officer to support student wellbeing and safety. It adopts a responsive, tiered approach to support student learning, wellbeing, and inclusion. This includes systems for identifying and responding to the learning and wellbeing needs of individuals and cohorts. Through a multi-tiered framework, students' learning needs are addressed. The Tutor Learning Initiative (TLI) supports students in literacy and numeracy who are below the expected level. The Victorian High Ability Program provides opportunities for the extension of learning for students in the middle years. An Assistant Principal and a dedicated Wellbeing Leading Teacher are responsible for intervention, inclusion, student engagement, and supporting teachers and families to effectively implement levels of adjustments to address student needs. Allied health service providers and DET SSSOs work in partnership with the school to provide responsive support to students.

Student Support Group meetings are scheduled with all key stakeholders to review education plans and ensure that learning and wellbeing goals are realistic and achievable. Staff professional development has been scheduled each year to address areas such as child safety, restraint and seclusion, behaviour management, and individual learning plans. All integration aides have completed the suite of online DET eLearning wellbeing modules. The school has a well-documented inclusive classroom and yard approach, which includes proactive response strategies to support student behaviour and wellbeing. The school wellbeing team has developed the FHPS Values and Expectations Matrix to ensure consistency across the school. The school has implemented the Berry Street Education Model, a trauma-based program, which ensures a consistent approach to student management, engagement, and wellbeing. The school values of respect, responsibility, and resilience, as documented in school policies, and the new inclusive classroom and yard approach, are being implemented into our school culture.

The school is continuing with the implementation of Respectful Relationships, Restorative Practices, and the introduction of Zones of Regulation. In 2024, members of the school completed

Day 1 and 2 of the Berry Street Education Model (BSEM) training. Days 3 and 4 of the BSEM training will be delivered to all teaching and educational support staff on Curriculum Days in 2025.

## Engagement

In 2024, our average number of absence days per student was below the state average. Ongoing work with the Department of Education, the FHPS Wellbeing Team, the Respectful Relationships Program, and the Berry Street Education Model has supported improved teacher-student relationships, emotional literacy, and student voice. Our work with Berry Street and Restorative Practices continues to underpin our student engagement approach. Regular morning circles, ready-to-learn plans, and ready-to-learn scales have become part of our daily routine. Frankston Heights has a student leadership program and student voice team with Prep to Year 6 representation. Students participate in regular meetings to collate and analyse student feedback, contribute to decision-making, and engage in community activities.

A structured attendance process for monitoring and following up on student absenteeism has been rigorously implemented to support student attendance across the school. Leaders and teachers monitor attendance and partner with families and carers to implement targeted interventions using a tiered model of support. Student attendance is still an area of concern that we will prioritise and consistently address through a targeted and strategic whole-school approach.

## Other highlights from the school year

During 2024, the school focused heavily on improving its facilities and grounds. A new grounds maintenance team was employed with a focus on enhancing the overall presentation of the school and providing new seating for both the community and additional outdoor learning spaces for students. A new irrigation system and instant turf were added to the school oval as part of a resurfacing project. New goalposts and goalpost padding have been added to the school oval. New paths and walkways from pedestrian gates around the school increased safe access to and from the school. A fence along our main playground improved safety and also helps retain mulch in fall/drop zones throughout the playground. An indoor/outdoor learning space with a jungle theme has been added to our Foundation building, creating opportunities for interactive and hands-on learning. We also converted three learning spaces into two large classrooms through some structural redesign and a fresh coat of paint.

## Financial performance

Frankston Heights has excellent budgetary procedures overseen by the Business Manager, Principal, and the School Council Finance Committee. The school ensures that all funds are carefully managed and invested to maximise resources that enhance learning outcomes for every student. The school ran nominal deficit due to diligent budget management, with fundraising



efforts driving strong revenue results. The School Fun Run and the School Fair were our major fundraising contributors, which enabled an upgrade to playground areas, including the landscaping of pathways and the addition of new seating. The school is compliant with all DET financial policies and procedures and follows all auditing guidelines. In 2024, the Business Manager continued to work with DET personnel and the principal to develop the school's annual budget for School Council endorsement. The budget ensured that revenue and expenditure were accurately accounted for, with the school budget remaining balanced. The extensive financial transactions, including revenue and expenditure, reflect sound practices in compliance with DET financial guidelines. The school should be congratulated on its excellent financial management once again for the 2024 school year.

For more detailed information regarding our school please visit our website at <https://www.frankstonhts-ps.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 503 students were enrolled at this school in 2024, 229 female and 274 male.

5 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).

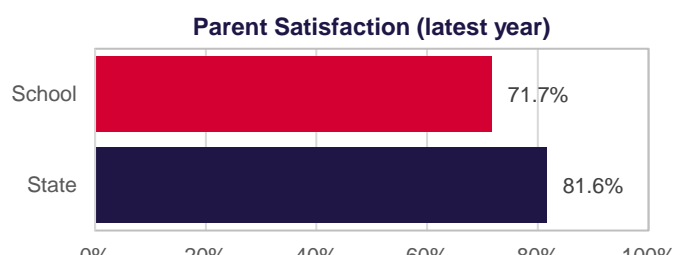
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - 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.





Parent Satisfaction

Latest year  
(2024)

School percentage endorsement:

71.7%

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

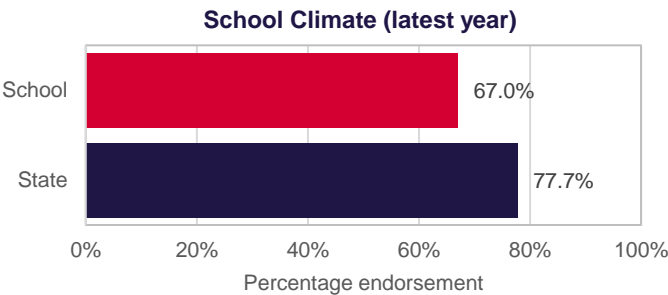
Latest year  
(2024)

School percentage endorsement:

67.0%

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

Latest year  
(2024)

School percentage of students at or above age expected standards:

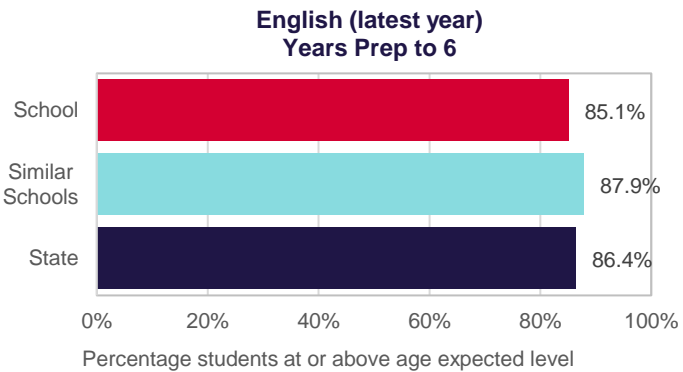
85.1%

Similar Schools average:

87.9%

State average:

86.4%



Mathematics  
Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

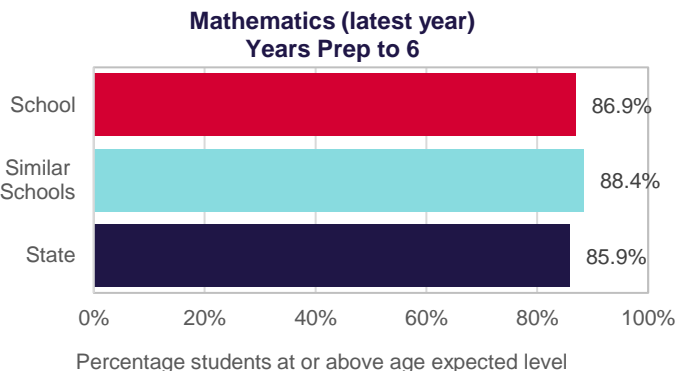
86.9%

Similar Schools average:

88.4%

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.

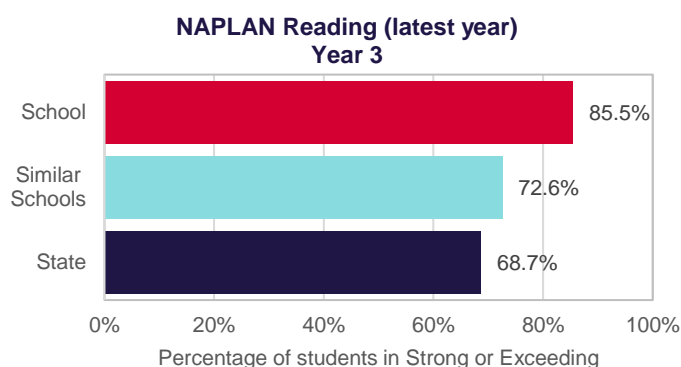
### NAPLAN

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.

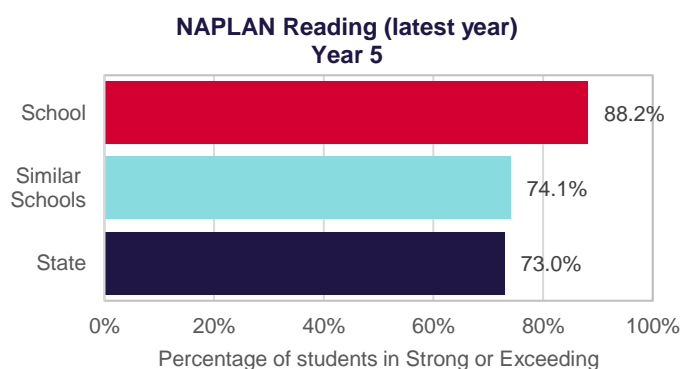
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.5%	82.3%
Similar Schools average:	72.6%	72.6%
State average:	68.7%	69.2%



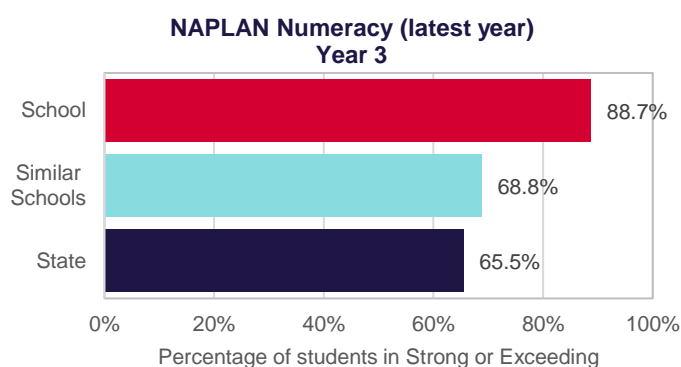
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.2%	89.3%
Similar Schools average:	74.1%	76.8%
State average:	73.0%	75.0%



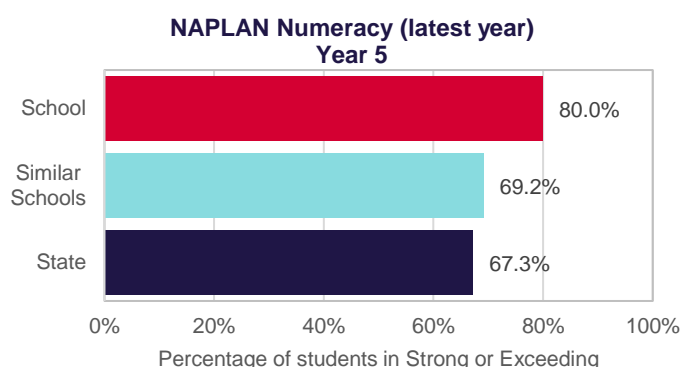
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.7%	84.3%
Similar Schools average:	68.8%	69.2%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	76.0%
Similar Schools average:	69.2%	69.0%
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:

87.7%

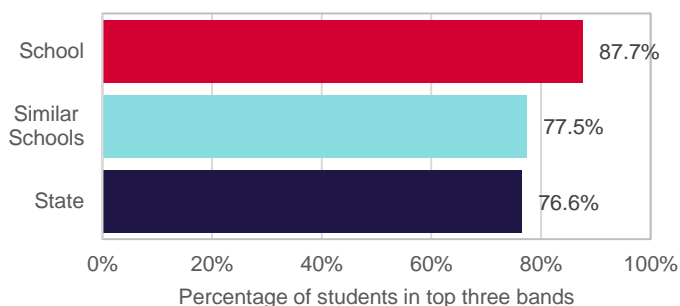
Similar Schools average:

77.5%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

87.8%

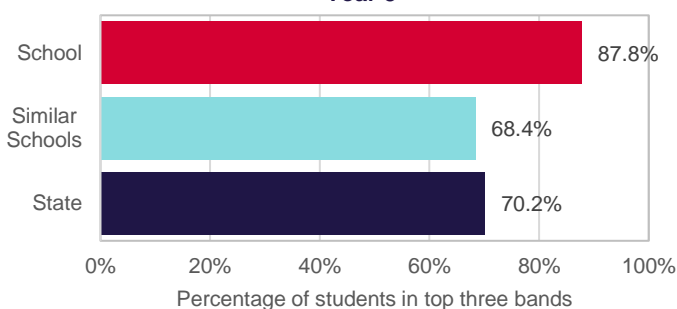
Similar Schools average:

68.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

76.5%

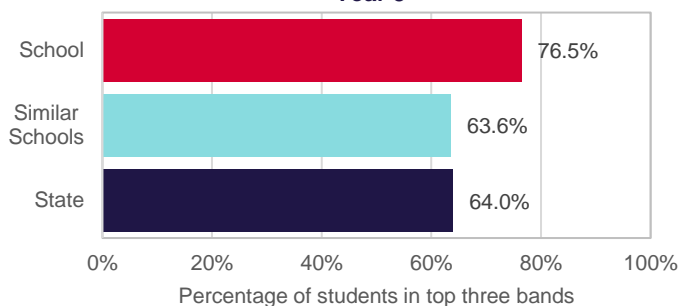
Similar Schools average:

63.6%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

60.5%

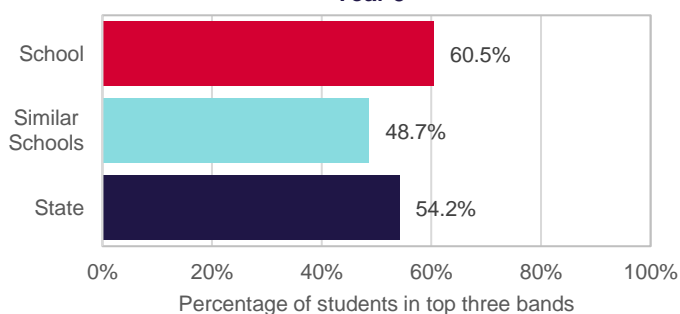
Similar Schools average:

48.7%

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.

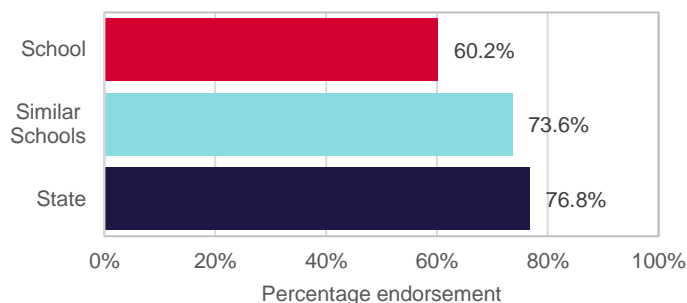
### Student Attitudes to School – Sense of Connectedness

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 (2024)	4-year average
School percentage endorsement:	60.2%	67.8%
Similar Schools average:	73.6%	76.1%
State average:	76.8%	77.9%

#### Sense of Connectedness (latest year) Years 4 to 6



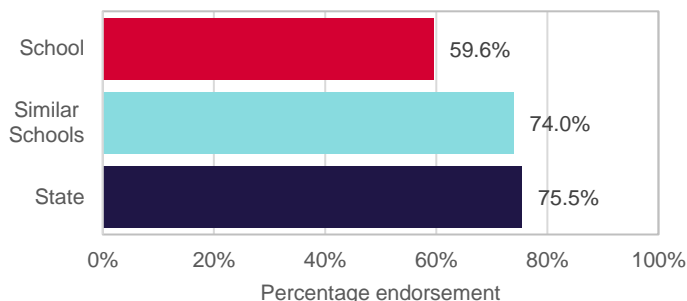
### Student Attitudes to School – Management of Bullying

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:	59.6%	68.3%
Similar Schools average:	74.0%	75.8%
State average:	75.5%	76.3%

#### Management of Bullying (latest year) Years 4 to 6

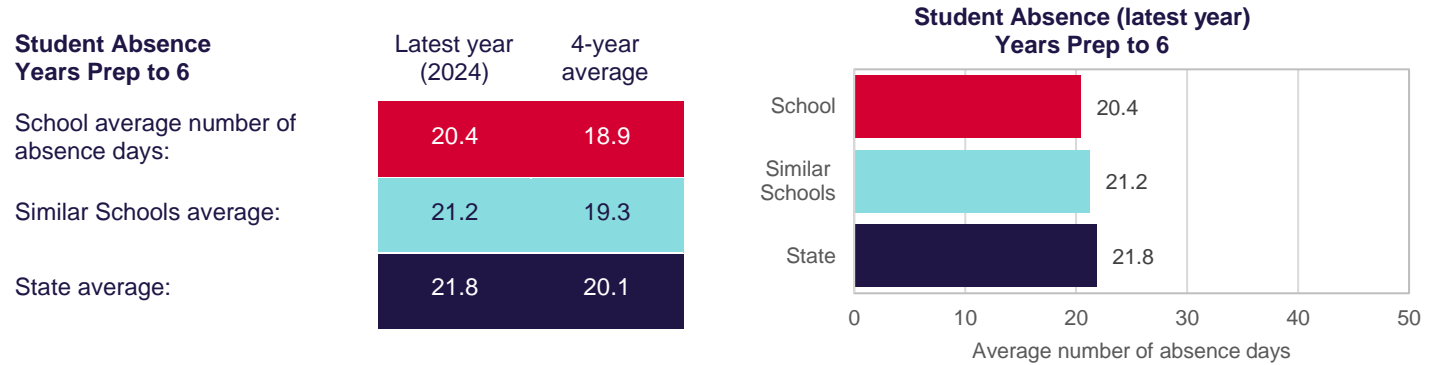


ENGAGEMENT

**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.



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):	91%	90%	91%	90%	90%	88%	88%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,031,396
Government Provided DET Grants	\$801,158
Government Grants Commonwealth	\$11,614
Government Grants State	\$0
Revenue Other	\$63,493
Locally Raised Funds	\$593,614
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,501,275</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$93,306
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$93,306</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,049,827
Adjustments	\$0
Books & Publications	\$8,150
Camps/Excursions/Activities	\$189,233
Communication Costs	\$4,160
Consumables	\$181,543
Miscellaneous Expense <sup>3</sup>	\$25,270
Professional Development	\$21,011
Equipment/Maintenance/Hire	\$149,712
Property Services	\$133,595
Salaries & Allowances <sup>4</sup>	\$174,366
Support Services	\$137,325
Trading & Fundraising	\$40,960
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$44,735
<b>Total Operating Expenditure</b>	<b>\$6,159,947</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$341,328</b>
<b>Asset Acquisitions</b>	<b>\$92,401</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,702,595
Official Account	\$59,080
Other Accounts	\$31,573
<b>Total Funds Available</b>	<b>\$1,793,247</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$185,860
Other Recurrent Expenditure	\$0
Provision Accounts	\$9,000
Funds Received in Advance	\$50,000
School Based Programs	\$599,263
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$176,088
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$87,547
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,107,758</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.*