

# 2022 Annual Report to the School Community

School Name: Birregurra Primary School (0723)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 March 2023 at 03:42 PM by Jessica Kattwinkel (Principal)

- This 2022 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 28 March 2023 at 08:50 AM by Rob Lidgerwood (School Council President)

## How to read the Annual Report

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### 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.

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### 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

# About Our School

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## School context

Established in 1864, Birregurra Primary School is a unique learning community, situated 20 kilometres east of Colac, Victoria. Birregurra Primary School is nestled in a picturesque rural setting within the township of Birregurra on a 4-hectare site. The physical facilities of the school consist of 5 classrooms, an Arts Centre, a Multipurpose Room, two ovals, basketball court and numerous playground areas. In 2022, Birregurra Primary School had an enrolment of 107 students with a Student Family Occupation (SFO) of 0.3295. Class structures included: Prep, 2 x Grade 1/2 classes, Grade 3/4 and Grade 5/6. The staffing profile included 6.4 FTE teaching staff, a full time Principal, a 0.8 Business Manager, 1.7 Education Support (0 staff with Aboriginal and/or Torres Strait Islander heritage) 0.38 tutor and a Chaplain supporting the emotional wellbeing of our school community across three days a fortnight.

During the second half of 2022, Birregurra Primary School engaged in the process of reviewing the school values and vision with the whole school community to ensure their relevance to our shared aims, purpose and what we value most. This included the opportunity for parents to contribute their thoughts and ideas through parent surveys and a parent forum; pupil 'voice' activities and staff engagement. After careful analysis of all of the feedback received, revised values and vision were formed. The new values utilise the acronym C.A.R.E:

Community - growing positive partnerships between school, home and the broader community;

Aspire - setting goals and purposefully working towards their achievement;

Respect - for self, others, learning and our environment;

Excellence - striving for the highest personal achievement in all aspects of schooling.

Our revised vision designed to be short, uses language that is accessible to all and unique to our school. The updated Birregurra Primary School vision is: *'An inclusive community that supports and encourages a love of learning and the skills and mindset to thrive.'* The Birregurra Primary School Motto is 'Living and Learning Together'.

Birregurra Primary School is a vibrant, innovative and genuinely student-centred school, welcoming all students inclusive of overseas students. The curriculum design, learning experiences and overall learning environment focus on fostering the skills and mindset of self-directed, lifelong learners. Teachers explicitly plan to give all students the opportunity to be successful learners who have voice and choice in their learning and can apply/integrate new knowledge and skills across learning areas, with 21st century capabilities woven through all learning experiences. STEAM is integrated within the curriculum and specialist teachers conduct Library, Art, Italian, and Physical Education classes. Student learning is further enriched through programs including Respectful Relationships & Mindfulness, Human Development, Junior School Council, Concert, Camping, Sporting Schools, Inter-school Sport and Music. These factors all combine to make Birregurra Primary School a stimulating, flexible and happy environment where all children have the opportunity to develop the key social, academic and emotional competencies to be successful and happy life-long learners.

Birregurra PS has a strong sense of community and care for each other. The school, being central to the community of Birregurra, has built strong partnerships with parents and local community groups. These partnerships maximise learning opportunities for all. Teachers follow evidence based models including the Gradual Release of Responsibility (I do, We do, You Do) teaching and learning model and workshop models to maximise student learning achievement. Learning Intentions and Success Criteria ensure purposeful learning tasks and clear expectations and achievement goals for students. Teachers work collaboratively, participating in dedicated PLC's using the FISO inquiry cycle to ensure a constant focus on student learning outcomes. We have a professional and committed team all working together to provide the best possible education for our students as evidenced by our consistently high Staff Opinion Survey results.

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

### Learning

In 2022, Birregurra Primary School's AIP focused on the department's Priorities Goal and Key Improvement Strategies of 'Learning' and 'Wellbeing'.

Differentiation and assessment of student ability levels were a key focus as well as targeted professional learning in order to meet our 'Learning' Key Improvement Strategy. More specifically, this included the following:

- A consistent approach to weekly planning across the school. Planners include a section for ES role/support, where applicable, to ensure maximum use of ES staff in supporting students each lesson as well as a DI/IEP focus area where specific children are identified.
- The Tutor Learning Initiative continued to play an important role in supporting students requiring additional support or extension. Based on our learnings from the TLI in 2021, we implemented 6-8 week Learning Sprints (based on Simon Breakspear's work). Teachers and leaders worked together to identify students that would benefit from being part of each Learning Sprint using a range of data sets, both formative and summative as well as rigorous discussions. The focus for each sprint was narrow and targeted to ensure mastery of key concepts and skills. Students requiring support in numeracy were prioritised.
- Peer Observations were completed throughout the year by all teachers, focusing on specific areas of literacy and numeracy as identified by our teachers. An agreed template focused on providing warm and cool feedback, supported positive changes to teacher practice.
- Participation in the PLC initiative built the capacity of our middle leaders to support the whole team through cycles of inquiry. Initially, PLC instructional leaders completed a scaffolded inquiry following the FISO improvement cycle to evaluate and diagnose, prioritise and set goals, develop and plan, implement and monitor. The leaders worked with the whole team to identify a crumb and develop an inquiry cycle focusing on a small cohort of students. This involved careful analysis of data, investigations into what students actually knew, evidence based professional learning, implementation of agreed plans and evaluation of student achievement.

A strong emphasis on literacy and numeracy with targeted focus areas has once again supported Birregurra Primary School to achieve strong outcomes in English and Mathematics. The School Performance Summary data indicates that Teacher Judgement of student achievement at or above expected levels in English and Mathematics was above both the state average and similar schools average. In addition, the School Performance Summary also indicates that NAPLAN Year 3 achievements in both Reading and Numeracy were well above state and similar schools averages. Year 5 Reading achievements were similar to that of the state and similar schools. The number of students in the top 3 bands for NAPLAN Year 5 Numeracy was lower than the state and similar schools.

## Wellbeing

In 2022, current wellbeing practices were strengthened, incorporating a focus on student voice in order to meet our AIP 'Wellbeing' Key Improvement Strategy. Selected staff attended student voice professional learning sessions with the Quaglia Institute, working with network colleagues in a community of practice. Learnings from these sessions were shared with staff during allocated meeting times. All students Prep - 6 completed Quaglia student voice surveys at the beginning of the year and a number of related sessions followed with the 3-6 students diving deep into their own data. Students actively engaged with these sessions, providing constructive feedback taking into consideration the student voice definition. Equivalent sessions were also run with staff and student and teacher perceptions compared. A number of actions were then implemented as a result of student feedback.

In addition to this, a strong commitment to the RRRR curriculum was embedded with weekly timetabled lessons supported by our school chaplain. These lessons were further built upon through 'Wellbeing Journal' activities. Teachers identified students requiring additional wellbeing support through observations, discussions, class audits and student help seeking. These students were referred to our chaplain for further support. Targeted professional learning using the Schools Mental Health fund provided the opportunity to upskill staff in their ability to identify wellbeing needs of our students. As a staff we engaged in Day 1 and 2 of the Berry Street Positive Education Model (Tier 1 Positive Mental Health Promotion). Utilising curriculum days allowed for all staff to attend the first two days of the training, developing an understanding of 'Body' and 'Relationships'. Following day 1 and 2 we spent time as a staff reviewing and reflecting on our learnings and what that means in our context. As a result, we have developed a consistent approach to morning routines, ready to learn and exit routines across the school including a morning greeting, feelings check in, outline of the day, any changes/special announcements, explicit expectation for the day, e.g., raise your hand when you wish to speak. We also committed to implementing mindfulness across the school and regular brain breaks. A consistent approach to Behaviour management with a particular focus on restorative practice and classroom management was also documented as a result of the Berry Street training.

Student Wellbeing is measured by the percentage of positive student responses to Sense of Connectedness and Student Perceptions of Safety variables on the Attitude to School Survey, which is undertaken annually by the Year 4, 5 and 6 students. The results for students on the Student Attitudes to School – Sense of Connectedness variable indicate that student perception is similar to both the state and similar schools averages. Student responses to the School Attitudes to School – Management of Bullying variable indicate that student perceptions are well above both state and similar schools averages.

## Engagement

In 2022, the average number of absence days was lower at 17.6 than that of the state (23.3) and similar schools (22.6). Absence plans and holiday plans were provided for students with long term absences. Ongoing messaging regarding attendance and punctuality were provided through school newsletters and through forums such as parent information sessions, ensuring our families understand the importance of the connection between regular attendance and improved student learning achievement.

Communication and engagement continue to be a high priority for Birregurra Primary School with the understanding that informed families are engaged families. Communication strategies throughout 2022 included termly parent/teacher conversations; Individual Education Plans and Student Support Group meetings for identified students; weekly classroom updates distributed each Monday morning provided curriculum focus areas and weekly reminders; weekly whole school newsletters; parent information sessions; parent forum; and parent feedback surveys. The majority of communications were provided via our Student management system, XUNO allowing easy access for most families.

Our Junior School Council were again active in 2022 implementing Crazy Sock and Crazy Hair Days to fundraise for local organisations and people affected by floods both locally and across the country. They also organised Footy Colours Day and an Easter egg hunt. We held a number of activities throughout the year to invite the wider school community into our school including a Mothers Day pampering and Biggest Morning tea, Father's Day breakfast and our annual Market Day. Market Day was a wonderful celebration of real life learning where students prepared, organised and ran market stalls, selling their product or service to the wider school community. Not only was this a wonderful learning opportunity but also a very successful fundraiser for our school.

Breakfast Club operated in 2022 every Tuesday morning and was well supported by staff and student helpers.

The 2022 Parent Opinion Survey indicates that parent General Satisfaction with the school was 90.4% which is above the state average of 79.9%.

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## Other highlights from the school year

School camps were back in 2022 and provided a fabulous opportunity for our students to reconnect and re-engage with their peers and teachers in a different setting. We were fortunate to run three camps in 2022, a 3/4 overnight camp to Sovereign Hill, a 5/6 camp to Sunnystones and a 3-6 camp to Burnside in Anglesea. All camps were well attended and supported by staff. Each camp provided the opportunity for students to embrace both team and individual challenges and to support their growing independence and confidence. Many positive experiences were had and lots of memories were made.

School and interschool sports were also back on the agenda in 2022 with our students having the opportunity to participate in a range of sporting events including tennis, basketball, cross country, football, netball and athletics. Some students progressing to regional and state level. We also held our inaugural colour run on the final day of the school year, inviting the wider community to join in the fun and celebrate a successful 2022.

A highlight for our students was the inclusion of Stomp dance sessions, bringing in high energy dance lessons during Term Four, culminating in a wonderful end of year performance to the wider school community.

All of these opportunities providing a wide and varied curriculum for the student of Birregurra Primary School.

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## Financial performance

The 2022 Annual Implementation Plan provided the basis for school council allocation of funds to support school programs and priorities. Sound strategic management of finances including human, physical and financial ensured that Birregurra Primary School finished the 2022 year with a \$250,670 surplus.

The school received equity funding of \$6,574 which supported the release of staff to participate in peer observations both internally and externally in order to reflect and refine teaching practices. Equity funding also supported our participation in Student Voice and Agency professional learning with the Quaglia Institute and Community of Practice work at a network level. Student voice surveys were utilised as an important source of engagement data.

We received Sporting Schools Funding in three terms to support our students to be active and engaged in physical activity. Our whole school swimming program benefiting from this funding source.

Our Parents & Friends and School Council worked hard to raise over \$30,000 through a successful major raffle and other local fund raising activities. This money supporting our capital works project to come to fruition.

In addition, we received a Chaplaincy grant of \$20,280.00 through the National Chaplaincy Program supporting wellbeing for our school community.

We were successful in receiving an Outside School Hours Care grant for \$75,000 to support the implementation of an OSHC service at our school. School council completed a rigorous third party selection process, selecting TheirCare as the chosen third party provider for a three year period.

School Council met regularly to oversee the School's financial position with monthly meetings tracking the school's financial position of the school.

**For more detailed information regarding our school please visit our website at  
<https://www.birregurraps.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 107 students were enrolled at this school in 2022, 52 female and 55 male.

0 percent of students had English as an additional language and NDP 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).

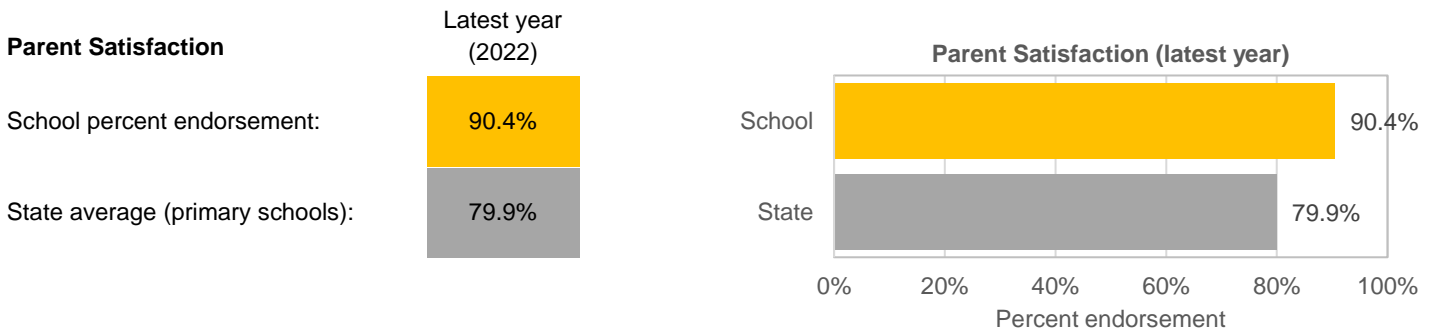
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

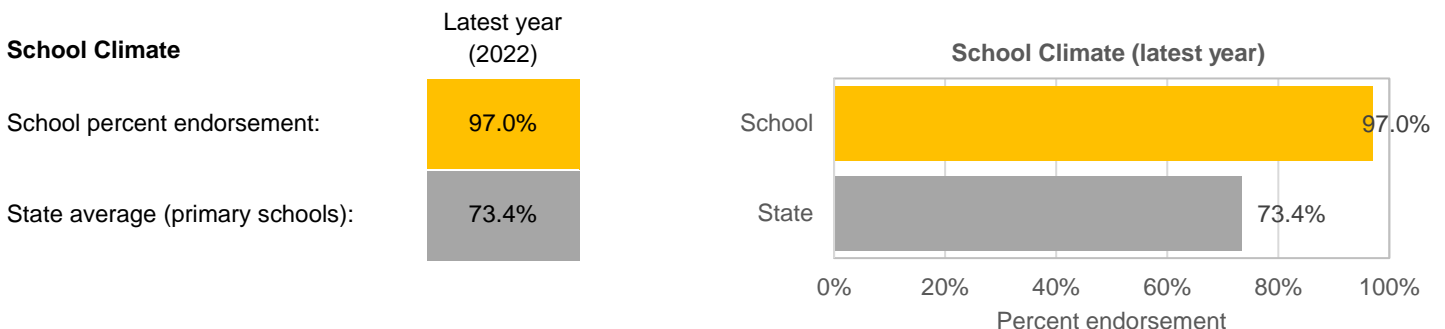


### School Staff Survey

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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

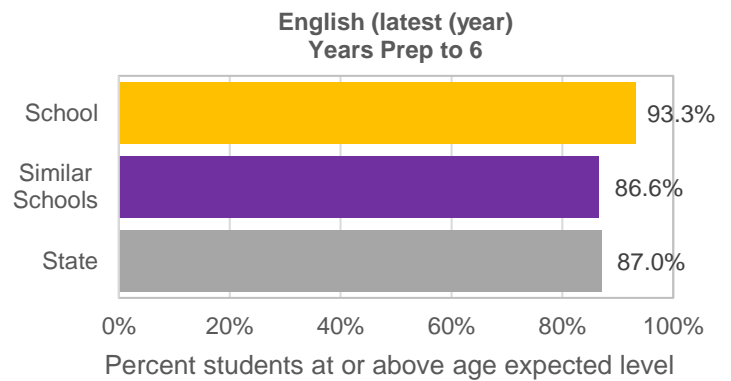
93.3%

Similar Schools average:

86.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

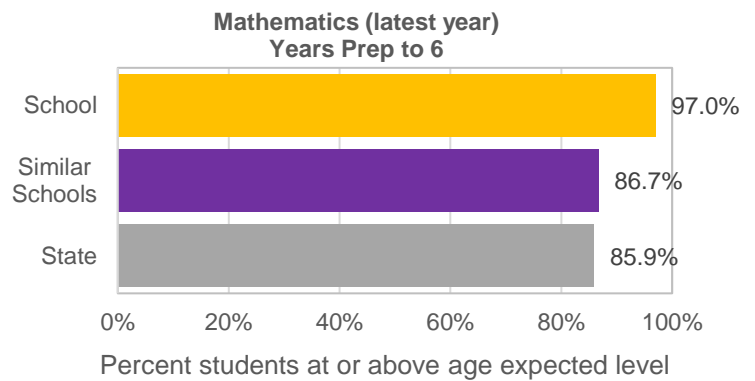
97.0%

Similar Schools average:

86.7%

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.

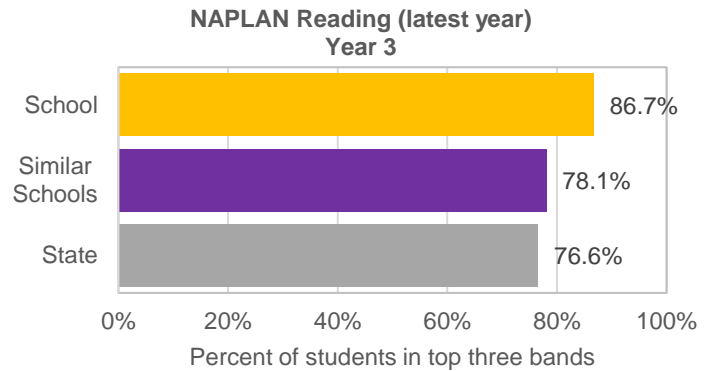
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

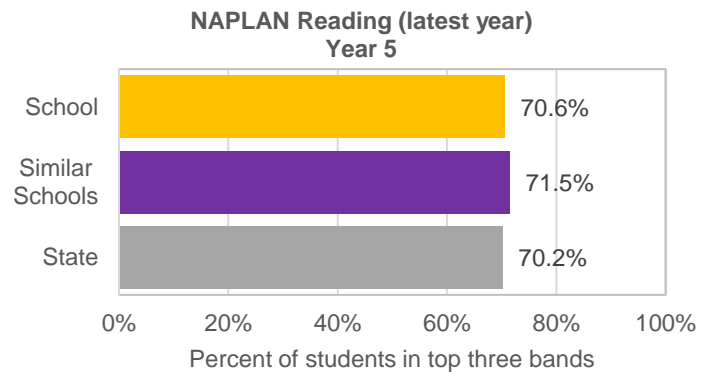
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	85.7%
Similar Schools average:	78.1%	76.5%
State average:	76.6%	76.6%



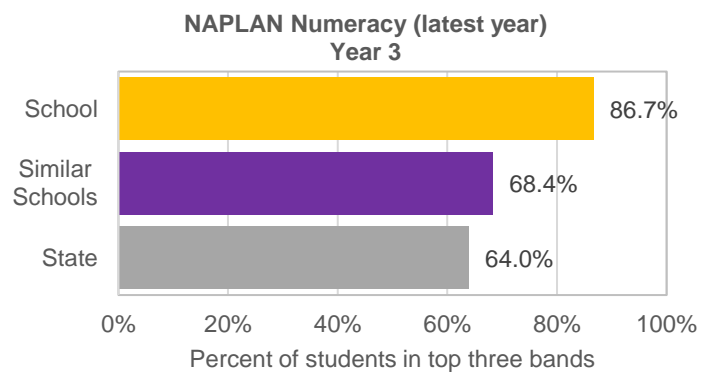
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.6%	82.5%
Similar Schools average:	71.5%	71.2%
State average:	70.2%	69.5%



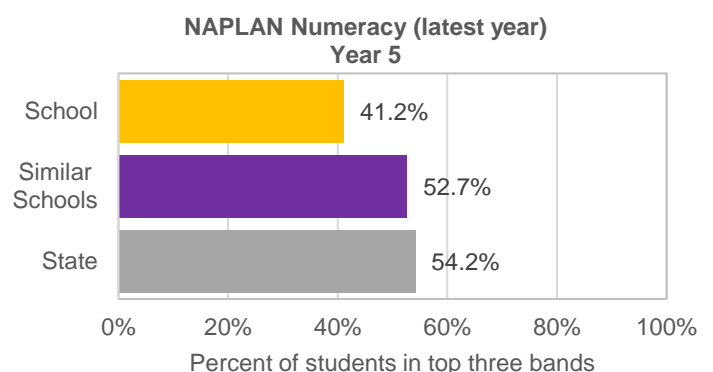
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	77.1%
Similar Schools average:	68.4%	68.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.2%	62.5%
Similar Schools average:	52.7%	58.3%
State average:	54.2%	58.8%



## WELLBEING

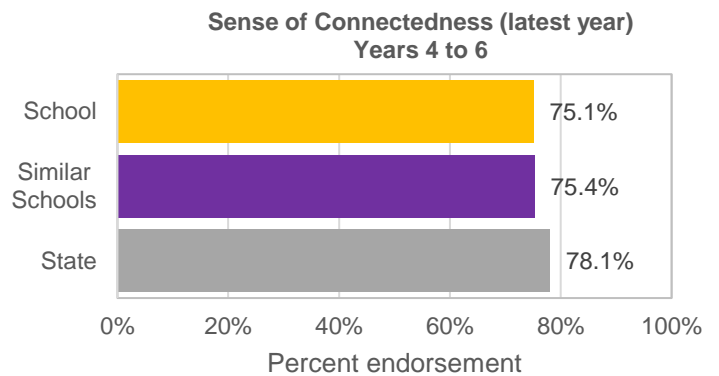
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	75.1%	71.7%
Similar Schools average:	75.4%	78.0%
State average:	78.1%	79.5%

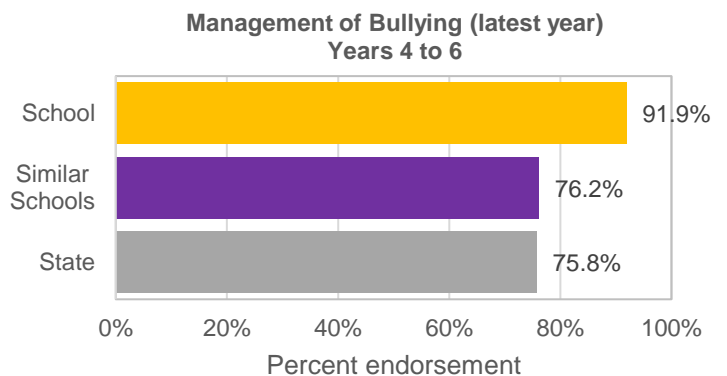


### Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	91.9%	85.6%
Similar Schools average:	76.2%	79.4%
State average:	75.8%	78.3%



## ENGAGEMENT

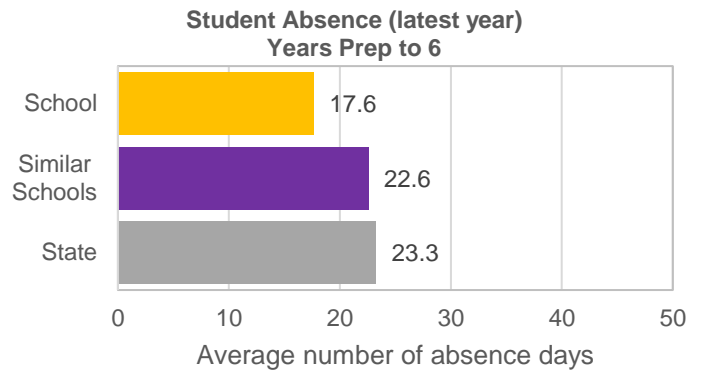
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School average number of absence days:	17.6	15.2
Similar Schools average:	22.6	16.8
State average:	23.3	17.0



### 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 (2022):	91%	91%	94%	90%	92%	88%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,244,815
Government Provided DET Grants	\$220,243
Government Grants Commonwealth	\$157,980
Government Grants State	\$18,912
Revenue Other	\$10,620
Locally Raised Funds	\$100,730
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,753,301</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,574
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$6,574</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,128,031
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$37,417
Communication Costs	\$1,078
Consumables	\$43,000
Miscellaneous Expense <sup>3</sup>	\$12,691
Professional Development	\$4,422
Equipment/Maintenance/Hire	\$31,184
Property Services	\$56,080
Salaries & Allowances <sup>4</sup>	\$52,490
Support Services	\$102,626
Trading & Fundraising	\$24,259
Motor Vehicle Expenses	\$3,873
Travel & Subsistence	\$0
Utilities	\$5,480
<b>Total Operating Expenditure</b>	<b>\$1,502,631</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$250,670</b>
<b>Asset Acquisitions</b>	<b>\$16,510</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$421,773
Official Account	\$9,299
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$431,071</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$58,570
Other Recurrent Expenditure	\$72
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$121,789
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,106
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$9,811
Maintenance - Buildings/Grounds < 12 months	\$31,024
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$11,655
<b>Total Financial Commitments</b>	<b>\$255,027</b>

*All funds received from the Department, 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.*