

2024 Annual Report to the School Community

School Name: Docklands Primary School (5573)



- 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 10:03 AM by Adam Bright (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 08 May 2025 at 09:41 AM by Adam Bright (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Docklands Primary School caters for the students and families from the growing inner-city Melbourne community, welcoming students from Foundation to Grade 6. Boasting a wonderful architectural design and proximity to the city of Melbourne, our school offers a unique educational opportunity. Our school operates across two campuses and incorporates modern integrated learning spaces, a library, an arts precinct, outdoor learning terraces and a competition-grade indoor court for basketball and netball. An on-site Early Learning Centre with two kindergarten rooms supports the smooth transition from pre-school to primary school.

We are fortunate to have a welcoming, friendly and caring environment supported by a strong community that enables and encourages our students to achieve their highest potential. We are passionate about providing students with opportunities that develop their knowledge, skills and character. Our goal is to encourage students to learn new things, embrace the many opportunities presented to them while instilling a lifelong love of learning

School Mission: We exist to put every student on the path to success. We put student learning at the heart of all we do with an unwavering focus on developing students' knowledge, skills, and character.

School Vision: We establish a culture of excellence in two related ways: by providing an outstanding education for every student in our care, and by growing great educators.

Docklands Primary School's values are Excellence, Integrity, Courage and Kindness.

Excellence: By setting high expectations for ourselves and others, we strive for excellence in all we do.

Integrity: Driven by a sense of moral purpose, we take a stand for what is honourable and right.

Courage: When faced with the uncertainties, doubts and challenges of life, we choose courage.

Kindness: We show care to ourselves and others, because we know that the echoes of kindness are without end.

In 2024 there were 559 students enrolled at the school at the time of February Census. The school had; 1 Principal, 1 Assistant Principal and 4 Learning Specialists. Remaining staff totalled 64 (FTE 58.01) comprising Classroom Teachers, Specialist Teachers and Education Support staff. All staff were allocated relevant duties to support improved student learning outcomes and achieve the goals set out in our Annual Implementation Plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2024 teacher judgement data indicates that, in English, the percentage of students at or above the age expected level was 87% in Reading and Viewing, 88% in Speaking and Listening, 82% in Writing. In Mathematics, the percentage of students at or above the age expected level was 83% in Number and Algebra, 79% in Measurement and Geometry and 83% in Statistics and Probability.

Grade 3 NAPLAN results showed the proportion of students categorised as Strong or Exceeding was above the state average in all areas (Reading, Writing, Spelling, Grammar & Punctuation, Numeracy). Grade 5 NAPLAN results showed the proportion of students categorised as Strong or Exceeding was above the state average in Reading, Spelling, Grammar & Punctuation and Numeracy. Our percentage of students in Strong or Exceeding for Writing was the same as the state.

When measured on academic growth, our school has excelled. The NAPLAN results of Grade 5 students were compared with their results in Grade 3. The analysis showed that a high percentage of students achieved High Growth in Reading (38%). This was much higher than the state average (25%). Only 6% of students made low growth from Grade 3 to Grade 5 in Reading. In Mathematics, 63% of Grade 5 students achieved High Growth. This was also significantly higher than the state average (24%). The comparatively high growth experienced by students at our school led to our school being placed in the 'High' performance group for both Reading and Numeracy.

Other indicators showed year-on-year improvement in each year level. PAT Maths and PAT Reading assessments showed every cohort outperformed previous cohorts as well as the Australian norm. Acadience, a mathematics assessment, showed the percentage of students achieving end-of-year benchmarks in basic computation increasing from the previous year by an average of 5.5 percentage points. DIBELS, a reading assessment, showed the percentage of students achieving end-of-year benchmarks in oral reading fluency increasing by an average of 8.5 percentage points.

In 2025, strategies that we will implement to further develop Learning at Docklands Primary School include:

- A major focus on Writing, including developing students planning skills, genre skills and trialling a new Writing assessment (PAT eWrite)
- Focus on teachers responding to data including professional learning, support from members of the School Improvement Team (SIT) and embedding our use of a whole school data platform (Xuno Student Maps)

- Focus on teachers reporting on data to work towards accurate teacher judgments that align with other assessment such as NAPLAN and PAT

Wellbeing

In 2024, Docklands Primary School rebranded the Student Support Team to 'MTSS team' who continue to support and drive Wellbeing initiatives at both student and whole school levels. The rebranding demonstrates our commitment to the wrap around support we provide our students via a Multi-tiered system of support model. Members of the 2024 team include a MTSS Leader, a Positive Behaviour Support Coach, a student counsellor, an Inclusion Leader and a Disability Inclusion Leader, who plays a pivotal role in DIP applications. The MTSS team continue to monitor the teacher referral system for children requiring additional wellbeing or behaviour support at school. Systems are well established for round tables, SSGs (Students Support Groups), IEPs (Individual Education Plans) and BSPs (Behaviour Support Plans). The impact of this work is reflected in our School Staff Survey. In response to the prompt *At this school staff know what to do when students behave inappropriately* results have improved from 76% positive endorsement in 2021 to 96% in 2024.

These systems were recognised in 2024, as we were proud winners in the Victorian Teaching Excellence Awards, receiving the award for Most Outstanding Inclusive Education.

At a whole school level, we continue to offer recess and lunchtime clubs, now including mindfulness club, ukelele club and 'Friendship corner'. Additionally, our performing arts teachers are running a Grade 4-6 choir, with the aim to perform in the community this year. We also supplemented our SEL (Social and Emotional Learning) curriculum with a new program called URStrong, to deepen students understanding of healthy friendships and conflict resolution.

As students who have been enrolled with us longer and the cohorts begin to get larger, we will gain greater insight into areas we want to shift and improve in our Grade 4-6 Attitudes to School Survey (AtoSS). AtoSS reveals a slight decline in all areas including managing bullying from 71% to 64% positive endorsement from 2023 to 2024. The maintenance of our Start Up program, combined with our SEL teaching and individual support will be essential to working towards a more positive endorsement from our students.

In 2025, strategies that we will implement to further develop wellbeing at Docklands Primary School include:

- Continued embedding of URStrong program alongside RRRR, with displays in playspaces
- Continued review and implementation of small group teaching of social and emotional learning by our student counsellor
- Increased dedicated teacher release time for Round Tables with the MTSS team

Engagement

Student engagement continues to be a priority for Docklands Primary School as we know that students will have higher learning outcomes when they are engaged in the school setting. Our

community is quite diverse, with many students from culturally diverse backgrounds. 76.92% of our students speak a language other than English at home and we have a very transient student population.

In 2024, Docklands Primary School continued with efforts on increasing family involvement through our Parents and Friends Association and as a result parent volunteer groups hosted several community events, including our annual School Disco, Athletics Day and fundraising events, such as Freeze MND and the Royal Children's Hospital casual clothes day. We continued to build on our extra-curricular offerings, extending the after-school sessions to include offerings such as cheerleading, coding and electronics.

Our Prep cohort come from over 20 different kinder providers in the local and surrounding areas and we have successfully formed strong bonds with the Kinder providers where the majority of our students come from. We were able to make connections with all Kinder providers to gain information to support our new students in transitioning to school and were able to have two of our Prep teachers visit many kinders for observations prior to a very successful Prep transition program which ran in November 2024 and greatly supported their transition into primary school. We have had an influx of Prep students also enrol from overseas with no kinder experience. Additionally, our Grade 2 students attended our co-located Kindergarten for twice weekly buddy sessions.

We value parents as partners in our students learning and provide fortnightly learning snapshots that highlight the curriculum in English, Mathematics, Humanities and SEL. We also have a termly Specialist learning snapshot. Our families really value these snapshots as they provide an insight into what their children are learning at school.

Our attendance data of students shows 30% of our students had 95% or higher attendance in 2024, compared to the state mean of 26%. There was a 1% decrease in students whose attendance fell below 80%. We have continued to work on our messaging to families around the impact on achievement from extended holidays. We have also tightened up the process of monitoring our attendance watchlist and holding student absence meetings with families.

Strategies that we use to promote attendance at Docklands Primary School include:

- Promotion of attendance through assemblies, newsletters and Compass notifications
- Second day absence notification calls
- Regular positive reinforcement of attendance by all classroom teachers
- Continued messaging of the importance of consistent attendance with parents
- Do-Now activities in the classrooms each morning from 8:45am – 9:00am to encourage active participation readiness to begin core learning as soon as the school bell rings.

Other highlights from the school year

Docklands Primary School has achieved remarkable milestones in 2024, making significant contributions to both inclusive education and community engagement. One of the school's proudest moments came when it won the VEEA (Victorian Education Excellence Award) for Outstanding Inclusive Education. This prestigious recognition reflects the school's commitment to creating an environment where all students, regardless of their background or abilities, feel valued and supported. The award acknowledges Docklands Primary's innovative approaches, such as tailored learning programs, specialist support services, and a strong culture of inclusivity. These efforts have created a positive and empowering atmosphere for students to thrive academically and socially.

Another highlight was the school's first-ever Colour Run event, which brought the entire school community together in a vibrant and exciting celebration of physical activity and fun. This event was not just a fundraiser but also an opportunity for students, staff, and families to unite and show their school spirit. The Colour Run, filled with colourful powder and energetic participants, promoted teamwork, health, and inclusivity, further enhancing the sense of camaraderie within the school. Both of these highlights—academic recognition and community engagement—showcase Docklands Primary School's dedication to fostering an environment of excellence, joy, and inclusivity for all its students.

Financial performance

Extensive effort was made to prepare our Financial Management Plan by using a careful and detailed approach to budgeting.

As always, procurement was targeted at items and programs based around the school's Strategic Goals and Annual Implementation Plan focusing on literacy, numeracy and wellbeing. Significant expenditure was made to purchase resources in line with our knowledge rich curriculum, staff professional development in Soundwrite training and mathematics resources based on a concrete pictorial abstract model.

Continued resourcing meant significant expenditure at our second campus (The District Campus) which accommodated Grade 4-6 students in 2024.

While our school is a state-of-the-art facility, being built as a vertical school on a small footprint comes with its own challenges. The sophisticated technology used to run the school such as passenger lifts, automatic airlock doors, air conditioning boilers and chillers etc. has meant a significant burden on our ongoing maintenance budget. We anticipate these maintenance costs will increase going forward as the technology and equipment depreciates.

In addition to our SRP, the school received significant revenue from ISP for Overseas Fee-Paying Students attending DPS throughout 2024.

The generosity of our school community for educational items, camps, excursions as well as donations from the wider community have all contributed to our healthy surplus which will be carefully spent to ensure the best student outcomes for our entire school community.

The school also received significant revenue for the hire of our school facilities (Multi-Purpose Centre) from Chase Basketball in conjunction with Team Kids OSHC License Agreement and Noone's Imagewear.

Details of contracts, agreements or arrangements entered into by the school council include:

- Kone Elevator Contract (Lifts)
- Bayside Fires Services (Fire Safety Compliance)
- Assa-Abloy Maintenance Agreement – (Automatic Doors)
- Project Plumbing Service Agreement (hydraulics)
- Conte – Mechanical / Air-con (Mechanical)
- TeamKids (OSHC)
- Chase Basketball (MPC Hire)

**For more detailed information regarding our school please visit our website at
<https://www.docklandsp.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 557 students were enrolled at this school in 2024, 294 female and 263 male.

71 percent of students had English as an additional language and 1 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).

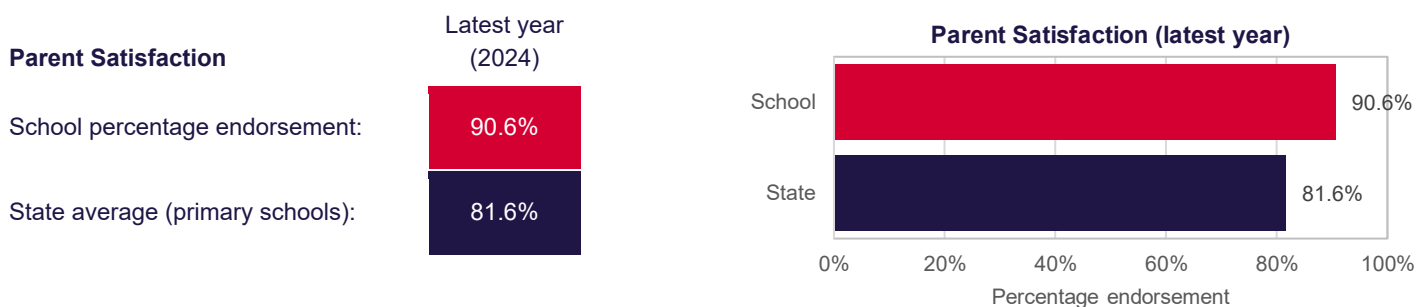
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

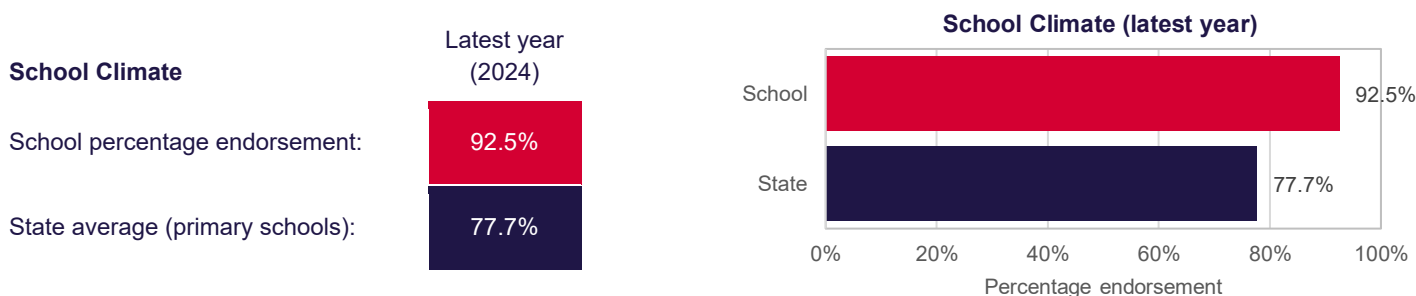


School Staff Survey

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
(2024)

School percentage of students at or above age expected standards:

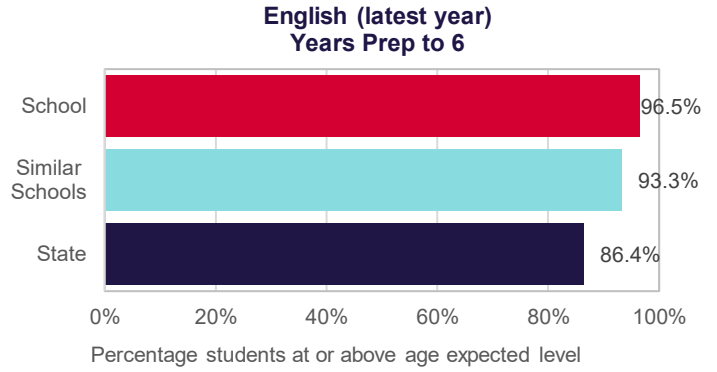
96.5%

Similar Schools average:

93.3%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

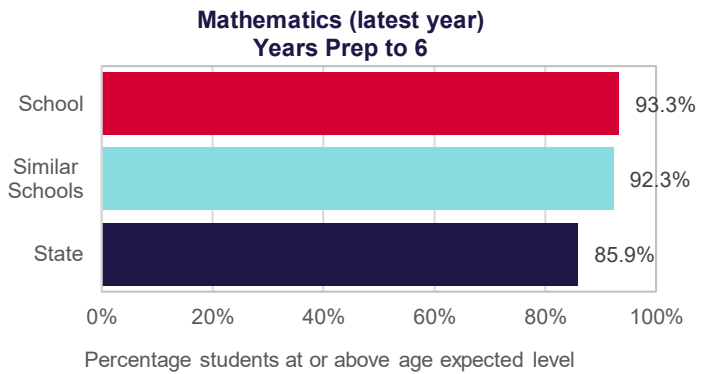
93.3%

Similar Schools average:

92.3%

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.

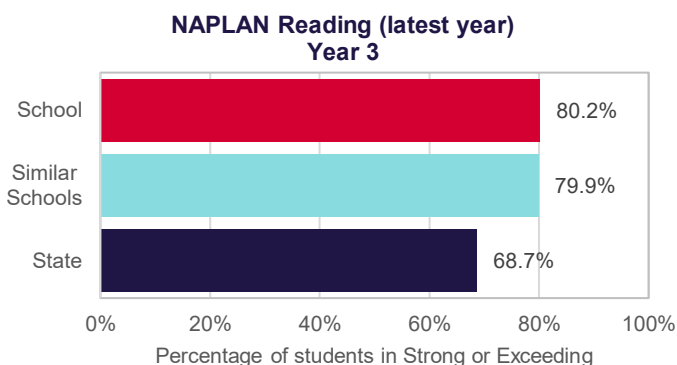
NAPLAN

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.

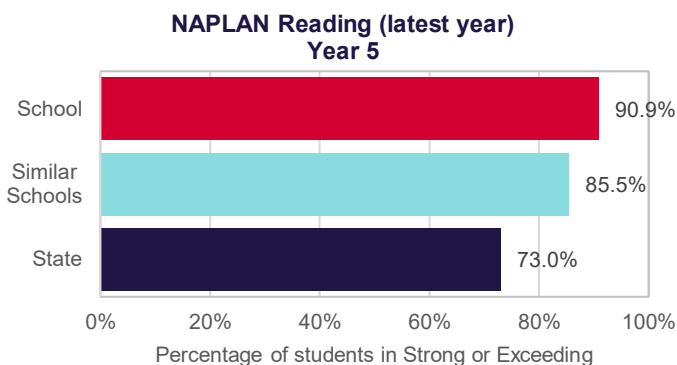
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.2%	74.4%
Similar Schools average:	79.9%	82.3%
State average:	68.7%	69.2%



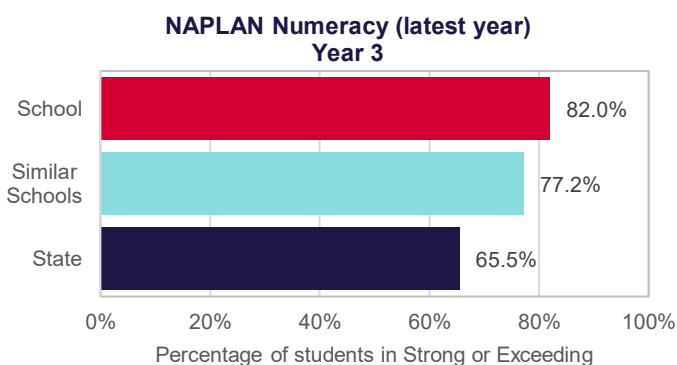
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.9%	82.4%
Similar Schools average:	85.5%	86.9%
State average:	73.0%	75.0%



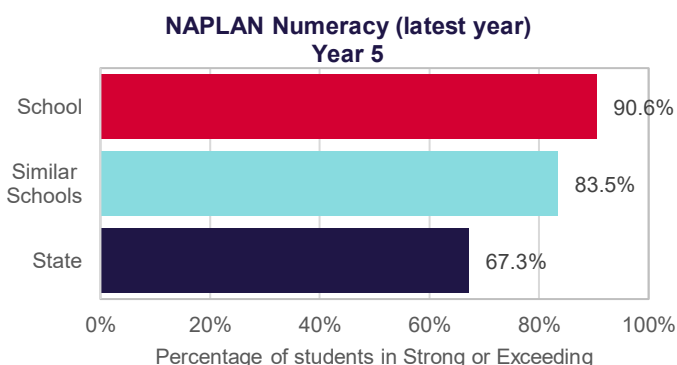
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.0%	81.1%
Similar Schools average:	77.2%	80.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.6%	83.3%
Similar Schools average:	83.5%	84.4%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

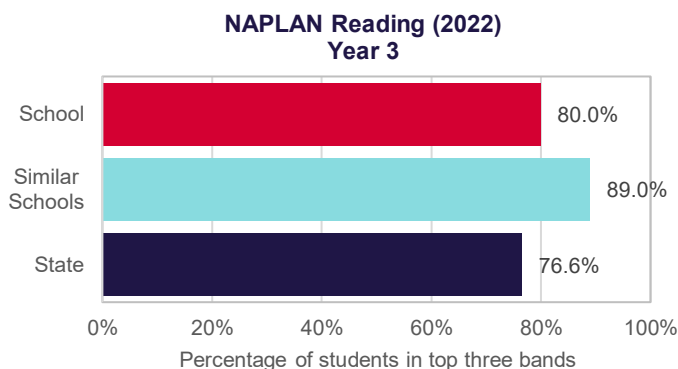
80.0%

Similar Schools average:

89.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

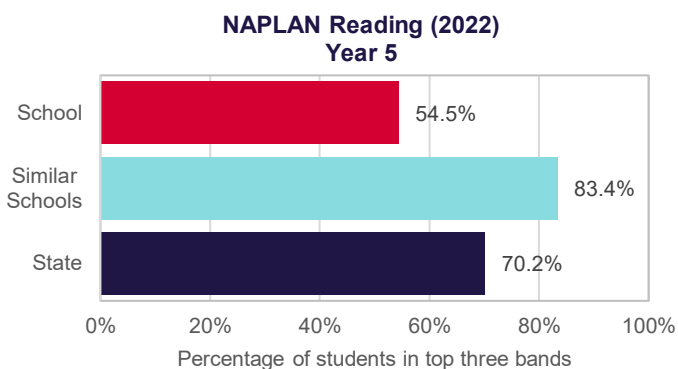
54.5%

Similar Schools average:

83.4%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

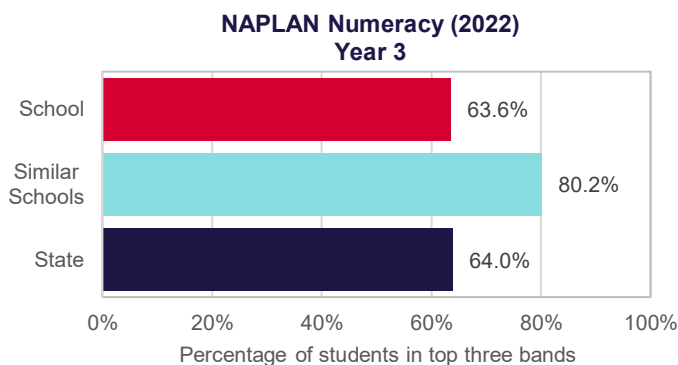
63.6%

Similar Schools average:

80.2%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

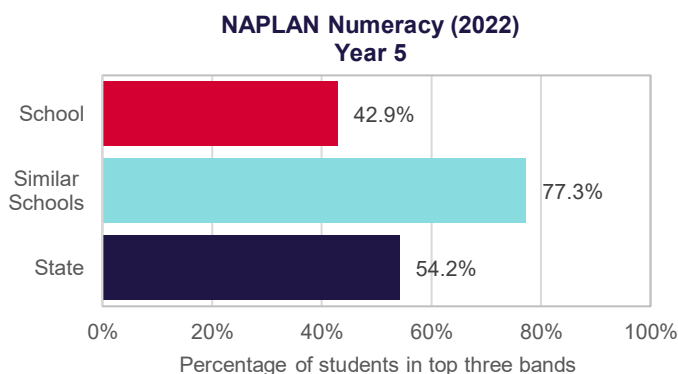
42.9%

Similar Schools average:

77.3%

State average:

54.2%



WELLBEING

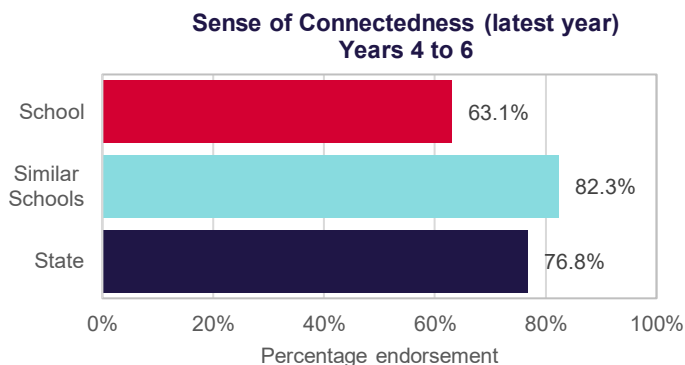
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	63.1%	65.8%
Similar Schools average:	82.3%	83.4%
State average:	76.8%	77.9%

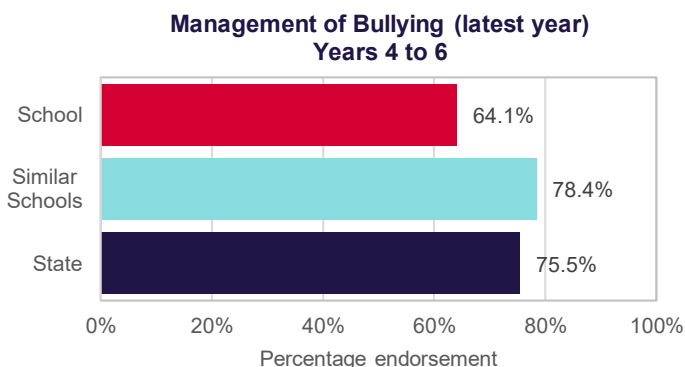


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	64.1%	62.9%
Similar Schools average:	78.4%	79.0%
State average:	75.5%	76.3%



ENGAGEMENT

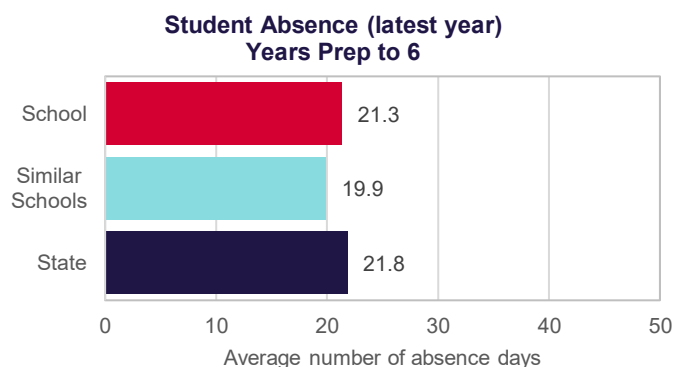
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	21.3	20.1
Similar Schools average:	19.9	17.3
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	89%	90%	89%	90%	89%	87%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,753,618
Government Provided DET Grants	\$845,323
Government Grants Commonwealth	\$9,280
Government Grants State	\$0
Revenue Other	\$128,522
Locally Raised Funds	\$443,850
Capital Grants	\$0
Total Operating Revenue	\$7,180,592

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,819
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,819

Expenditure	Actual
Student Resource Package ²	\$5,580,750
Adjustments	\$0
Books & Publications	\$5,579
Camps/Excursions/Activities	\$128,709
Communication Costs	\$7,747
Consumables	\$213,320
Miscellaneous Expense ³	\$46,983
Professional Development	\$34,183
Equipment/Maintenance/Hire	\$83,303
Property Services	\$188,169
Salaries & Allowances ⁴	\$207,998
Support Services	\$115,768
Trading & Fundraising	\$6,968
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$104,193
Total Operating Expenditure	\$6,723,670
Net Operating Surplus/-Deficit	\$456,921
Asset Acquisitions	\$19,887

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

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,829,301
Official Account	\$25,961
Other Accounts	\$0
Total Funds Available	\$1,855,262

Financial Commitments	Actual
Operating Reserve	\$190,487
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$320,000
Asset/Equipment Replacement > 12 months	\$315,068
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$925,555

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.