

2024 Annual Report to the School Community

School Name: Strathmerton Primary School (2790)



- 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 02 April 2025 at 05:54 PM by Joanne Paton (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 04 April 2025 at 02:47 PM by Joanne Paton (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

Strathmerton Primary School is situated in the town of Strathmerton, 249km north of Melbourne and 56km north of Shepparton. The school has an enrolment of 73 students who come from the township and nearby areas of Yarroweyah and Bearii. At Strathmerton Primary School we believe that education is a fundamental right. Our vision is to ensure that all students experience high quality teaching and learning, preparing them to be active, engaged and responsible citizens of the local and global community. We understand that students can only reach their full potential when they are happy, healthy and safe, and when there is a positive school culture to support them. Our mission is to prepare all students to contend with a dynamic 21st century, in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in a purposeful environment. Our school's objectives, aligned with our School Strategic Plan and Annual Implementation Plan, ensure that our students achieve their learning potential in all areas of the curriculum, with a strong focus in literacy and numeracy. We promote a school-wide positive behaviour approach that focuses on the key values of: Support Each Other, Try Your Best, Act Safely, and Respect (The Strathy STARS). These values underpin all the expectations we have regarding student behaviour in the classroom, in the playground and in other educational environments in which our students may be engaged.

The school grounds are spacious with multiple areas to play, including a large oval, two synthetic courts and two playgrounds. The school has recently undergone a school rebuild in 2024 with four newly refurbished rooms, a new classroom and a new library. There are four classrooms operating, each being a composite class. The school staff profile includes a Principal, three full-time teachers, two part-time teachers (0.6 & 0.4 EFT), part-time office manager (0.9 EFT) and two Education Support staff (0.71 EFT). Specialist classes are provided in Art, Physical Education, Mental Health and Auslan, with additional sporting activities utilising Sporting Schools funding. The school's overall Socio Economic profile is in the High range, as determined by the Student Family Occupation and Education index (SFOE) being 0.5280. Therefore, our allocated Equity funding is directed to providing additional support to our most vulnerable students through the provision of the Tutor Learning Initiative in Literacy and Numeracy, Speech Therapy, a Wellbeing Education Support, and Occupational Therapist.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our Strategic goal of 2024 was a focus on student learning – with an increased focus on numeracy – and student wellbeing through the priorities goal. In 2024, we focused on the key action of building teacher skills to consistently deliver a Numeracy Instructional model by adjusting our current model. We purchased a new mathematics resource (the TopTen resource) and

aligned it to our Instructional Model, creating a new one. This was achieved through Professional Learning that was scheduled throughout the year. Learning walks and peer observations were conducted with a focus on student confidence in Mathematics, learning intentions and success criteria. Staff worked on developing their capacity in assessment and differentiation to meet student individual learning needs through Professional Learning Communities (PLCs), delivered by our middle leaders. The middle leaders also received training in PLCs during Semester 1. Regular professional learning was organised in mathematics, including in the 4 Math Proficiencies which was continued work from 2023. Lesson plans were also developed, ensuring they built from previous lessons and contained support/enabling and extending prompts, or activities that allowed for differentiation. The Tutor Learning Initiative (TLI) was also used to help support students. Teacher judgement in Number and Algebra showed 81% of students at or above the expected standard. This exceeded the previous year of 66%. NAPLAN Numeracy results showed that we partially met our target, with 75% of Grade 3 students in the Exceeding and Strong proficiency level (target was 33%), while only 38% of Grade 5 student in the Exceeding and Strong proficiency (target was 50%). These results showed that our Grade 3 students were above similar school and state averages. However, our Grade 5 students were below these averages.

The other focus we had in 2024 for learning was to improve student outcomes in literacy. This was achieved by consolidating the Reader and Writers' Workshop model across the school. Professional development with external providers (OzLit Teacher) helped support this process. Teachers participated in PLCs with a focus on writing and phonics instruction. Two teachers participated in the local Literacy Community of Practice. Teacher judgement in Reading showed 86% of students at or above the expected standard. This exceeded the previous year of 74%. Teacher judgement in Writing showed 77% of students at or above the expected standard, similar to 2023 results of 75%. NAPLAN Reading results showed that 67% of Grade 3 students in the Exceeding and Strong proficiency level (2023 was 50%), while 69% of Grade 5 student in the Exceeding and Strong proficiency (2023 was 72%). These results showed that our Grade 3 students were above similar school and met state averages. The Grade 5 students also met similar school and state averages for reading. NAPLAN Writing results showed that 83% of Grade 3 students in the Exceeding and Strong proficiency level (2023 was 100%), while 46% of Grade 5 student in the Exceeding and Strong proficiency (2023 was 83%). These results showed that our Grade 3 students were above similar school and state averages. However, our Grade 5 students were below these averages.

Wellbeing

In 2024, Strathmerton Primary School completed the School-wide Positive Behaviour Support (SWPBS) training. By training all staff in SWPBS we have created a school culture that is safe, orderly and supportive. The staff, with student feedback, created a behaviour and expectation matrix for different areas of the school. To support this work, staff also had Professional Learning around the Positive Classroom Management Strategies (PCMS) to help create a safe and purposeful learning environment that support student learning and wellbeing. To support students at an individual wellbeing level, several different support personnel were employed by the school. These included a Mental Health and Wellbeing Lead Teacher, a Wellbeing Education Support, a psychologist, a speech therapist and an occupational therapist. Weekly Mental Health classes were also run for each class as part of our Specialist Program. The Respectful Relationships resources are used to create a scope and sequence for this program. Other wellbeing supports include a weekly breakfast club run by our Parents and Friends, free fruit and vegetables provided

by Foodbank and additional physical education classes each week through the provider, Skillzone, paid through our Equity funding and Sporting Schools grant.

When reflecting on the overall progress towards achieving the targets set for this aspect of the Priority Goal, we have partially met against the 12-month targets and success indicators and fully completed the delivery of the annual actions for this KIS. The AtoSS results showed that we achieved the target set for student voice and agency (target 67%, 2024 result 69%) and almost reached the target of stimulated learning (target 80%, 2024 result 79%). However, we did not reach the goal of 80% for sense of confidence (2024 result 62%). The Parent Opinion Survey showed we reached all 12-month targets except effective teaching: student voice and agency (target 91%, 2024 result 92%), confidence and resiliency skills (target 94%, 2024 result 100%), student motivation and support (target 85%, 2024 result 88%), effective teaching (target 90%, 2024 result 69%). Effective teaching factor had a large portion of parents selecting neutral (28%). The SWPBS tiered fidelity inventory staff completed showed positive results due to the large amount of work we have done around SWPBS this year. These include having strong behavioural expectations, professional development provided in SWPBS, consistent classroom procedures, and using data to make decisions around behaviour.

Engagement

At Strathmerton Primary School, a range of practices are in place to improve student engagement and support positive outcomes. Student absence data, at an average of 22.4 average days absent in 2024, is lower than 2023 results (24.9) and similar schools (24.0) but higher than state averages (21.8). Strong community connections with organisations such as the RSL, Lions Club, Kindergarten, CFA and local sports clubs, like the Football and Netball Club, further enhance students' engagement by linking their learning to real-world experiences. The school's Student Representative Council (SRC) plays an active role in shaping SPS by meeting monthly to discuss ideas for improvement or issues around the school. Additionally, students take on leadership roles, including delivering speeches at the local ANZAC Day service, running assemblies (including Remembrance Day service for the community), and organising special days, events and sports.

Strathmerton Primary also prioritises student voice, agency, and wellbeing across all areas of schooling. Students are encouraged to set personal learning goals, choose how they learn, and receive feedback that helps them grow. The school organises special days, including excursions and incursions, that link directly to the curriculum and support student wellbeing. Staff receive ongoing professional learning on programs like SWPBS and Zones of Regulation to ensure a consistent approach to managing behaviour and promoting emotional regulation. Additionally, Compass is used to communicate with families, track attendance, and ensure that students are supported both at school and at home, reinforcing the school's commitment to student engagement and success.

The Mental Health and Wellbeing Lead Teacher (MHWLT) delivered wellbeing lessons into each classroom once a week to try and increase students' sense of wellbeing, engagement and mental health. These lessons included teaching Respectful Relationships and various wellbeing strategies including Ready to Learn Scales, brain breaks, emotional literacy and self-regulation strategies. The Wellbeing Education Support Person worked alongside our most vulnerable students and families. They were responsible for working with individuals or small groups of students to build confidence and resilience. We continued to employ a Speech Therapist one day a week. New additions to the Wellbeing Team in 2024 included the employment one day a week of a

psychologist and OT specialist. The Mental Health Fund was used to support students through the Active School Tier 1 level support. We employed sport coaches for 8 weeks each term, bought equipment and kits for brain breaks and social emotional games, and purchased inclusive furniture like standing desks to promote a supportive classroom environment.

Other highlights from the school year

One major highlight for Strathmerton Primary School was the completion of the building works. Four original classrooms were modernised, and a brand new classroom and library were new additions. These works were completed in May, with all classes now in the modernised rooms.

Throughout the year students participated in various extra-curriculum activities. A successful whole school production was performed in Term 3, with majority of families coming to watch their children perform. A number of students qualified for district and regional sports events, including athletics and cross country. We sent 2 teams to the local basketball competition and a team to Kanga-8s. An extensive 5 day swimming program was conducted for all students. All students were given the opportunity to participate in the various camp programs - Foundation/Grade 1 Games and Tea Night, Grade 2 Sleepover, Grade 3 and 4 camp to Swan Hill, and Grade 5 and 6 camp to Sovereign Hill.

Our Student Representative Council (SRC) hosted a range of social service activities throughout the year including selling icy-poles, free dress days, sports days and activity days. The Parents and Friends Committee ran several successful fundraisers across the year, Hot Cross Bun and Pie Drive, Colour Fun Run and Mother/Father/Carer's Special days. These funds went towards new literacy and mathematics resources.

Financial performance

Strathmerton Primary School maintained a very sound financial position throughout 2024. The school's 2024 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$27,549. The SRP budget was supplemented with the addition of Small School Base, Primary Rural School Size Adjustment, Tier 2 School Level funding, Tutor Learning Initiative funding, Schools Mental Health funding, Mental Health in Primary Schools funding, Active School funding, Outside Hours School Care and National Student Wellbeing Program funding, all of which enabled us to 'value add' to our programs, especially the Mathematics curriculum, supporting students requiring additional assistance (TLI), and student engagement and wellbeing. We utilised the Equity funding (Social Disadvantage) to budget for the employment of a student support staff, and the engagement of a Speech Therapist (one day a week), as well as subsidising the overall cost of camps/excursions/incursions to make it affordable for our more vulnerable students. Fundraising by the Parents and Friends Association provided funds to enable us to purchase additional literacy and mathematics resources across the school including purchasing our spelling program and acquire new sporting equipment.

For more detailed information regarding our school please visit our website at <https://www.strathmertonps.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 73 students were enrolled at this school in 2024, 40 female and 33 male.

NDP percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

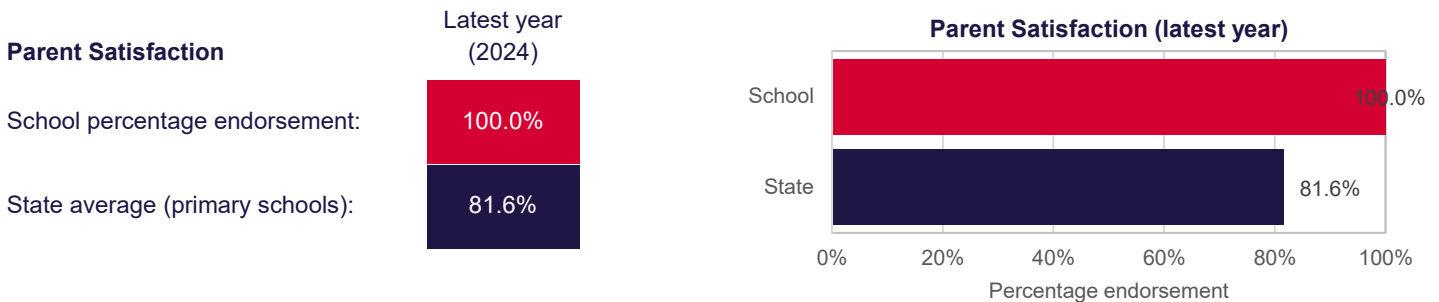
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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



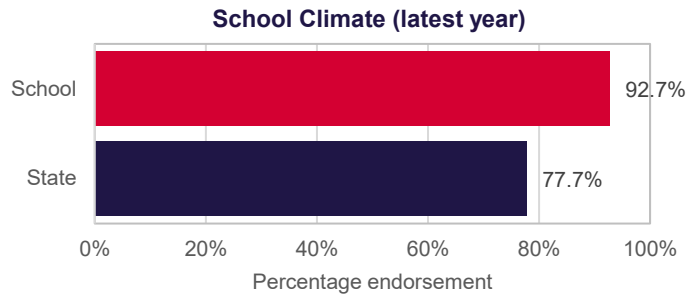
School Staff Survey

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:	92.7%
State average (primary schools):	77.7%



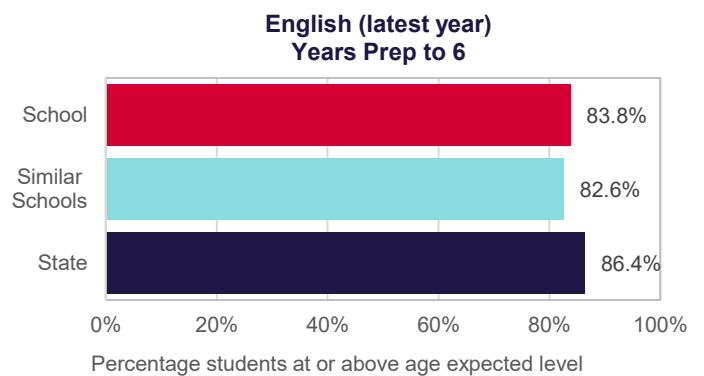
LEARNING

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.*

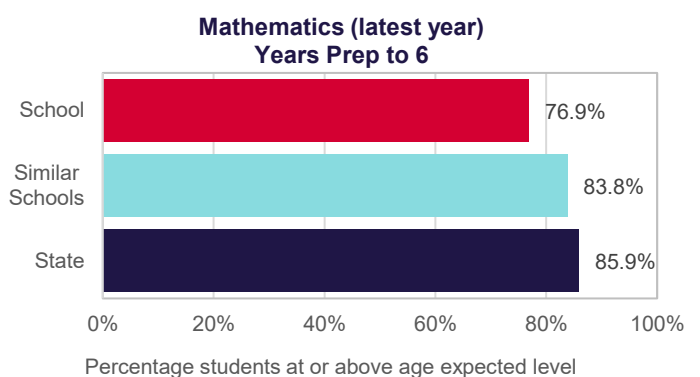
Teacher Judgement of student achievement against the Victorian Curriculum

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:	83.8%
Similar Schools average:	82.6%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	76.9%
Similar Schools average:	83.8%
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.

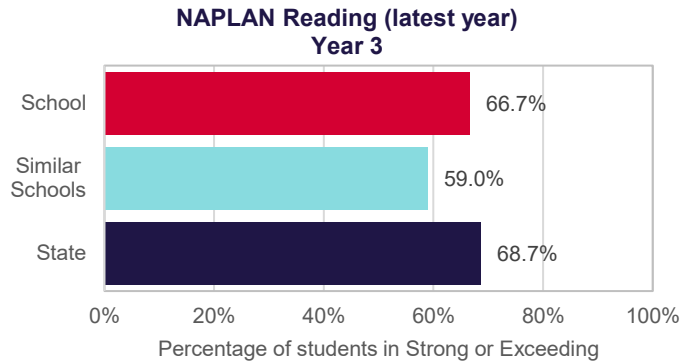
NAPLAN

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.

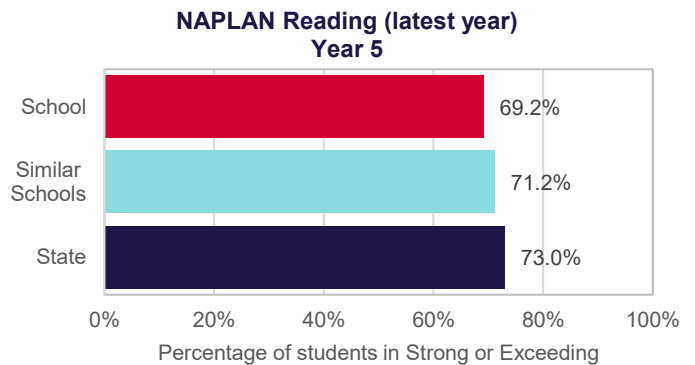
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	61.1%
Similar Schools average:	59.0%	58.5%
State average:	68.7%	69.2%



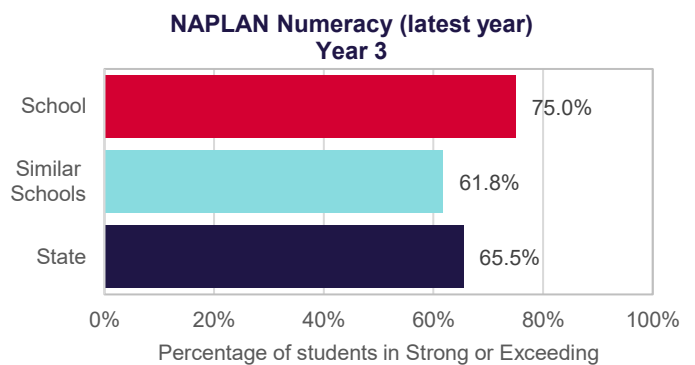
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.2%	71.0%
Similar Schools average:	71.2%	72.1%
State average:	73.0%	75.0%



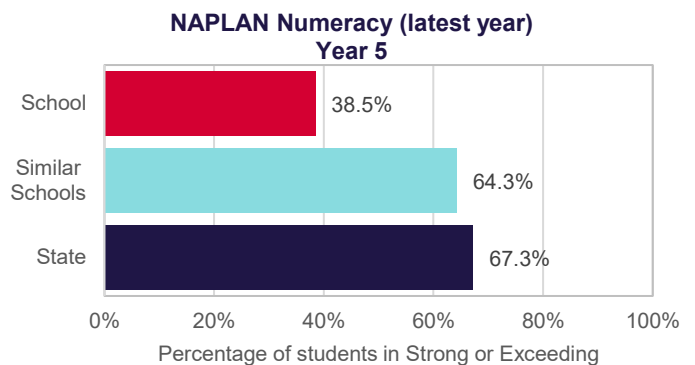
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	61.1%
Similar Schools average:	61.8%	62.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.5%	45.2%
Similar Schools average:	64.3%	62.2%
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:

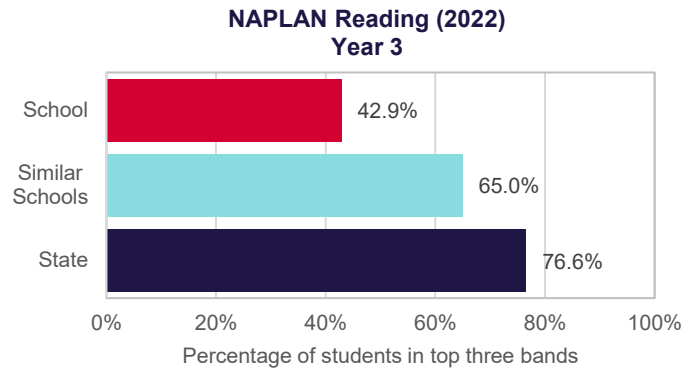
42.9%

Similar Schools average:

65.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

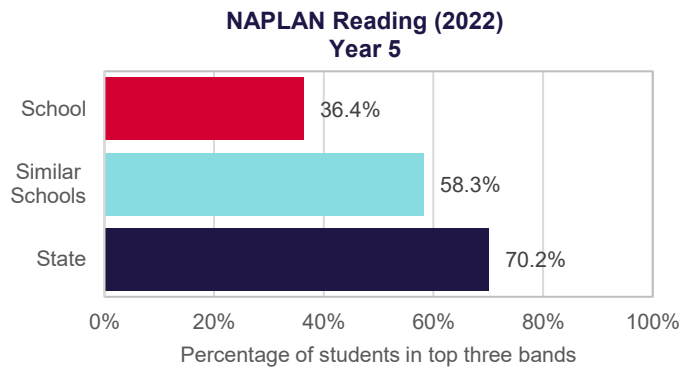
36.4%

Similar Schools average:

58.3%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

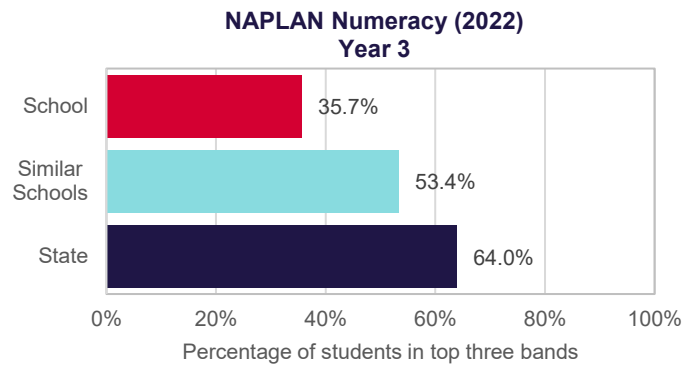
35.7%

Similar Schools average:

53.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

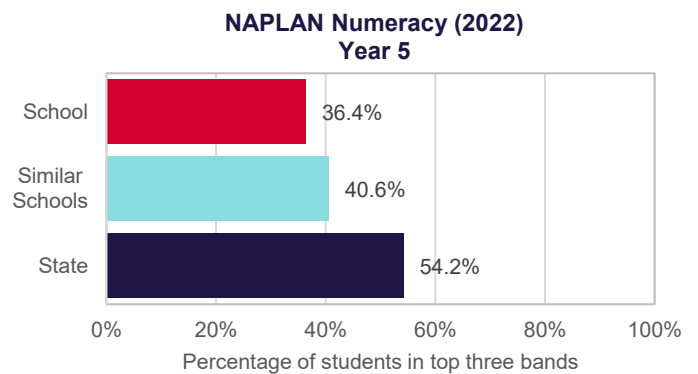
36.4%

Similar Schools average:

40.6%

State average:

54.2%



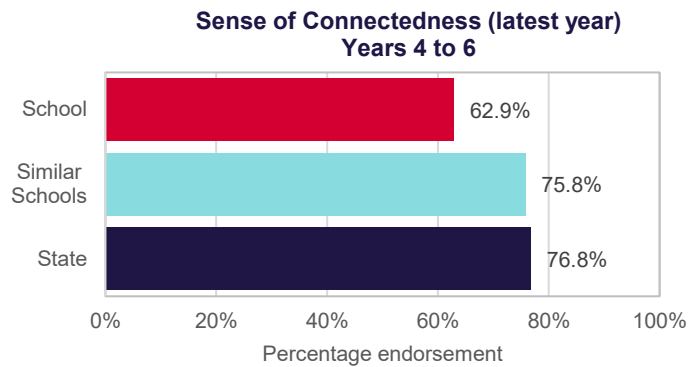
WELLBEING

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).

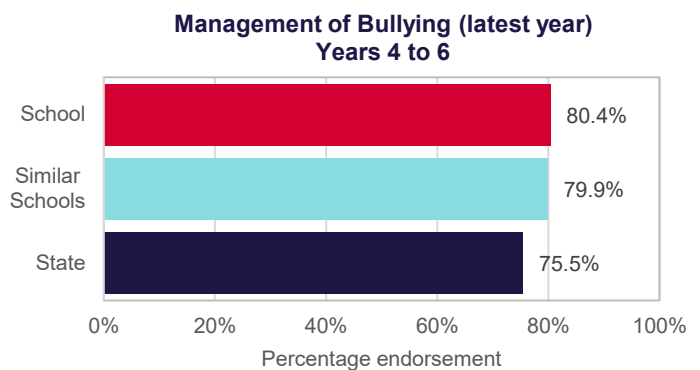
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	62.9%	69.8%
Similar Schools average:	75.8%	79.0%
State average:	76.8%	77.9%



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:	80.4%	78.6%
Similar Schools average:	79.9%	81.9%
State average:	75.5%	76.3%



ENGAGEMENT

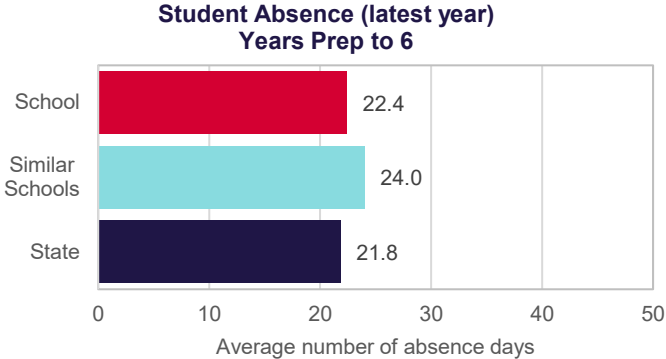
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.4	21.3
Similar Schools average:	24.0	21.9
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):	91%	79%	90%	89%	94%	91%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$995,349
Government Provided DET Grants	\$290,385
Government Grants Commonwealth	\$5,500
Government Grants State	\$0
Revenue Other	\$29,370
Locally Raised Funds	\$47,526
Capital Grants	\$0
Total Operating Revenue	\$1,368,129

Equity ¹	Actual
Equity (Social Disadvantage)	\$99,835
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$99,835

Expenditure	Actual
Student Resource Package ²	\$967,800
Adjustments	\$0
Books & Publications	\$362
Camps/Excursions/Activities	\$44,447
Communication Costs	\$4,784
Consumables	\$43,755
Miscellaneous Expense ³	\$5,819
Professional Development	\$1,500
Equipment/Maintenance/Hire	\$28,151
Property Services	\$117,203
Salaries & Allowances ⁴	\$46,117
Support Services	\$39,950
Trading & Fundraising	\$15,051
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,107
Total Operating Expenditure	\$1,330,046
Net Operating Surplus/-Deficit	\$38,083
Asset Acquisitions	\$0

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

Funds available	Actual
High Yield Investment Account	\$520,495
Official Account	\$5,263
Other Accounts	\$0
Total Funds Available	\$525,758

Financial Commitments	Actual
Operating Reserve	\$60,374
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$145,000
School Based Programs	\$58,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$34,244
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$248,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$585,618

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.

