2025 Annual Report to the School Community

School Name: Invermay Primary School (0882)

- 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 01 April 2026 at 09:36 PM by Justin Marshman (Principal)

- As executive officer of the school council, I attest that this 2025 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 27 April 2026 at 02:35 PM by Justin Marshman (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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

At Invermay Primary School we strive to develop 'happy kids & high achievers,' empowering our students through our six core school values of Commitment, Cooperation, Respect, Responsibility, Honesty and Excellence.

Established in 1873, Invermay Primary School is a Foundation to Year 6 primary school, located six kilometres north of Ballarat city centre. A total of 74 students were enrolled to begin the 2025 school year, up from 69 the previous year.

Our 2025 Student Family Occupation & Education index value (a systemic measure of socio-economic advantage/disadvantage in schools, based on educational and employment characteristics of parents/carers) was rated in the HIGH range across all Victorian schools with an index rating of 0.5223, indicating higher community disadvantage across our school community than the state median.

Facilities for the 2025 school year included an administration building; four classrooms accommodating F, Year 1-2, Year 3-4 and Year 5-6; a multi-purpose room; art room and gymnasium. Our grounds encompass a shaded courtyard; two shaded adventure playgrounds; extensive grass and asphalt play areas; and a beautiful all weather synthetic play court surface for students and staff to enjoy.

We maintain longstanding ties with local sport and music coaches who delivered subsidised ukulele, tennis and golf programs to twenty-four students throughout the 2025 school year.

Our school's 2025 staffing profile comprised our Principal; 5.0 Equivalent Full Time (EFT) classroom and specialist teachers; one School Chaplain Engagement Officer funded through the Federal Government Chaplaincy program (10 hrs per week); and eight part time Education Support Staff comprising 5.6 EFT, incorporating both classroom support and administrative team members. The proportion of our 2025 staff who identified as Aboriginal / Torres Strait Islander was zero. We do not offer any explicit programs for international students at this time.

Our Invermay Primary School vision is '*To provide a caring learning environment that promotes a lasting enthusiasm for learning, one which unites our students, staff and families in the development of happy kids & high achievers.*' Underpinning this belief, our school was an inaugural pilot school in Victoria for School Wide Positive Behaviour (SWPBS) training and implementation in 2015. We remained a committed SWPBS school in 2025.

Our most recent Department of Education operations review highlighted that Invermay Primary School students learn and play within a calm, orderly & safe learning environment. We prioritise the academic & social development of our students, along with the ongoing professional growth of our staff. Consistently high student, staff and parent opinion data over the last five years continues to reflect this.

Progress towards strategic goals, student outcomes and student engagement

Learning

Invermay Primary School's existing four year strategic plan includes a clear goal of *'improving learning achievement and growth in Literacy and Numeracy for all students.'*

Within our 2024-27 Strategic Plan, we aspire to develop consistency in our Reading and Writing instruction and progression across all classrooms and learning levels, whilst also engraining student metacognition and understanding of their personal learning strengths, needs and goals.

In addition to providing students with daily 150min Literacy instructional blocks and 60min Numeracy blocks, additional morning sessions of targeted, small group Literacy and Numeracy support were provided in 2025 to targeted students through our Tutor Learning Initiative. These incorporated both in-class support and out of class focus groups for nine IPS students.

All Invermay Primary School Prep-2 students were immersed in thirty minutes of Synthetic Phonics instruction daily, graduating to direct instruction Spelling Mastery lessons daily in our middle and upper year levels in point of need groupings.

2025 STUDENT ACHIEVEMENT SUMMARY

Students in Years 3 and 5 participated in nationwide NAPLAN Assessments during the month of March 2025.

Our Yr 3 and 5 NAPLAN achievements were varied:

- ***57% of our IPS Year 3 students ranked as EXCEEDING or STRONG in 2025 NAPLAN READING assessment*** *(Victorian 'Similar Schools' Average in 2025 = 66%)*
- ***78% of our IPS Year 3 students ranked as EXCEEDING or STRONG in 2025 NAPLAN NUMERACY assessment*** *(Victorian 'Similar Schools' Average in 2025 = 68%)*
- ***64% of our IPS Year 5 students ranked as EXCEEDING or STRONG in 2025 NAPLAN READING assessment*** *(Victorian 'Similar Schools' Average in 2025 = 69%)*
- ***46% of our IPS Year 5 students ranked as EXCEEDING or STRONG in 2025 NAPLAN NUMERACY assessment*** *(Victorian 'Similar Schools' Average in 2025 = 66%)*

At the conclusion of the 2025 school year, December student reports highlighted:

- ***90% of our Prep-6 students achieved a teacher judgement grade of C or higher in English*** *(surpassing 'statewide' and 'like school' averages in 2025, as well as our 2024-27 school target of 82%)*
- ***80% of our Prep-6 students achieved a teacher judgement grade of C or higher in Mathematics*** *(slightly below both our 2024-27 school target and the Victorian 'statewide' average of 84%)*

Our teaching staff participated in team inquiry projects throughout 2025 that reviewed and enhanced classroom instruction. Our shared focus was on embedding consistent language and strategy from *The Writing Revolution* and *Seven Steps* models within and across each of our

classrooms. A Mathematics specialist teacher was also employed to enhance consistency in Mathematics instruction across multiple classrooms.

All teaching and education support staff felt strongly supported to teach and influence the learning & achievement of the students with whom they worked. This was evidenced in key 2025 School Staff Survey responses as follows:

- Invermay Primary School - Academic emphasis = 76% *(School Strategic Plan target = 80% by 2027, whilst the Victorian 'Similar Schools' Average in 2025 = 72%)*
- Invermay Primary School - Collective efficacy = 96% *(School Strategic Plan target = 97% by 2027, whilst the Victorian 'Similar Schools' Average in 2025 = 86%)*
- Invermay Primary School - Instructional leadership = 96% *(School Strategic Plan target = 95% by 2027, whilst the Victorian 'Similar Schools' Average in 2025 = 86%)*

Our Disability Inclusion students were supported throughout 2025 by means of extensive curriculum and environmental adjustments, implementation of Individual Education Plans and 1:1 support from our seven wonderful integration staff to achieve their respective Individual Education Plan goals.

Wellbeing

Our school Chaplain, Teachers, Education Support team and Principal assisted many families in dealing with grief and loss, hardship, student identity and school refusal during 2025. A **Federal Government Chaplaincy and Wellbeing Grant** once again enabled us to provide chaplaincy and engagement support onsite for 10 hours per week. Our chaplain worked tirelessly to forge supportive relationships with students, staff and families alike in 2025, sourcing food hampers for families in need and/or linking those families and others to welfare agencies for further ongoing support. The chaplaincy role extended to providing Tier 1 programs to engage and support all students, including icy pole and hot chocolate pop-up stores for students, lunchtime clubs and games. Our Chaplain also facilitated classroom engagement and counselling of small groups and individual students on a needs basis.

In 2025 our teachers and Education Support staff were provided with dedicated meeting time to record and analyse **SAEBRS (Social Academic and Emotional Behaviour Risk Screener)** data for each student in their classroom, providing our team with a comprehensive tracking system of Academic, Emotional & Behavioural habits for every student in our care.

Staff also reinforced our **School Wide Positive Behaviours Matrix of Expected Behaviours** - recognising and rewarding our students at assemblies and in newsletters, in addition to recording daily feedback to students and families on Class Dojo. Many of our staff completed the **Berry St - Trauma Informed Practice** program to guide our support of students and families at risk. We also welcomed new Mental Health In Primary Schools (MHiPS) funding in 2025, which allowed one of our existing teaching team to initiate school wide Mental Health and Wellbeing supports. These included surveying families on their experiences and need when caring for student mental health, anxiety, resilience and cyber safety at home. Our MHiPS leader also promoted whole school engagement in RUOK Day, Bullying - No Way! Week and with a view to the future, researched and submitted a successful application for Invermay PS to welcome a trained school therapy dog into our student wellbeing strategy in the near future.

Key student wellbeing measures from the 2025 Student Attitudes to School Survey remained consistent with statewide averages:

Invermay Primary School - Sense of Connectedness: 75% Agree or Strongly Agree (Victorian 'State Average' in 2025 = 77%)
Invermay Primary School - Management of Bullying: 79% Agree or Strongly Agree (Victorian 'State Average' in 2025 = 76%)

All Invermay Primary School classes engaged in personal and social development activities referenced from **Resilience, Rights & Respectful Relationships** and **School Wide Positive Behaviour** programs, in weekly timetabled 'Invermay Way' lessons. Observable changes from a student perspective included students better identifying how they could manage difficult school scenarios referencing lessons and language learned during 'Invermay Way' sessions, as well as students understanding their role as a member of a team, group or class.

Engagement

Many elements contribute toward a productive and engaged school community at Invermay Primary School. Student Support Group meetings were conducted each term for integration funded, out of home care, Aboriginal or Torres Strait Islander students respectively. February and June Parent-Student-Teacher conferences; a fortnightly newsletter; direct home-school communication through our XUNO Family Portal; along with Facebook and SMS communications were all utilised in 2025 to enhance links between school and home and provide an ongoing window for parents into classroom learning, student wellbeing and achievement.

Our Prep-6 student average of 19.7 days absence for the 2025 school year was a pleasing improvement on the 25 day average from the previous year. It was also substantially better than the 2025 state average of 21.5 days across all government primary schools. The percentage of IPS students with 20 or more days of absence in our school was 34%, down from 42% the previous year, which was also a pleasing.

Lingering cold, flu and gastro symptoms meant that a number of students still missed blocks of 3-5 days at a time in 2025. Mental health appointments and school refusal were contributors in a smaller number of cases. Staff and families utilised the XUNO electronic attendance platform, enabling live absence notifications by parents and carers to enable timely acknowledgement of student absences and late arrivals. We will continue to contact and support our students and families wherever possible to minimise extended absence and maximise attendance. A focus on students developing a special talent through our school subsidised Sport and Music Specialist Programs was again well received, with more than 25% of eligible Gr 1-6 students accepting opportunities to join our IPS Ukulele, Tennis and Golf programs. We thank our Parents and Friends fundraising committee for helping to significantly subsidise the participation costs of these four coaching opportunities for interested Gr 1-6 students.

Our Junior School Council and Chaplain also generated plenty of excitement with playtime clubs and pop-up icy pole and hot chocolate stores throughout the year. Our T-Birds Breaky Club, facilitated by Education Support staff from 8.00-8.45am each Monday, Thursday and Friday morning throughout the year, was attended by between 1 and 6 students each morning, with an average attendance of 2.2 students per morning. A Federal Government Out of School Hours Care grant allowed us to trial both After School Care and Holiday Care for a second year.

Other highlights from the school year

Opportunities for students to represent their school with pride were enjoyed with our T-Birds Cycling, Netball, Futsal, Basketball, Table Tennis and Football teams all competing in inter-school competition.

Our April athletics carnival was again a highlight, engaging all students in eight track and field disciplines for the day, along with wonderful support from family members as both volunteers and spectators.

Our students rehearsed diligently throughout Term 2 and performed beautifully in front of a full house at Mt Rowan Secondary College Theatre, in our whole school production of *Around The World With Disney*.

In June, our T-Bird Racing student cycling team enjoyed another rewarding trip to Adelaide to compete in the Australian Pedal Prix. Two staff, ten students and their families enjoyed a fantastic weekend together. Our team cycled 116km in the five hour event, finishing in 4th place in their category for schools under 200 enrolments.

In September, our Gr 5-6 Girls Futsal team were victorious in their division of the Ballarat District Primary Schools Futsal Tournament, with our Gr 5-6 boys finished Runners-Up in their section. Members of our Gr 5-6 class also enjoyed success at the Ballarat Schools Table Tennis Tournament, whilst other classmates excelled in the NBA Hoops Mathematics Challenge in Castlemaine, progressing to the statewide final in Melbourne.

Our graduating Gr 6 class were joined by eighty-two staff and family members at their December Graduation Dinner, enjoying a lovely meal and sharing special memories and anecdotes from their time at our school. At our final whole school assembly for 2025, awards were presented for academic growth and school values champions across each of our classrooms.

Financial performance

Both our cash budget and staffing budget finished in surplus for the 2025 school year, with our school council diligently managing and discussing revenue and expenditure in unison with our annual cash budgets.

Enrolments continued to grow in 2025, as did Disability Inclusion Grants for funded students, which totalled $230,029.

Total cash funds available to our school at the end of 2025 were $162,520. This figure was greater than budgeted at the beginning of the school year, largely due to credit to cash transfer of Disability Inclusion grants approved by the Department of Education late in 2024 and early 2025, but not accessible until subsequent school terms. End of year cash funds available included $14,000 for Chromebooks still to be acquired for the beginning of the 2026 school year and $66,236 of savings accrued 2022-25, set aside for our school council approved court upgrade, to be installed in 2026.

Other key supplementary grants received during the 2025 school year included $17,000 for ongoing management of bushfire fuel sources and vegetation in our grounds, $20,280 in Federal

Government Chaplaincy funding; $39,315 credit to cash to upgrade student iPads & Chromebooks, an $11,000 School Mental Health Fund allowance and Literacy Transition funding of $2,167.

Our Parents & Friends continued their fantastic fundraising work, raising $8,500 toward school improvement initiatives, including a rebound wall mural and continued savings toward our synthetic grass court upgrade.

For more detailed information regarding our school please visit our website at http://www.invermayps.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 72 students were enrolled at this school in 2025, 37 female and 35 male. NDA had English as an additional language and 15% 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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**100.0%**
	Similar schools	86.0%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**81.2%**
	Similar schools	82.5%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**90.7%**
	Similar schools	84.4%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**80.3%**
	Similar schools	84.6%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**57.1%**	**62.1%**
	Similar schools	65.6%	62.5%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**63.6%**	**72.4%**
	Similar schools	68.8%	71.0%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**78.6%**	**69.0%**
	Similar schools	68.0%	65.0%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**45.5%**	**51.7%**
	Similar schools	66.3%	63.2%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**70.0%**
	Similar schools	70.1%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**60.0%**
	Similar schools	74.4%
	State	74.0%

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**74.6%**		**80.0%**
	Similar schools	80.1%		79.5%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**79.5%**		**83.5%**
	Similar schools	81.1%		81.6%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	**School**	**19.7**	**25.6**
	Similar schools	23.0	23.4
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**90.6%**
Year 1	**School**	**90.5%**
Year 2	**School**	**91.7%**
Year 3	**School**	**89.4%**
Year 4	**School**	**93.3%**
Year 5	**School**	**88.3%**
Year 6	**School**	**87.4%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$1,139,678
Government Provided DET Grants	$431,403
Government Grants Commonwealth	$2,150
Government Grants State	$0
Revenue Other	$5,427
Locally Raised Funds	$54,808
Capital Grants	$0
Total Operating Revenue	**$1,633,466**

Equity	Actual
Equity (Social Disadvantage)	$98,360
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$98,360**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$1,194,489
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$41,860
Communication Costs	$4,682
Consumables	$21,145
Miscellaneous Expenses[2]	$9,930
Agency Staff	$522
Professional Development	$10,918
Equipment/Maintenance/Hire	$49,336
Property Services	$41,939
Salaries & Allowances[3]	$131,129
Support Services	$58,742

Expenditure	Actual
Trading & Fundraising	$12,373
Motor Vehicle Expenses	$204
Travel & Subsistence	$212
Utilities	$12,238
Total Operating Expenditure	**$1,589,720**
Net Operating Surplus/-Deficit	**$43,746**
Asset Acquisitions	**($0)**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$154,985
Official Account	$7,535
Other Accounts	$0
Total Funds Available	**$162,520**

Financial Commitments	Actual
Operating Reserve	$65,872
Other Recurrent Expenditure	$585
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$66,236
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$14,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$13,500
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$160,193**

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.