

2025 Annual Report to the School Community

School Name: Kiewa Valley Primary School (6229)



- 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 11 February 2026 at 08:03 AM by Kelli Jacobsen (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 12 March 2026 at 01:03 PM by Kelli Jacobsen (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

Kiewa Valley Primary School is located in the beautiful leafy Kiewa Valley, 20 kilometres from Wodonga. In 2025 we had a total enrolment population of 140 students across Foundation to Year 6. We strive to be a school community where our students are confident, self-motivated, have a love of learning and are kind to others. The vision for Kiewa Valley Primary School - *Our community grows together through kindness as empowered, creative learners who believe we can all make a difference* - is the centre piece to all we do to promote a wholistic approach to education for every learner. The academic and social/emotional development of our children is nurtured in an environment which is caring, provides academic rigour and promotes a growth mindset. Our school values of Kindness, Integrity, Inclusion and Respect are underpinned by the 4B's "Believe, Belong, Become and Be Kind." Kiewa Valley Primary School (KVPS) is typified by families from predominantly English-speaking backgrounds and low to medium socio economic status with 0.56% of students with English as an additional language and 2.24% were Aboriginal and Torres Strait Islander. Our staffing profile is 1 Principal, seven full-time classroom teaching staff, one 0.8 classroom teacher. They are supported by 1.4 equivalent full-time specialist staff across four specialist learning areas of Art, Science, Music, Auslan and Physical Education and 3.0 equivalent full time Education Support staff. Important community partnerships exist with our school being an approved service provider for Kindergarten in 2025 and the Indigo Shire Child and Maternal Health which are both located on our school site. Our local Lions Club supports our school in a variety of ways and we have links with Indigo Shire, Gateway Health, and the Country Women's Association. Our students are also connected to our RSL through their involvement in ANZAC Day and Remembrance Day services. We are regular contributors to the Kiewa Gazette. The total number of students funded under Disability Inclusion Reform is 9 students but as this transition continues there will be an increase in these numbers. Due to extensive subdivision surrounding our school, future enrolments are expected to rise, however this has not been evident over the past two years.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, our school's Annual Implementation Plan focussed on key improvement strategies related to 'strengthening the consistent use of high-quality assessment to inform planning, student learning and wellbeing'. The agreed actions to achieve this were to: "Build staff capability in quality assessment practices" and "strengthen collaborative planning and high-

quality instructional practices". Kiewa Valley Primary School delivered on our Key Improvement Strategy to develop and embed an instructional model for mathematics and a highlight for our school community was presenting at the Numeracy Symposium in front of our peers. Kiewa Valley Primary School has been acknowledged as leading the way with our mathematics curriculum and instructional model, with a clear focus on promoting thinking in mathematics. The staff worked collaboratively in professional learning teams and teaching teams. The focus for staff was building capability of practice in reading and mathematics. Teachers were also regularly reviewing and updating the learning programs for reading and mathematics and preparing for the new Victorian Curriculum 2.0, reading and mathematics in line with the agreed school curriculum and assessment plan. An updated unit and weekly planner for staff was embedded throughout the year along with a strong focus on collaborative planning, supported by the Numeracy Leader, for mathematics and the Principal for Literacy. We were able to complete three full Professional Learning Community inquiry cycles with the focus specifically on reading, mathematics and wellbeing. In 2025, our ongoing monitoring at both a leadership level and school improvement team level indicated that we are on track to meet our following goals and targets for learning in our strategic plan. In 2025, we met the following Annual Implementation Plan targets:

- Teacher Judgement Reading and Viewing - Maintain the percentage of students at or above expected level for Reading and Viewing at 80% in 2025.
- Teacher Judgement Writing - Increase the percentage of students at or above expected level for Writing from 68% to 80% in 2025.
- Teacher Judgement Number and Algebra - Maintain the percentage of students at or above expected level in Number and Algebra at 75% in 2025.

Our challenge for 2026 is to maintain this level of growth in learning and improve our Year 3 NAPLAN data as it was noted in our School Performance Report that our result in percentage of students in Strong and Exceeding in Reading and Numeracy had declined. Although our targets specifically relating to Teacher Judgement has been exceeded and will be celebrated, our overall school performance on Year 3 NAPLAN has been declining.

Our performance on Year 5 NAPLAN in 2025 was outstanding. Our Year 5 NAPLAN data indicates that we are performing above Network and State schools in Reading, Writing and Numeracy. In Reading, our students were assessed at 90% Strong or Exceeding. In Writing, 80% of our students were assessed as being Strong or Exceeding. In Numeracy, 70% of our students were assessed as Strong or Exceeding. The Relative Growth Data provided in the NAPLAN data analysis is only an interim measure, however, does need to be considered. Our Year 5 students performed well in reading and numeracy, with 71% and 79% of our students sitting in medium and high growth respectively. Our Year 5 students achieved High Relative Growth in Reading, with 29% of students in Year 5 sitting at this level and 33% of students achieving high growth in Numeracy. A huge achievement for our students and our staff. In 2026 our focus will be on using additional collaborative time for Learning Walks and Talks as form of Peer Observations and well as the continuation of peer mentoring/coaching model to increase practice improvement with our teaching staff to further enhance teaching.

Wellbeing

Student wellbeing continues to be a focus and is viewed as fundamental to successful engagement in learning. We continue to place wellbeing at the forefront of everything we do, to ensure that all students have connections to their peers and the adults at school. Through our focus and language around our vision, values and the four B's we promote a culture of kindness and inclusion. The culture of our school is reflected in our student attitudes to school data, however a decline in some areas of the Attitudes to School Survey in 2025 is reflective of a shift in wellbeing needs of our students and a change in our community. Our Strategic Plan goal was to ensure student wellbeing for every child. Targets in the wellbeing area of our Annual Implementation Plan were:

- Increase the percentage of positive responses on teacher-student relations from 74% to 80% by the end of 2025. We achieved a positive endorsement of 93%.
- Increase the percentage of positive responses for the factor of self-regulation and goal setting from 79% to 85%. We achieved a positive endorsement of 94%.
- Increase the percentage of positive responses on Learner Characteristics in Motivation and Interest from 66% to 70% and Perseverance from 70% to 75% by the end of 2025. We achieved a positive endorsement of 88%.
- Increase the percentage of positive responses on the Staff Survey in Evaluation from 84% to 88% and Implementation from 87% to 90% by the end of 2025. We achieved a positive endorsement of 96% and 95% respectively.

Stimulating Learning was sitting at 62% in 2023 and after a specific focus in our unit planning on student voice and agency in learning and catering for students point of need in 2025 our data has improved to a significant 98% positive response rate. All classes have implemented the Respectful Relationships curriculum and our school commenced the implementation of School Wide Positive Behaviours with the explicit teaching of our Behaviour Flow Chart and our Positive Teaching Matrix. We further developed this by connecting aspects of Respectful Relationship lesson, social and emotional lessons and zones of regulation lessons to develop a whole school-wide wellbeing curriculum. This will clearly and consistently communicate the expectations of our community to all members.

In 2025 our Leading Teacher of Inclusion and Wellbeing was ensuring students with additional learning, social and emotional needs and students with a disability are being supported. This role enabled the establishment of clear processes and protocols around identifying students with wellbeing needs through a check-in tool and the wellbeing data wall. We also created an attendance data wall to identify students who were missing 20 or more days of school and tracking these students from year to year. This role includes the Disability Inclusion Reform, Disability Tier 2, leading our Breakfast Club and Lunch Club program. Lunch Clubs were held daily throughout 2025 and student engagement was high. In 2026 the Acting Assistant Principal Inclusion and Wellbeing will also continue the Mental Health Wellbeing Leader training to develop and implement a whole school approach to consistent systems, processes and procedures to support student wellbeing. Time will also be set aside during Term 3 to complete a wellbeing PLC cycle and engage with "Be You" for teacher professional learning. We continued our strong partnership with Lion's Club for Food Share, to better support our families who are finding cost of living pressures challenging and established and maintained strong connections with these families to ensure all students are supported to participate in all activities

to the same levels of everyone else. We will also continue our school employed Counsellor who will support our Tier 3 students identified through the Wellbeing Check-In tool or parent referral and with Gateway Health for small group and individual support of students. Child and Youth Mental Health Service and Schools Early Action (CASEA) program was a huge success in 2025. Providing therapy, social and emotional regulation and assessments for students in F to 2. It used an early intervention program utilising sunshine circles to use 'theraplay' to explore social and emotional regulation for students in Foundation to Year 2. It also supported the development of friendships and promotes pro-social behaviours. The engagement with this program for the whole year across whole class, small group and one on one intervention with parental engagement provided outstanding support and education to our families and staff.

Engagement

Our attendance data continues to remain below the state, network and similar school median. Our attendance data target was to reduce the percentage of students who are absent for more than 20 days from 33% to 15%, this was not met in 2025. Our data indicated that 33% of our Prep to Year 6 students were absent for more than 20 days. We commenced a clear communication strategy in 2024 to better track student absences and build the connection between the classroom teacher and parents and carers and to assist students who were at risk of disengagement. We will continue to set high expectations on attendance and have committed to reducing absences to 15% of students who are absent 20 or more days in 2026. We appreciate the efforts of our families who value education and attempt to have their children at school every day, on time and ready for learning. We will be putting a lot of work and focus into this in 2026 to reduce these numbers with the continuation of an Attendance Data wall for ongoing monitoring and improved communication with families around the importance of attending school and letting them know when their child/ren has been absent 5 days a term. We continued to build strong connections with our students and endeavoured to involve them in activities to build their voice and agency. Although it is not a specific target in the Strategic Plan, we have seen a significant improvement in the positive response for Student Voice and Agency which currently sit 94% in 2025. We are extremely proud of our sense of inclusion data from the Attitudes to Schools survey which in 2025 indicated a 98% positive endorsement by students.

Our parent engagement in the opinion survey was improved, The general parent satisfaction summary (percentage of positive results agree or strongly agree) was 88%, which is a significant increase from the previous year. The general school improvement factor increased to 88% from 74%. It is to be noted however, that the overall satisfaction scores are heavily impacted by the 19% negative response to physical environment and we will work to advocate for our school community in the enhancement and improvement of our facilities. Teacher communication also received a low positive endorsement in 2025. With only 74% positive response to "there is effective two-way communication between the teachers and parents/caregivers/guardians at this school" and 69% positive endorsement of "teachers communicate with me often enough about my child's progress". We will continue to ask parents how we can improve this. In 2026, Parent Teacher Interviews were offered in Term 1 and Term 3, either on webex or face-to-face to boost engagement. We will continue with Term 1 Getting to Know You Interviews in 2026 to enable the parents to engage with their classroom teacher early in the year to establish a strong partnership. We will continue to host our major parent and carer events of Welcome Back Breakfast, Harmony Day, Fete, Mother's Day and Father's Day Breakfasts to continually engage parents and carers in school activities. We will continue using the COMPASS platform to send home student learning

goals in reading, writing and numeracy and in each semester a wellbeing goal. Student learning goals will be a focus for classroom teachers, with the co-construction of these (between student and teacher). Students will be allocated independent work time in our agreed instructional models to be working towards their goals.

Other highlights from the school year

Key HIGHLIGHTS for KVPS in 2024 were:

- The annual KVPS School FETE, which was supported by the local community and well attended
- Our Mother's Day and Father's Day Breakfasts
- Harmony Day and Special Person Day celebrations
- Our Athletics Day received a lot of positive parent feedback
- School Camp for Year 5 and 6 students to Canberra and the Year 3 and 4 camp which was to Happy Valley
 - Finishing the yarning circle and the mural
 - Becoming a Kindergarten - and community hub for 0 to 8 year olds.

Financial performance

Kiewa Valley Primary School enrolments have declined. In 2025 the school recorded a small credit deficit of approximately \$28,000. We continued to develop the middle leadership of Kiewa Valley Primary School with the continuation of the employment of a Leading Teacher and a Learning Specialist in Mathematics to further enhance our teacher practice and peer observations. A strong focus on workforce planning is underway, as 80% of the teachers employed at Kiewa Valley Primary School being CT2-6's. Our focus has been to create funding opportunities for our students with additional needs to develop programs that better suit them whilst also maintaining high expectations in learning. We receive Disability Tier 2 funding of \$105,223, Mental Health and Wellbeing funding of \$92,000 and Tier Three Disability Inclusion and Programs for Students with Disability funding of \$188,121. We have been able to fund better support for our students with additional needs. There is a planned \$29,059 deficit for 2026. This is a result of declining enrolment and unknown Disability Inclusion T3 funding amounts. Our equity funding of \$18,189.80 is used to fund a Literacy Intervention Program and supporting these students with school-based activities. Outside Hours School Care operates onsite and contributes a cash to credit transfer annually of \$60,000. In 2024 it was discovered that this service had been operating in a deficit for many years as it had not been accounted for accurately. However, with school council support and it returned a small surplus in 2025 as we have increased the fees for service use.

**For more detailed information regarding our school please visit our website at
<https://www.kiewavlyps.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


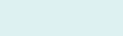

A total of 142 students were enrolled at this school in 2025, 74 female and 68 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.


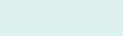

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	88.0%	
	Similar schools	82.2%	
	State	82.0%	

School Staff Survey


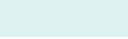


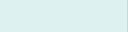

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	87.4%	
	Similar schools	83.2%	
	State	77.4%	

LEARNING


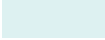


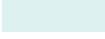


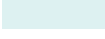


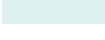

Teacher Judgement of student achievement against the Victorian Curriculum

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	85.5%	
	Similar schools	85.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	79.1%	
	Similar schools	83.8%	
	State	84.2%	

NAPLAN

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


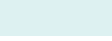


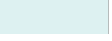

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	58.8%		53.6%
	Similar schools	72.9%		70.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	88.0%		86.1%
	Similar schools	75.3%		76.0%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	82.4%		62.3%
	Similar schools	70.1%		69.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	76.0%		64.8%
	Similar schools	70.7%		68.1%
	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	70.8%	
	Similar schools	74.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	79.2%	
	Similar schools	70.8%	
	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	86.2%		74.8%
	Similar schools	76.1%		76.7%
	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	90.6%		79.2%
	Similar schools	79.5%		79.4%
	State	76.4%		75.8%

ENGAGEMENT




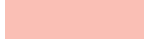



Average absence days per student

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	19.9	20.3
	Similar schools	20.2	20.9
	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	92.1%	
Year 1	School	89.8%	
Year 2	School	92.4%	
Year 3	School	92.4%	
Year 4	School	89.9%	
Year 5	School	89.7%	
Year 6	School	85.0%	

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	\$2,016,371
Government Provided DET Grants	\$492,232
Government Grants Commonwealth	\$98,680
Government Grants State	\$52,750
Revenue Other	\$29,575
Locally Raised Funds	\$159,662
Capital Grants	\$0
Total Operating Revenue	\$2,849,270

Equity	Actual
Equity (Social Disadvantage)	\$18,190
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$18,190

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

Expenditure	Actual
Student Resource Package ¹	\$2,039,639
Adjustments	\$0
Books & Publications	\$52
Camps/Excursions/Activities	\$45,646
Communication Costs	\$3,133
Consumables	\$27,854
Miscellaneous Expenses ²	\$20,188
Agency Staff	\$0
Professional Development	\$10,535
Equipment/Maintenance/Hire	\$137,533
Property Services	\$75,986
Salaries & Allowances ³	\$431,978
Support Services	\$20,517

Expenditure	Actual
Trading & Fundraising	\$45,584
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,613
Total Operating Expenditure	\$2,888,257
Net Operating Surplus/-Deficit	(\$38,988)
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	\$11,786
Official Account	\$10,631
Other Accounts	\$0
Total Funds Available	\$22,417

Financial Commitments	Actual
Operating Reserve	\$141,436
Other Recurrent Expenditure	\$0
Provision Accounts	\$8,851
Funds Received in Advance	\$0
School Based Programs	\$5,728
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,016
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$163,031

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.