

2024 Annual Report to the School Community

School Name: Yinnar Primary School (2419)



- 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 30 March 2025 at 12:34 PM by Christine Hall (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 03 April 2025 at 08:54 AM by Christine Hall (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

Yinnar Primary School, situated at the foothills of the Strzelecki Ranges in Gippsland, is truly fortunate to be supported by a community that values education greatly and offers firm support and knowledge. The small rural town of Yinnar is experiencing steady growth, driven by the recent three-stage transformation of farmland into residential housing. Currently, our school enrolment is 239 students.

At Yinnar Primary School, we cultivate a culture of continuous learning, inspiring our students to think critically, embrace challenges, and grow with confidence. We nurture their development into resilient, reflective, and resourceful lifelong learners, equipping them with the skills to thrive both independently and collaboratively.

At the heart of our school ethos is a commitment to fostering core values that empower students to make meaningful contributions both within our school and beyond. Our students embody these values—Growth Mindset, Respect, Aim High, Curiosity, and Enthusiasm (GRACE)—in their daily learning and interactions. Through GRACE, we cultivate a culture where students approach challenges with curiosity and enthusiasm while demonstrating respect for themselves and others. More than just achieving, we strive to nurture lifelong learners, ensuring they leave Yinnar Primary School equipped with the confidence, mindset, and skills for continuous growth and exploration.

At Yinnar Primary School, we are deeply committed to academic excellence, implementing a structured explicit instruction model across the curriculum to ensure all students receive a rich and comprehensive education. Our approach is defined by carefully planned and sequenced lessons, clear and detailed instruction, explicit modelling, and ongoing, systematic assessment with timely feedback.

Through our Knowledge-Based Curriculum, students benefit from high-quality, research-backed instruction that ensures a seamless progression of learning from Prep to Grade 6. Our teaching methods are firmly grounded in Cognitive Load Theory, reflecting the latest evidence-based research to optimise student understanding, retention, and success.

Our teachers are highly skilled and devoted individuals who collaborate closely to cultivate a school culture that prioritises teaching and learning. They are not only approachable but also highly proficient, committed to ensuring that each student under their guidance reaches their fullest potential. Their dedication is reflected in our outstanding School Climate endorsement rate of 92.5% in the annual School Staff Survey—significantly surpassing the state average of 77.7%.

The school employs a total of 27 staff members, including 2 principal-class personnel, 11 classroom teachers, and 4 specialist teachers (comprising a mix of part-time positions). Additionally, there are 9 classroom-based Education Support Staff and 2 office-based Education Support Staff. Our school structure comprises 10 classes, primarily composed of composite grades. These classes are organised into two sub-school teams, encompassing students from Years 3 to 6 and Prep to 2. Each teacher collaborates closely with a buddy grade, facilitating effective coordination and support across the school. The school offers four specialist areas, Physical Education, Performing Arts, Visual Arts and Technology.

At Yinnar Primary School, we recognise that strong family-school partnerships are essential to student success. We prioritise clear, ongoing communication and actively encourage parents to be engaged in their child's education and school life. This strong collaboration is reflected in our

School Satisfaction rating of 82.4%, as reported in the annual survey—above the state average of 81.6%.

Our current Strategic Plan Goals are:

Improve student learning growth in Literacy, Numeracy and Technology

Improve student wellbeing outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2024, the school remained dedicated to achieving excellence in teaching and learning. The implementation of the Explicit Direct Instruction (EDI) model at our school has led to significant positive changes. Teachers have reported improved clarity and structure in their lessons, resulting in better student engagement and understanding. Additionally, consistent use of the EDI model will lead to higher student achievement and more effective assessment of learning outcomes.

The school continued to implement a high-quality, evidence-based approach to literacy instruction, incorporating key principles from The Writing Revolution and English Core Knowledge units. This integration greatly strengthened students' literacy skills. Additionally, assessment tools such as No More Marking and AutoMark offered valuable insights by utilising comparative judgment to evaluate writing samples

Throughout 2024, additional documentation was developed to further support the teaching of numeracy skills in the Prep to Year 2 area, focusing on reinforcing basic facts and early mathematical concepts.

The Numeracy Lesson Structure was also revised and enhanced to incorporate key elements of Explicit Direct Instruction (EDI), aligning our approach with best practices to improve student understanding and engagement in mathematics. The utilisation of Essential Assessments data has provided clear direction, opportunities for differentiation, and effective tracking of student growth in numeracy.

Instructional coaching was introduced and has highlighted the strong consistency in the structure of English units and literacy reviews across the school. These units are clearly reflecting the professional development provided to staff through both Literacy and Explicit Direct Instruction (EDI) meetings. Feedback from instructional coaching observations and discussions has been addressed as needed, ensuring continuous improvement and alignment with best practices.

Classroom observations of Numeracy Reviews were conducted, with data collected to ensure alignment with the established review expectations and non-negotiables outlined in the teaching and learning folder. A high level of consistency was observed across all classes from Prep to Grade 6, reflecting strong adherence to our structured approach.

Technology was introduced as a specialist class for one hour each week across all grade levels. The consistent and structured approach ensures that every student benefits from a progressive

and well-rounded technology curriculum. The school allocated additional meeting time to professional development in digital technologies to promote a consistent, whole-school approach.

The school continued with the Tutor Learning Initiative (TLI), aimed at supporting students who required catch-up in their learning. However, tutor learning was limited due to staff shortages and the constraints of available resources for educational support. To adapt, the Tutor Learning model was revised to provide more flexibility and foster continuous collaboration with classroom teachers ensuring a focused and targeted approach to help students meet their learning goals.

Throughout the academic year, students demonstrated commendable growth and achievement across various domains. We are proud to report notable improvements in academic performance, as evidenced by standardised test scores, formative assessments, and teacher evaluations. The implementation of Explicit Direct Instruction remains a cornerstone of our educational approach. Our dedicated team of teachers has worked tirelessly to deliver engaging lessons that cater to the diverse learning needs of our students.

Our student achievement data based on teacher judgement showed we had the following percentages of students at, or above age expected standards Years Prep to 6 English 91.1% (similar schools average 85.7%) and Years Prep to 6 Mathematics 92.7% (similar schools 86.2%).

The school's NAPLAN data indicated the percentage of students in the Strong or Exceeding proficiency levels:

Year 3 Reading 84.8% (similar schools 71.0%)

Year 5 Reading 89.7% (similar schools 76.8%)

Year 3 Numeracy 72.3% (similar schools 68.1%)

Year 5 Numeracy 82.1% (similar schools 68.2%)

These results have exceeded both the average for similar schools and the state average. While we are proud of these achievements, our commitment to continuous improvement remains steadfast to ensure all students make significant learning gains. For the small number of students who did not meet the expected growth, we will provide targeted monitoring and support through initiatives such as the Tutor Learning Initiative and Disability and Inclusion support programs.

Wellbeing

Staff and student wellbeing continue to be top priorities at our school, and we recognise the vital importance of nurturing wellbeing across our entire school community. We are committed to upholding high standards of discipline while fostering a culture where students feel valued and respected. Additionally, we offer meaningful opportunities for students to actively contribute to both our school and the wider community.

Staff professional learning sessions focused on inclusive language and practices, including specific strategies and ABLES testing, were carefully planned and implemented. These sessions enhanced staff understanding and skills in creating more inclusive classroom environments, ensuring that all students' diverse needs are addressed.

The Resilience Project continued to play a vital role within the school community, fostering a culture of emotional well-being and resilience. Regular advice, strategies, and practical examples

were shared through class newsletters and highlighted during Celebrations, ensuring that students, staff, and families remained engaged with its principles.

The Marrung Leader has worked to improve educational outcomes for Koorie students, fostering a supportive and culturally inclusive environment. Through various initiatives, they championed the school's ongoing efforts to promote reconciliation, raising awareness of Indigenous history and culture while encouraging respectful relationships and understanding across the entire school community.

The Child and Family Therapist has consistently provided outstanding support and guidance to both families and students. Her expertise has been instrumental in helping families overcome challenges, providing practical strategies and valuable insights that have had a lasting, positive impact on their well-being.

Our school data presented extremely positive results from the Students' Attitudes to School Survey Staff Opinion Survey and Parent Opinion Survey. In 2024 our results in the Parent Opinion Survey indicated General Parent Satisfaction 82.4% (state 81.6%).

The results in the School Staff Survey for positive school climate were 92.5% (state average 77.7%)

The endorsement of Sense of Connectedness factor, as reported in the Attitudes to School Survey, showed Year 4 to 6 to be 88.7% (state 76.8%)

The school is committed to proactively addressing bullying behaviours and has taken a clear and direct approach to educating the community and managing unacceptable conduct. The Attitudes to School Survey reflected a strong positive response of 91.5% regarding the Management of Bullying, significantly higher than the state average of 75.5%.

Engagement

Our school's data demonstrated positive outcomes in the Department's annual parent, staff, and student opinion surveys. The dedication and support of our School Council remained a cornerstone of our success, while our strong relationships with the wider school community were continuously valued and nurtured. We were pleased with the high level of family engagement in a variety of school events throughout the year, including Welcome Week, House Fun Night, Easter Egg Launch, Sporting Days, the School Picnic, Open Classroom Afternoons and weekly Family Fridays.

Our students remained actively engaged and connected to our school community, a source of pride for us all. We are particularly proud of our efforts in supporting students to develop resilience, persistence, and engagement in both the classroom and playground.

The 2024 Attitudes to School survey, completed by year 4-6 students, indicated a positive sense of connectedness to school 88.7% (state average 76.8%). There were also very pleasing results in year 4-6 students, indicating a positive response to stimulated learning 91% and a positive response of sense of inclusion 94%.

In 2024, the student absence data revealed an average of 16.7 school days absent per child, which falls below the state average of 21.8 days and the average for similar schools, which is 21.0 days. The school acknowledges that a significant portion of these absences are due to families taking extended holidays, contributing to the overall absenteeism rate.

To address absenteeism, the school maintains an automated absence notification system that alerts parents of unexplained absences. In instances where no response is received, the school follows up with an email and then a phone call to the family. For students with a notable number of absences, the school arranges support meetings with the family to explore strategies for improving attendance. This proactive approach aims to assist students in attending school more regularly and reducing absenteeism concerns.

Financial performance

Yinnar Primary School maintained a solid financial position throughout 2024, primarily supported by funds from the Student Resource Package. Additionally, we received a small allocation from Equity funding, the Tutor Learning Initiative, and Mental Health Funding. These resources enabled the successful implementation of The Resilience Project and facilitated the engagement of a Child and Family Therapist.

In 2024, a dedicated group of parents actively supported the school through various fundraising initiatives, including school stalls, sausage sizzles, and hot cross bun and pie drives. Additionally, the student leadership groups contributed by organising a successful Colour Run. All funds raised will go towards enhancing the school's play equipment.

All funds received from the Department or raised by the school have been utilised or allocated for subsequent years to support educational outcomes and operational needs of the school. This allocation aligns with Department policies, School Council approvals, and the intended purposes for which the funding was provided or raised. During the 2024 school year the Administration, Principal and School Council Finance team demonstrated financial management in accordance with Department Guidelines. This was achieved by regular finance committee discussions to ensure that the school financial goals were achieved.

For more detailed information regarding our school please visit our website at <https://www.yinnarps.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 239 students were enrolled at this school in 2024, 112 female and 127 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

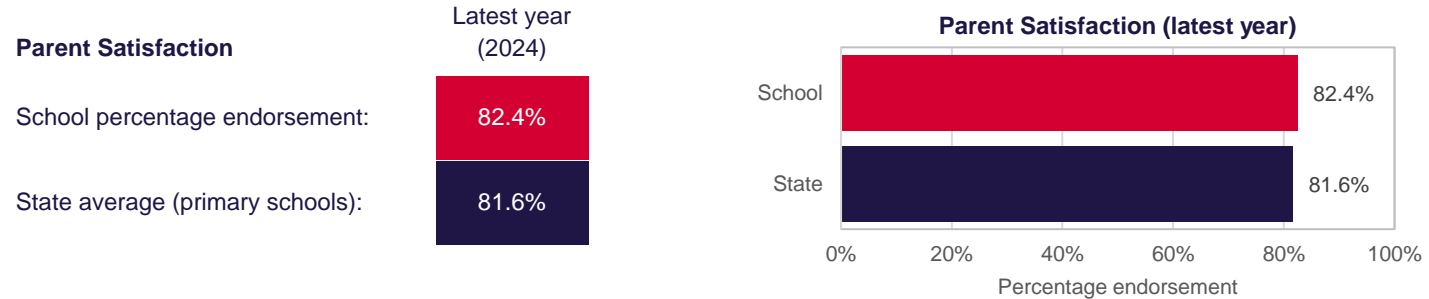
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

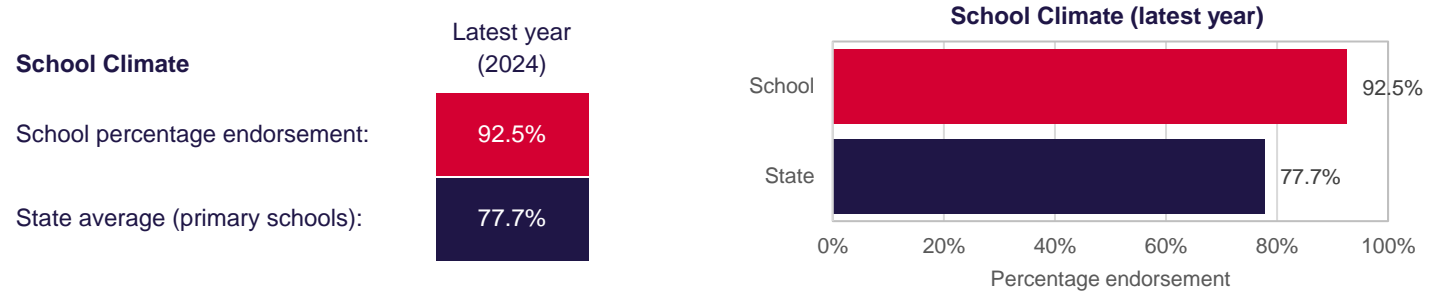


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

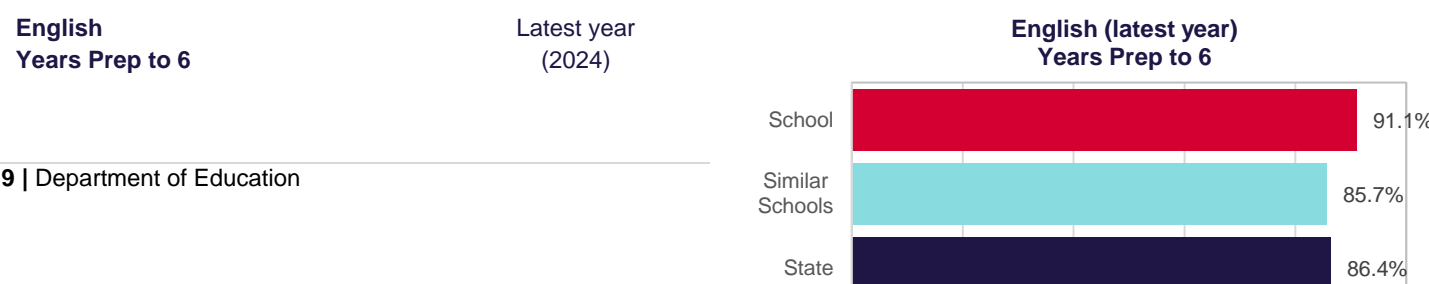


LEARNING

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

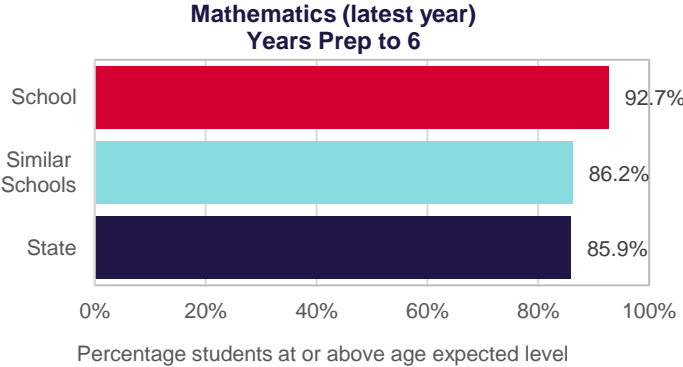
Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:	91.1%
Similar Schools average:	85.7%
State average:	86.4%

Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	92.7%
Similar Schools average:	86.2%
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.

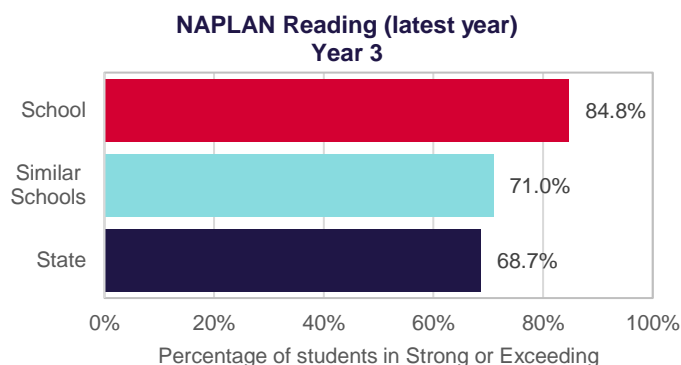
NAPLAN

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.

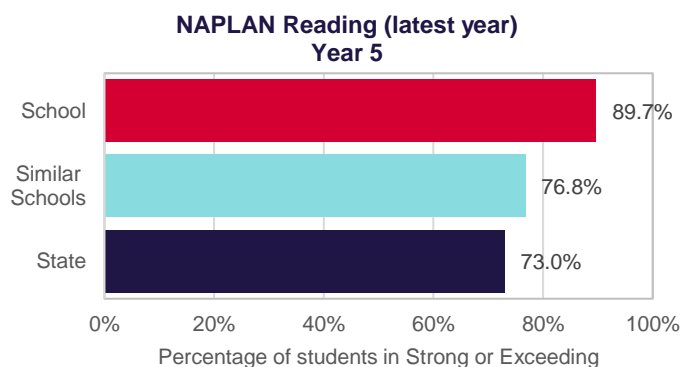
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.8%	87.5%
Similar Schools average:	71.0%	70.1%
State average:	68.7%	69.2%



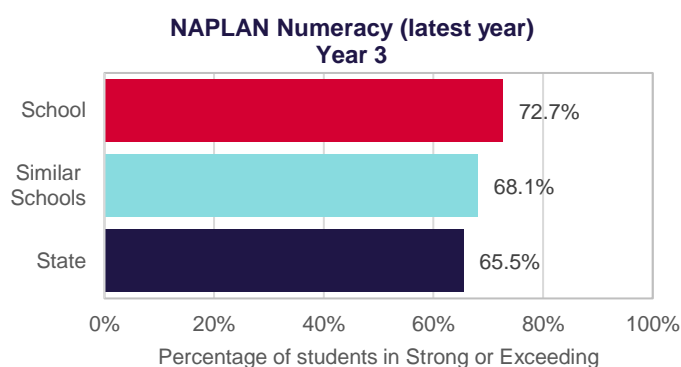
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.7%	93.2%
Similar Schools average:	76.8%	78.0%
State average:	73.0%	75.0%



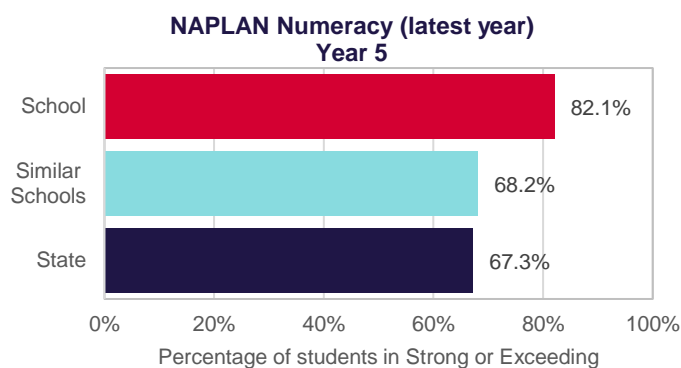
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.7%	78.1%
Similar Schools average:	68.1%	69.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.1%	86.3%
Similar Schools average:	68.2%	68.3%
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:

78.1%

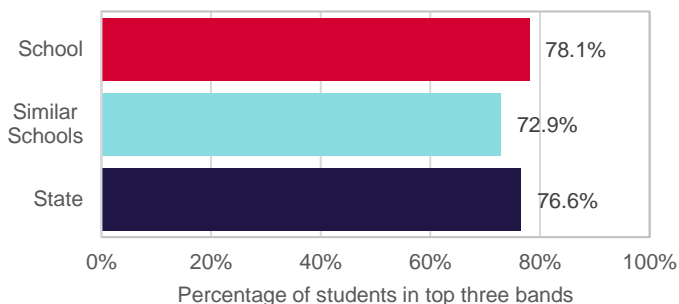
Similar Schools average:

72.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

86.4%

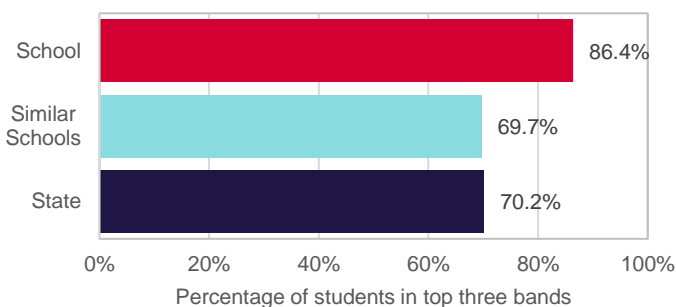
Similar Schools average:

69.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

81.3%

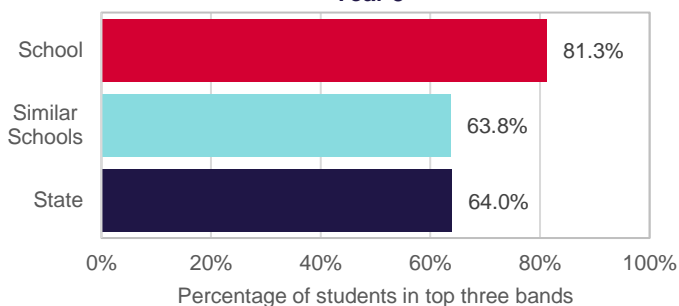
Similar Schools average:

63.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

47.6%

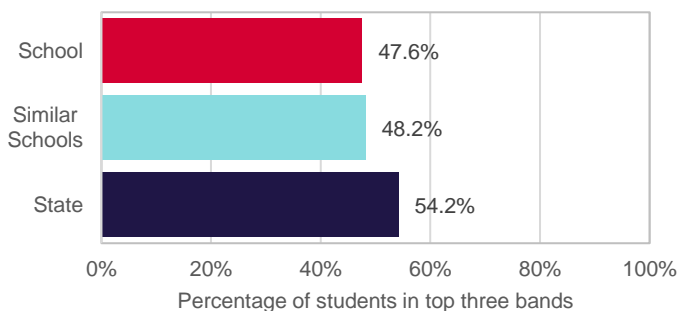
Similar Schools average:

48.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

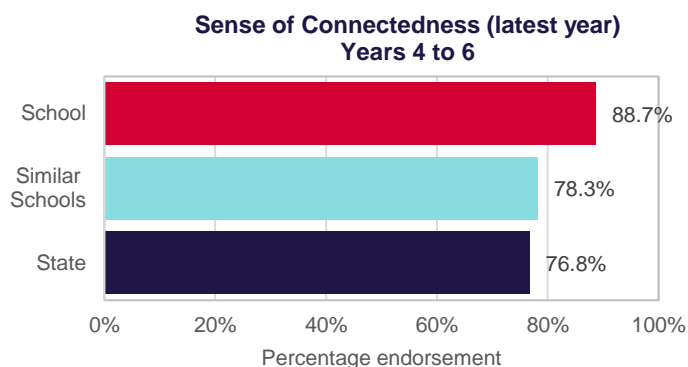
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	88.7%	89.5%
Similar Schools average:	78.3%	77.1%
State average:	76.8%	77.9%

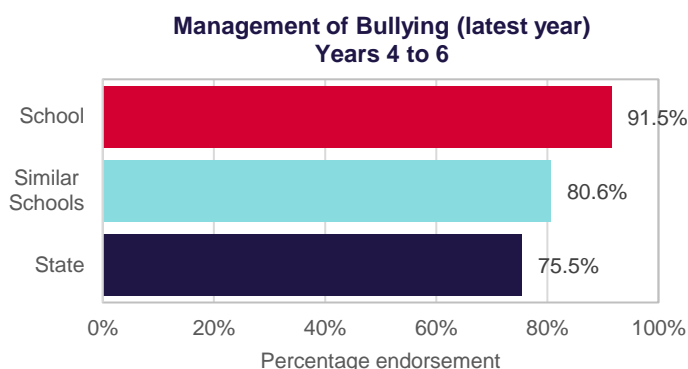


Student Attitudes to School – Management of Bullying

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:	91.5%	90.5%
Similar Schools average:	80.6%	78.7%
State average:	75.5%	76.3%

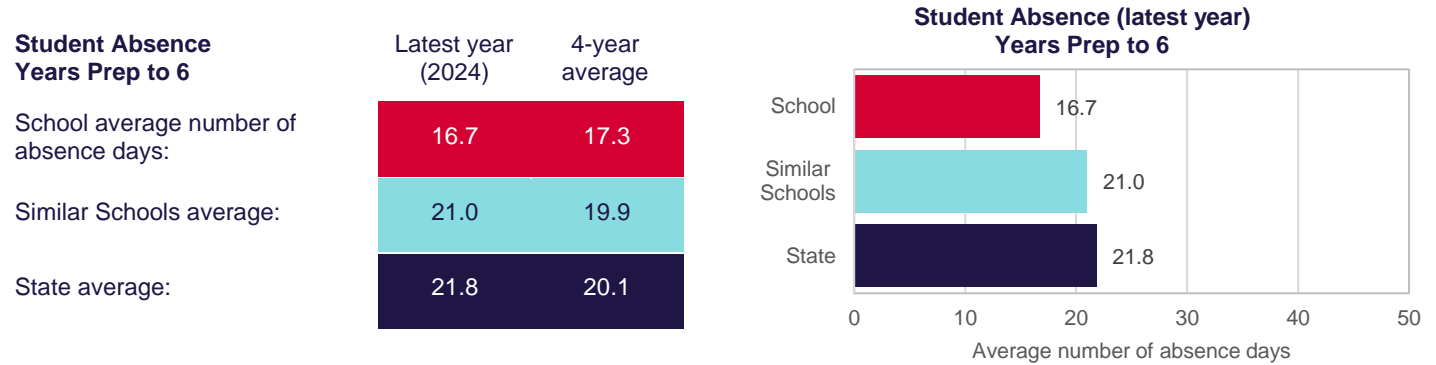


ENGAGEMENT

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.



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):	92%	92%	92%	92%	92%	92%	90%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,365,115
Government Provided DET Grants	\$401,480
Government Grants Commonwealth	\$6,152
Government Grants State	\$0
Revenue Other	\$29,563
Locally Raised Funds	\$114,378
Capital Grants	\$0
Total Operating Revenue	\$2,916,687

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,286
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,286

Expenditure	Actual
Student Resource Package ²	\$2,325,617
Adjustments	\$0
Books & Publications	\$3,035
Camps/Excursions/Activities	\$75,598
Communication Costs	\$2,628
Consumables	\$46,864
Miscellaneous Expense ³	\$17,891
Professional Development	\$5,822
Equipment/Maintenance/Hire	\$36,550
Property Services	\$65,172
Salaries & Allowances ⁴	\$128,748
Support Services	\$33,752
Trading & Fundraising	\$64,170
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,372
Total Operating Expenditure	\$2,825,219
Net Operating Surplus/-Deficit	\$91,468
Asset Acquisitions	\$8,840

- (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	\$524,691
Official Account	\$16,897
Other Accounts	\$33
Total Funds Available	\$541,621

Financial Commitments	Actual
Operating Reserve	\$83,737
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$40,899
School Based Programs	\$6,687
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$125,000
Maintenance - Buildings/Grounds < 12 months	\$39,541
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$295,865

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.