

2025 Annual Report to the School Community

School Name: Shepparton East Primary School (1713)



- 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 17 March 2026 at 10:03 AM by Leslie Walsh (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 18 March 2026 at 07:13 AM by Leslie Walsh (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

Shepparton East Primary School is located in a semi-rural setting and provides education for students from Foundation to Year 6. In 2025, the school had an enrolment of 196 students organised across 10 classrooms.

The school's vision is to ensure that all students receive a high-quality education through a relevant and dynamic curriculum delivered within a safe, secure and caring environment. The school is committed to meeting the individual learning and wellbeing needs of all students, including those requiring additional support as well as those demonstrating high ability or particular talents.

The curriculum has a strong focus on Literacy and Numeracy, with differentiated teaching practices implemented across all year levels to support individual student growth. In Foundation to Year 2, the school implements a comprehensive, evidence-based phonics program to support early reading and spelling development. Inquiry learning is embedded across the school to provide opportunities for students to engage in rich, purposeful and cross-curricular learning experiences.

Specialist programs are provided in Performing Arts, Physical Education, Visual Arts and Science, with Library delivered for Foundation to Year 2 students. Students are also provided with opportunities to participate in a range of sporting events, excursions and camps to enhance engagement and connectedness to school. In 2025, students in years 5/6 attended Canberra, Year 3/4 Camp Howqua, Year 1/2 had a school sleepover and prep students had a major excursion to Bendigo.

Student wellbeing is supported through a structured and consistent approach. In 2025, the school introduced a newly developed Wellbeing Instructional Model to strengthen the explicit teaching of social and emotional learning. The school implements School Wide Positive Behaviour Supports (SWPBS), promoting the values of Care for Yourself, Care for Others, Care for Your Learning and Care for Your School. The Respectful Relationships curriculum is delivered across all year levels to support inclusive practices and positive student relationships.

The school workforce comprises 20.60 equivalent staff, including 1.0 Principal Class, 1.0 Assistant Principal, 12.6 Teachers and 6 Education Support staff.

At the end of 2024, the school was awarded a Minor Capital Works grant of \$497,984 to refurbish senior student toilet facilities. This upgrade supports the ongoing improvement of school infrastructure and preparations for the school's 150-year celebration in 2026.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student learning and wellbeing remained a priority at Shepparton East Primary School in 2025. Our work continued to align with the School Strategic Plan goal of improving literacy and numeracy outcomes across Foundation–Year 6, with a particular focus on strengthening student writing outcomes.

A key improvement strategy in 2025 was to develop a consistent and rigorous pedagogical approach to implementing the whole-school literacy program, aligned with the Victorian Teaching and Learning Model (VTLM 2.0). Staff professional learning focused on strengthening the implementation of the school's Writing Workshop instructional model, increasing opportunities for students to write for authentic purposes and audiences, and strengthening teacher use of formative assessment to identify student learning needs and plan targeted instruction. Teachers continued to implement differentiated teaching practices to support diverse learning needs.

The school also reviewed and refined its Literacy Instructional Model to ensure alignment with VTLM 2.0 and the Department's emphasis on explicit phonics instruction in the early years. In 2025, the school employed a Literacy and Numeracy Learning Specialist who supported staff through the Professional Learning Communities (PLC) process, strengthening collaborative inquiry and the use of student data to inform teaching practice.

The school continued its partnership with educational consultant Danny Hyndman to build staff capacity in writing instruction, scaffolding student learning and embedding student choice within writing. Leadership also participated in regional Literacy and Numeracy Communities of Practice to support system-wide collaboration and professional learning.

Student voice data from the Attitudes to School Survey showed 84% positive endorsement for Differentiated Learning Challenge, comparable with state, network and similar schools. However, Stimulated Learning declined to 68% positive endorsement, which will remain a focus for improvement.

NAPLAN results demonstrated positive outcomes. Year 3 Reading exceeded state, network and similar schools with 72% of students achieving strong or exceeding proficiency. Year 5 Reading results (71%) were above network and comparable with state and similar schools. Writing outcomes were comparable to state and similar schools and above network levels.

Student growth from Year 3 to Year 5 (2024–2025) was particularly strong, with Shepparton East Primary School ranking among the top performing schools in regional Victoria for high and medium growth across Reading, Writing, Spelling and Numeracy.

Wellbeing

Shepparton East Primary School is committed to providing a safe, inclusive and supportive learning environment where all students feel valued, connected and able to engage fully in their

learning. Student wellbeing remains a key priority, recognising the strong link between wellbeing, engagement and learning outcomes.

Results from the 2025 Attitudes to School Survey indicated that 81% of students positively endorsed Advocate for the School, reflecting strong overall student satisfaction with their school experience. Student responses for Sense of Connectedness and Management of Bullying were both 62% positive endorsement, with 63% of students reporting that they had not experienced bullying. While these results represent a slight decline from 2024, there has been a reduction in negative responses and an increase in neutral responses. Strengthening student connectedness, resilience and wellbeing will remain a focus for 2026.

Survey results also indicated that student perceptions of teacher–student relationships were comparable with network, state and similar schools, reflecting positive relationships between students and staff.

The school maintains a consistent whole-school approach to behaviour management through School Wide Positive Behaviour Supports (SWPBS). Positive behaviours are explicitly taught and acknowledged through the school’s four values: Care for Yourself, Care for Others, Care for Your Learning and Care for Your School. Behavioural data is regularly monitored to identify trends and inform targeted wellbeing initiatives and staff professional learning.

In 2025, the school continued to strengthen its wellbeing structures. A Mental Health and Wellbeing Leader supported staff to implement wellbeing curriculum initiatives, analyse student data and lead the school’s wellbeing team. A Student Support Officer was also employed four days per week to support students and families through programs such as the school Breakfast Program, as well as facilitating connections with external services including FamilyCare, speech therapists and psychologists.

The school also progressed work on a whole-school wellbeing instructional model, which will be implemented in 2026 to further strengthen consistent delivery of wellbeing programs.

Transition programs remain an important component of student wellbeing, with 74% of students reporting positive transition experiences. Initiatives such as Ready, Set, Prep, transition days and open days support students and families moving into and through the school.

The school continued its work within the Resilience Project and Disability Inclusion reforms, with all Disability Inclusion funding applications in 2025 successfully approved. These initiatives, along with partnerships with allied health professionals, support the school’s ongoing commitment to improving student wellbeing, engagement and inclusion.

Engagement

At Shepparton East Primary School (SEPS), promoting strong student engagement remains a key priority. Students generally demonstrate a strong sense of belonging and enjoyment at school, reflected in consistent attendance patterns. Staff maintain accurate attendance records and work proactively with families to support regular school attendance and engagement in learning.

In 2025, students averaged 23.6 days absent per FTE, representing an improvement of two fewer days absent compared with 2024. Additionally, 88.1% of students maintained attendance of 80% or higher, which has remained consistent over the past four years. These results indicate stable

engagement across the school community and reflect the school's ongoing focus on building strong relationships with students and families.

Student engagement at SEPS is supported through a differentiated and responsive curriculum designed to meet students at their point of need. Teachers explicitly connect learning experiences to students' interests and real-world contexts, promoting student voice, ownership of learning and active participation in the classroom. These practices align with the Department of Education's emphasis on evidence-based teaching strategies that support engagement and improved learning outcomes.

Results from the Attitudes to School Survey highlight several positive aspects of the school's learning environment. In 2025, 84% of students responded positively to the factor 'Differentiated Learning Challenge', indicating that teachers are effectively tailoring learning experiences to meet student needs. Additionally, 92% of students responded positively to 'High Expectations for Success', reflecting the strong culture of achievement and learning that exists across the school.

The survey also identified areas for continued focus. In 2025, 67% of students reported feeling confident in the learning tasks set, while 62% indicated they felt motivated and interested in their learning. While these results remain broadly comparable with similar schools and network averages, they highlight an opportunity for the school to further strengthen student confidence and motivation through continued refinement of teaching practices and learning experiences.

Student engagement is further supported through a broad range of specialist programs and extracurricular opportunities. SEPS offers high-quality programs in Performing Arts, STEM, Visual Arts and Physical Education, delivered by specialist teachers who provide students with opportunities to develop their interests, creativity and talents. Students also participate in a wide range of interschool sporting opportunities, including netball, football and soccer, fostering teamwork, resilience and school pride.

All students from Prep to Year 6 participate in camps and cultural performance programs, which are closely linked to classroom learning and support the development of social skills, independence and real-world learning experiences.

As an eSmart school, SEPS integrates digital technologies across the curriculum to enhance learning and engagement. Students have access to iPads, interactive display screens and a wide range of digital learning platforms, enabling teachers to design engaging and contemporary learning experiences. The school is well resourced in STEM, with specialist teachers delivering learning across a range of technology-focused topics and equipment to further develop students' problem-solving and critical thinking skills.

Through these combined approaches, SEPS continues to foster a learning environment where students feel connected, supported and motivated to actively engage in their education.

Other highlights from the school year

In 2025, Shepparton East Primary School (SEPS) continued to provide a wide range of learning experiences and events that strengthened students' connection to their school and the wider community. These opportunities supported the development of students' social skills, independence and engagement through authentic learning experiences beyond the classroom.

All students across the school were provided with the opportunity to participate in a camp, sleepover or major excursion, ensuring that every year level experienced learning in different environments. These experiences are designed to support personal development, teamwork and the application of learning in real-world contexts.

Students in Foundation participated in a major excursion to the Bendigo Discovery Science and Technology Centre, where they engaged in hands-on, science-based learning activities aligned with their classroom programs. These experiences allowed students to explore scientific concepts through interactive exhibits and inquiry-based learning.

Students in Years 1 and 2 took part in the school's annual sleepover, a much-anticipated event that provides younger students with an opportunity to build independence and strengthen peer relationships. The program included a range of engaging activities designed to support social development and foster a strong sense of belonging within the school community.

Students in Years 3 and 4 attended Camp Howqua, an outdoor education experience that encourages teamwork, resilience and personal challenge. Throughout the camp, students participated in a variety of outdoor activities, with the obstacle course proving to be a highlight for many students as they worked collaboratively to complete the muddy and physically challenging course.

Students in Years 5 and 6 participated in a Canberra camp, providing them with the opportunity to learn about Australia's national capital, democratic processes and significant historical landmarks. The camp included visits to key national institutions and provided valuable learning experiences linked to the Humanities curriculum.

Students in Years 3 to 6 were also given the opportunity to participate in the State Schools Spectacular, travelling to John Cain Arena to perform alongside approximately 1,500 students from across Victoria. This event continues to be a highlight for SEPS students, offering them the chance to develop confidence, performance skills and a sense of pride in representing their school.

Throughout the year, SEPS also delivered a range of whole-school events designed to build school spirit and strengthen community connections. These included the Fun Run, Colour Run, Arts Activity Day and Athletics Day, all of which provided opportunities for students to participate in collaborative, active and creative experiences.

The school also welcomed visiting performers and presenters as part of the cultural diversity curriculum, enriching students' understanding of different cultures and perspectives. In addition, students participated in excursions within the local community, visiting local businesses and community spaces to take part in events, ceremonies and learning opportunities that strengthened the school's connection with the broader community.

These experiences continue to play an important role in supporting student engagement, wellbeing and a strong sense of belonging at Shepparton East Primary School.

Financial performance

Shepparton East Primary School maintained a strong and responsible financial position in 2025. The school's financial management continued to support the delivery of high-quality teaching and

learning programs while ensuring that resources were allocated strategically to meet the needs of students.

Funding received through the Student Resource Package (SRP) formed the core of the school's operating budget and was supplemented by additional government funding, grants and locally raised funds. These funds were directed towards improving learning resources, supporting professional learning for staff and enhancing the programs available to students at SEPS.

In 2025, the school also received additional targeted funding through a range of government initiatives. This included Professional Learning Community (PLC) Link funding, recognising the school's role as a lead school supporting other schools in their PLC development. This funding supported collaborative professional learning opportunities and the continued strengthening of evidence-based teaching practices.

Additional funding was also received through Equity funding and accessibility grants, which were used to enhance both academic and wellbeing supports for students. These funds contributed to the implementation of targeted interventions, additional staffing support and the provision of specialised resources to support inclusive learning practices across the school.

The school community continued to demonstrate strong support for SEPS through fundraising activities and sponsorship. Funds raised through these initiatives were used to directly benefit students through the purchase of additional resources, improvements to school facilities and the provision of enhanced learning and extracurricular opportunities.

Throughout the year, the school also invested in improvements to school grounds and facilities, alongside the provision of additional human and physical resources to support student learning and wellbeing.

The school's healthy budget surplus was further supported by additional funding received through the Disability Inclusion reforms, where the school secured funding allocations beyond the initial budget projections. These funds enabled the school to further strengthen inclusive practices and provide targeted support for students with additional learning needs.

Through careful financial planning and responsible management, Shepparton East Primary School continues to ensure that available resources are used effectively to support positive outcomes for all students.

**For more detailed information regarding our school please visit our website at
<https://www.shepeastps.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 195 students were enrolled at this school in 2025, 81 female and 114 male. 9% had English as an additional language and 3% 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 **Medium**.


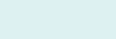

Parent Satisfaction Summary

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	75.0%	
	Similar schools	82.1%	
	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	78.8%	
	Similar schools	80.9%	
	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	71.6%	
	Similar schools	82.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	68.6%	
	Similar schools	80.7%	
	State	84.2%	

NAPLAN

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


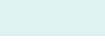




		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	72.2%		69.3%
	Similar schools	63.5%		63.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	71.4%		58.5%
	Similar schools	69.9%		70.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	52.4%		57.5%
	Similar schools	64.6%		64.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	68.2%		56.6%
	Similar schools	66.6%		63.7%
	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'.


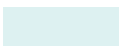

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	78.9%	
	Similar schools	71.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	70.0%	
	State	74.0%	

WELLBEING


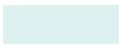

Student Attitudes to School – Sense of Connectedness

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	62.1%		71.6%
	Similar schools	76.3%		75.9%
	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	63.4%		69.3%
	Similar schools	79.4%		77.7%
	State	76.4%		75.8%

ENGAGEMENT







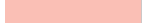
Average absence days per student

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	23.6	23.5
	Similar schools	21.9	22.4
	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	88.8%	
Year 1	School	88.5%	
Year 2	School	90.6%	
Year 3	School	87.6%	
Year 4	School	85.1%	
Year 5	School	88.2%	
Year 6	School	88.0%	

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	\$2,420,576
Government Provided DET Grants	\$392,122
Government Grants Commonwealth	\$9,677
Government Grants State	\$0
Revenue Other	\$142,599
Locally Raised Funds	\$120,799
Capital Grants	\$0
Total Operating Revenue	\$3,085,773

Equity	Actual
Equity (Social Disadvantage)	\$95,188
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$95,188

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

Expenditure	Actual
Student Resource Package ¹	\$2,302,072
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$72,419
Communication Costs	\$8,813
Consumables	\$56,697
Miscellaneous Expenses ²	\$38,363
Agency Staff	\$0
Professional Development	\$16,655
Equipment/Maintenance/Hire	\$53,922
Property Services	\$140,751
Salaries & Allowances ³	\$295,947
Support Services	\$6,850

Expenditure	Actual
Trading & Fundraising	\$47,107
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,500
Utilities	\$35,716
Total Operating Expenditure	\$3,077,813
Net Operating Surplus/-Deficit	\$7,960
Asset Acquisitions	\$18,905

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	\$512,240
Official Account	\$75,517
Other Accounts	\$59,138
Total Funds Available	\$646,894

Financial Commitments	Actual
Operating Reserve	\$129,290
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$51,725
Beneficiary/Memorial Accounts	\$750
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	\$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	\$181,765

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.