

2025 Annual Report to the School Community

School Name: Campbellfield Heights Primary School (5034)



- 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 27 March 2026 at 06:45 PM by Belinda Salera-bartolo (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 March 2026 at 06:45 PM by Belinda Salera-bartolo (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

Campbellfield Heights Primary School is committed to providing a nurturing and inclusive environment that empowers every student to develop independence, achieve success in their learning and contribute positively to their community. In 2025, the school had an enrolment of 152 students and employed 30 staff members, comprising 2 principal class officers, 12 teaching staff and 13 education support staff.

The school's core values Kindness, Safety, Respect and Resilience underpin all aspects of school life and are explicitly taught and reinforced through the School Wide Positive Behaviour Support (SWPBS) framework. Campbellfield Heights Primary School is dedicated to fostering a connected and inclusive community where student learning and wellbeing remain central to all decision-making, ensuring every child has the opportunity to thrive.

Established in 1972, the school is located in the City of Hume, approximately 15 kilometres north of Melbourne's CBD. The campus consists of two main learning buildings and a Community Hub, providing flexible and engaging spaces for teaching and learning. Facilities include a large oval, purpose-built pavilion, synthetic sports courts, contemporary playground equipment, gardens and natural outdoor areas that support active play and outdoor learning.

The school proudly serves a culturally diverse community, which enriches teaching, learning and community engagement. A strong emphasis is placed on social connection and celebration of diversity through events such as Harmony Day, themed celebration weeks, dress-up days, family sporting activities, welcome barbecues and parent information sessions.

The staff profile reflects a balance of early career and highly experienced educators. The leadership structure includes a Principal, Assistant Principal, Learning Specialist, Student Wellbeing and Engagement Leader, Wellbeing Support, HUB Coordinator and a team of Education Support staff. Staff collaborate in professional teams, supported by leadership, to build their expertise in delivering the Victorian Curriculum and improving student outcomes. Ongoing professional learning, coaching and reflective practice are central to continuous improvement. Teachers work within Professional Learning Communities (PLCs), following the PLC improvement cycle to strengthen their use of data and evidence-based practice.

English, Mathematics and Wellbeing are key priorities within the school's instructional program. Targeted support is provided through literacy, numeracy and wellbeing intervention initiatives, underpinned by explicit teaching and differentiation to meet individual learning needs. The school maintains a safe, supportive and engaging learning environment where students are encouraged to achieve their personal best. Specialist programs are offered in Italian, Visual Arts, Performing Arts and Physical Education, providing students with a broad and balanced curriculum.

Through the continued implementation of the School Wide Positive Behaviour Support framework, students are explicitly taught the skills required to build positive relationships, regulate emotions, develop resilience, practise mindfulness and maintain a healthy lifestyle. Campbellfield Heights Primary School actively promotes student engagement and agency, equipping students with the knowledge, skills and dispositions required to succeed in their future pathways.

Progress towards strategic goals, student outcomes and student engagement

Learning

Literacy

In 2025, Campbellfield Heights Primary School continued to strengthen literacy outcomes through the consistent implementation of structured phonics instruction across Foundation to Year 2. Observations and assessment data indicate strong student engagement and improved retention of phonics knowledge through daily review routines. New decodable texts were purchased and embedded into small group instruction and targeted intervention programs to support reading development.

Whole-school literacy data has been used to identify student learning gaps and inform responsive teaching. Teachers consistently record student progress on the Phonics Data Wall, enabling the monitoring of growth and identification of next steps. Professional Learning Communities (PLCs) engaged in rigorous analysis of student data and instructional practice, strengthening consistency across classrooms.

The sequenced implementation of the Phonics Scope and Sequence and the Write to Read program is now embedded across the early years. Literacy instruction has been further enhanced through collaborative planning, instructional modelling, learning walks and reflective practice. Instructional leaders were released to support coaching and modelling to build teacher capacity.

The Teaching and Learning Team deepened its understanding of the Victorian Teaching and Learning Model (VTLM) 2.0 through ARC workshops and engagement with AERO resources. Middle leaders also attended external VTLM 2.0 professional learning and shared their expertise with staff. This work has strengthened lesson design, clarity of learning intentions and consistency in instructional practice.

Disability Inclusion processes were further embedded across the school. Systems were established to capture and share student information, including expert recommendations and Student Support Group (SSG) documentation. Individual Education Plans (IEPs) were reviewed to ensure quality standards aligned with the IEP Quality Checklist Rubric. SSG processes were strengthened to ensure meetings occur each term, promote student voice, adopt a strengths-based approach and result in clear and actionable next steps.

In 2026, the school will focus on strengthening whole-school consistency in the implementation of the Phonics Scope and Sequence, reviewing middle and upper primary curriculum scope and sequence documents, analysing writing moderation data and refining instructional models. Teams will complete the VTLM 2.0 Implementation Rubric and Reflection Tool to guide future improvement.

Numeracy

In 2025, the school's Annual Implementation Plan (AIP) goal for Numeracy focused on building teacher capability in implementing the VTLM 2.0 and embedding the Four Mathematical Proficiencies: Understanding, Fluency, Reasoning and Problem Solving.

Staff participated in targeted professional learning on Mathematical Proficiencies and Number Fluency. Learning was shared across the Teaching and Learning Team to promote a consistent

whole-school approach. PLCs centred their inquiry cycles on embedding the proficiencies explicitly within daily numeracy practice. Teachers strengthened their capacity to identify which proficiencies were being targeted in lessons and to design learning opportunities that allowed students to develop and demonstrate these skills.

The Learning Specialist provided targeted coaching to support number fluency development. Diagnostic assessments were used to identify learning gaps and inform intervention. In Foundation, targeted intervention supported high-ability learners, while classroom teachers differentiated for Tier 1 and Tier 2 students. In Years 3 and 4, targeted intervention groups were implemented to support students requiring additional assistance, while classroom teachers provided differentiated instruction through structured guided practice and scaffolding to address diverse learning needs.

During Semester Two, learning walks and classroom observations were conducted to strengthen teaching and assessment practices. These opportunities promoted professional dialogue, reflection and increased consistency in teaching practice across the school.

In 2026, the school will continue to build teacher capacity in implementing the VTLM 2.0 framework, with a focus on purposeful lesson design, differentiation and student agency in mathematics. PLC teams will continue to analyse student data to plan targeted teaching responses. Intervention and enrichment programs will be refined to meet diverse learning needs. The Teaching and Learning Team will complete the VTLM 2.0 Implementation Rubric and review Victorian Lesson Plans (VLP) to strengthen alignment between planning, instruction and assessment.

Student Support and Inclusion

The school continued to strengthen inclusive practices throughout 2025. Disability Inclusion processes were formalised to ensure clear timelines for profiling students and capturing relevant documentation. Staff participated in a practice Disability Inclusion Profile meeting to build confidence and consistency in the process.

The school will continue to promote an inclusive culture through differentiated teaching practices, amplification of student voice and strengthened Tier 2 intervention programs. The review and embedding of the SWPBS framework will further align wellbeing and learning systems.

Communication with families regarding Disability Inclusion reform will be strengthened to ensure clarity and partnership in supporting student success.

Future Directions

In 2026, the school will prioritise:

- Consistent implementation of the Phonics Scope and Sequence
- Review of curriculum Scope and Sequence documents (middle and upper primary)
- Analysis of writing moderation data
- Refinement of instructional models aligned to VTLM 2.0
- Continued embedding of the Four Mathematical Proficiencies
- Strengthening structured literacy and numeracy intervention programs
- Ongoing professional learning and leadership development

Through an evidence-based, collaborative and reflective approach, the school remains committed to ensuring consistent, high-quality teaching and measurable growth for every student.

Wellbeing

Our school prioritised student wellbeing in 2025 through the implementation of SWPBS Tier 1 practices, with a focus on establishing consistent expectations, strengthening staff capacity and supporting positive student behaviour. The majority of planned Tier 1 actions were completed, with over 70% of Tier 1 features identified as “in place” through the SWPBS Self-Assessment Survey. The Tiered Fidelity Inventory reached 70% fidelity and the SWPBS Action Plan achieved over 80% completion.

A comprehensive SWPBS team, including leadership, wellbeing staff, teachers, and education support staff, guided implementation. Staff participated in Universal Prevention training, building a shared understanding of expectations and practices. Ongoing professional learning strengthened staff confidence and consistency in explicitly teaching expected behaviours.

A whole-school teaching matrix was developed and implemented to outline expected behaviours across all settings. Visual displays were introduced across classrooms and shared spaces to reinforce consistency. Systems for recording and monitoring behaviour data were established, improving communication and tracking, while positive behaviour acknowledgements increased throughout the year.

Student wellbeing was further supported through explicit teaching, targeted interventions and staff development. Weekly Social and Emotional Literacy lessons incorporated frameworks such as RRRR, Zones of Regulation and SWPBS, with ongoing assessment of students’ Personal and Social Capabilities. Staff capacity was strengthened through professional learning in Mental Health in Primary Schools (MHIPS), trauma-informed practices, Child Safety and understanding of IEPs and neurodiverse conditions including ADHD, ASD and Specific Learning Disorders.

A range of initiatives supported positive outcomes, including Breakfast Club, School Dental and Optometry Services and trauma-informed classroom practices such as check-in tools, calm corners and coping plans. Differentiated learning, supported by Education Support staff, ensured adjustments for students with additional needs. Coping Plans and Behaviour Support Plans further supported engagement in learning.

Ongoing monitoring of students at risk, regular care team meetings and a collaborative whole-school approach strengthened early intervention. Additional supports included the Community Hub, lunchtime clubs and a wellbeing sensory room, promoting connection and regulation. Financial aid, food relief and partnerships with external agencies, including DPV, Orange Door and Foundation House, provided further support to students and families.

Student Attitudes to School Survey data indicated that our school met the Student Voice and Agency target (73%), with high levels of clarity in teacher expectations (93%) and student attention (95%).

Key wellbeing highlights for 2025 include the establishment of consistent whole-school practices, strengthened staff capability and increased opportunities for student voice and participation. This focus and its outcomes were highlighted in our school’s 2025 School Review.

Engagement

Our school maintained a strong focus on student engagement in 2025, recognising attendance as a key indicator of participation in learning. Attendance data shows that the proportion of students attending 95–100% remained stable at 19% between 2024 and 2025. The percentage of students in the 90–95% range decreased from 31% to 25%, while the 80–90% band increased from 27% to 38%. The 70–80% band decreased from 17% to 12%, alongside a slight increase in students attending below 70%. The overall average attendance rate remained consistent at 87.0%.

To support engagement, our school implemented strategies aligned with the Framework for Improving Student Outcomes (FISO) 2.0, particularly within the priorities of student engagement, learning environments and wellbeing. A tiered approach to attendance was embedded, including regular monitoring, early identification of concerns and targeted follow-up with families and support services.

In 2025, our school secured grant funding to introduce a therapy dog program, providing all students with access to a calm and supportive space. The program supported emotional regulation, reduced anxiety and assisted students to transition into learning. Staff observed improved readiness to learn, increased self-regulation and strengthened student confidence and relationships.

Student voice and agency remained a priority, with Student Attitudes to School Survey data indicating that our school met its target in this area (73%). Students were provided with opportunities to contribute to classroom and school decision-making, supporting greater ownership of learning.

Engagement was further supported through whole-school events, extracurricular opportunities and inclusive classroom practices that promoted active participation. SWPBS Tier 1 practices reinforced this work by establishing clear behavioural expectations, consistent routines and increasing positive behaviour acknowledgements across the school.

Key engagement highlights for 2025 include strengthened attendance processes, expanded student voice opportunities and the implementation of consistent whole-school practices that support participation in learning. This focus and its outcomes were highlighted in our school's 2025 School Review.

Financial performance

Campbellfield Heights Primary School concluded 2025 in a sound financial position as of December 31. This outcome reflects careful financial management and the strategic use of equity funding. All funds received from the Department of Education and raised through school initiatives were allocated in accordance with Department policies and School Council approvals, ensuring support for educational outcomes and operational priorities.

Equity funding was strategically directed to enhance staffing, professional learning, targeted educational and wellbeing programs and to provide supplementary resources for families experiencing financial hardship.

The school also benefited from a range of grants and initiatives that significantly enriched our services, programs, and facilities. These included:

- Swimming in Schools - Delivered five partially-funded swimming lessons and transport for F–6 students.
- Student Excellence Program - Supported staff, programs, and resources aimed at high-achieving learners.
- Mental Health in Primary Schools - Provided dedicated staffing for student wellbeing and mental health.
- Active Schools Grant - Funded the additional physical education resources.
- Animal Assisted Grant - Supported student social, emotional and learning outcomes through animal-assisted activities and therapy.
- National Student Wellbeing Program - Supported the general wellbeing of students and the broader community.

In addition, the school maintained a facilities agreement with Maarefa Arabic Language Community School, allowing the use of school grounds and classrooms on Saturdays. The Community Hub was also leased weekly to a Registered Training Organisation to support adult education.

Each year, budget decisions are thoughtfully aligned to the specific needs of our students and staff, taking into account achievement data, wellbeing priorities and Department of Education strategic directions. Looking ahead, funds committed for 2026 will further progress key initiatives outlined in our Annual Implementation Plan, including staff recruitment, facility improvements and program delivery.

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

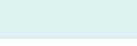
A total of 141 students were enrolled at this school in 2025, 64 female and 77 male. 54% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **High**.




Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	75.0%	
	Similar schools	90.0%	
	State	82.0%	

School Staff Survey


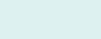


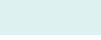

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	61.5%	
	Similar schools	76.3%	
	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	66.1%	
	Similar schools	77.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	69.7%	
	Similar schools	69.8%	
	State	84.2%	

NAPLAN

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


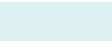


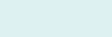

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	35.3%	41.5%
	Similar schools	56.0%	53.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	50.0%	52.2%
	Similar schools	60.1%	60.1%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	11.8%	30.2%
	Similar schools	48.1%	46.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	36.8%	34.1%
	Similar schools	49.7%	49.9%
	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	71.4%	
	Similar schools	74.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	68.8%	
	Similar schools	75.9%	
	State	74.0%	

WELLBEING


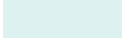

Student Attitudes to School – Sense of Connectedness

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	59.5%		74.3%
	Similar schools	81.1%		80.9%
	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	59.8%		74.1%
	Similar schools	80.7%		79.0%
	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	25.8	25.9
	Similar schools	23.9	24.2
	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	88.1%	
Year 1	School	87.4%	
Year 2	School	86.8%	
Year 3	School	89.4%	
Year 4	School	86.1%	
Year 5	School	86.4%	
Year 6	School	82.9%	

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	\$2,378,063
Government Provided DET Grants	\$433,211
Government Grants Commonwealth	\$36,287
Government Grants State	\$5,809
Revenue Other	\$33,280
Locally Raised Funds	\$85,487
Capital Grants	\$0
Total Operating Revenue	\$2,972,137

Equity	Actual
Equity (Social Disadvantage)	\$319,157
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$319,157

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

Expenditure	Actual
Student Resource Package ¹	\$2,318,001
Adjustments	\$0
Books & Publications	\$4,117
Camps/Excursions/Activities	\$57,601
Communication Costs	\$2,701
Consumables	\$75,241
Miscellaneous Expenses ²	\$12,359
Agency Staff	\$36,967
Professional Development	\$13,090
Equipment/Maintenance/Hire	\$36,387
Property Services	\$76,926
Salaries & Allowances ³	\$159,597
Support Services	\$69,508

Expenditure	Actual
Trading & Fundraising	\$65,322
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,495
Total Operating Expenditure	\$2,957,313
Net Operating Surplus/-Deficit	\$14,825
Asset Acquisitions	\$110,969

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	\$471,154
Official Account	\$42,182
Other Accounts	\$0
Total Funds Available	\$513,336

Financial Commitments	Actual
Operating Reserve	\$106,552
Other Recurrent Expenditure	\$1,491
Provision Accounts	(\$520)
Funds Received in Advance	\$0
School Based Programs	\$213,630
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	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$486,153

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.