2025 Annual Report to the School Community

School Name: Romsey Primary School (0366)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 01 May 2026 at 08:27 AM by Melanie Stewart (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 01 May 2026 at 08:27 AM by Melanie Stewart (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

Romsey Primary School Overview

Romsey Primary School is an inclusive government school catering for students from Prep to Year 6. Established in 1865 just north of the township, the school relocated in 1994 to its current 11.5-hectare site on Station Street.

In 2025, the school had an enrolment of 326 students (164 male and 162 female), primarily drawn from Romsey and surrounding areas. A small number of students identified as Aboriginal or Torres Strait Islander. Enrolment numbers have remained stable over the past three years. The school's socio-economic profile, measured by the Student Family Occupation and Education (SFOE) index, is 0.3815, placing it within the medium socio-economic band.

Staffing and Leadership

In 2025, Romsey Primary School's teaching staff profile included:

- 2 Principal Class Officers
- 1 Leading Teacher
- 1 Mental Health and Wellbeing Coordinator
- 15 Classroom Teachers
- 5 Specialist Teachers (Physical Education, Social and Emotional Learning, Visual Arts, Intercultural/Drama, and Performing Arts/STEAM), each at a 0.6 time fraction, except for Social and Emotional Learning

Education Support staffing included:

- 9 full-time equivalent Education Support staff
- 10 part-time Education Support staff

Education Support staff provided assistance across administration, the Program for Students with Disabilities (PSD), intervention programs, and first aid.

The leadership team comprised the Principal, Assistant Principal, Leading Teacher (Disability Inclusion), and Professional Learning Community (PLC) Leaders.

Vision and Values

The school's 2025 vision states:
"Romsey Primary strives to be an inclusive and empowering learning community that fosters confident, creative, caring, curious, and collaborative learners who dare to be excellent."

The core values underpinning the school community are:

- **Respect** – being cooperative, honest, and tolerant of others
- **Integrity** – demonstrating honesty, sincerity, and trustworthiness

- **Responsibility** – making thoughtful choices and caring for the environment, personal safety, and the wellbeing of others

These values are represented through the school's "Values Triangle" and are supported by the *You Can Do It* program, which promotes key capabilities including resilience, confidence, getting along, persistence, and organisation. Together, these form the foundation for developing capable and successful learners.

Teaching and Learning

Romsey Primary School implements a consistent, whole-school approach to literacy and numeracy instruction, with teaching differentiated to meet the diverse learning needs of all students. Strong emphasis is placed on planning and assessment to inform teaching, monitor progress, and drive continuous improvement.

In 2025, the school embedded instructional models for literacy and numeracy across all year levels. Social and Emotional Learning (SEL) was supported through:

- *Kimochis* in the junior years (Prep–2)
- *The Resilience Project* in the senior years (Years 3–6)

These programs were delivered collaboratively by classroom teachers and the Mental Health and Wellbeing Coordinator, alongside the Respectful Relationships program. The School-Wide Positive Behaviour Support (SWPBS) framework continued to be embedded across the school.

Facilities and Programs

Romsey Primary School offers a wide range of indoor and outdoor facilities, including:

- Gymnasium
- Library
- Multipurpose learning space
- Art room
- Canteen
- STEAM kitchen

Outdoor facilities include:

- Soccer, football, and cricket fields
- Athletics track
- Basketball, netball, and tennis courts
- Large sandpit

Community and Parent Engagement

Romsey Primary School values strong partnerships with families and encourages active parent involvement through:

- School Council
- Canteen support
- Classroom assistance
- Camps, excursions, and sporting events
- Fundraising and special events
- A highly active Parents' Club

Effective communication remained a key priority in 2025. The school utilised multiple platforms, including its newsletter, website, Compass system, and Facebook page. SMS notifications for unexplained absences continued to support improved attendance monitoring and a reduction in unexplained absences.

Romsey Primary School meets all requirements of the Victorian Registration and Qualifications Authority (VRQA).

Progress towards strategic goals, student outcomes and student engagement

Learning

Romsey Primary School remains dedicated to enhancing student achievement across all areas of the curriculum. An analysis of teacher judgment data for Years Prep–6 in Literacy indicates that we are currently tracking above similar schools and below state. Teacher judgement in Numeracy indicates that we are currently tracking below both similar schools and the state average.

The school's 2025 NAPLAN results show generally strong performance, particularly in Year 3. In Reading, Year 3 results (72.7%) are above both similar schools and the state average, and notably higher than the school's three-year average. Year 5 Reading (72.2%) is in line with similar schools but slightly below the state. In Numeracy, Year 3 results (71.7%) are well above both similar schools and the state, showing significant improvement compared to the three-year average. However, Year 5 Numeracy (58.8%) remains below similar schools and the state, despite improving from the three-year average. Overall, the data highlights strong achievement and growth in Year 3, while Year 5—particularly in Numeracy—presents an area for continued focus.

The 2025 NAPLAN relative growth data indicates that the school is below both similar schools and the state in student growth between Year 3 and Year 5. In Reading, 62.9% of students achieved medium or high growth, which is notably lower than similar schools (70.5%) and the state average (74.7%). A similar pattern is evident in Numeracy, with 60.6% of students demonstrating medium or high growth, compared to 66.5% in similar schools and 74.0% statewide.

In 2025, a key objective of our Annual Implementation Plan (AIP), aligned with the statewide departmental goals, was to enhance student learning, maximising student performance across literacy and numeracy.

Our 2 Key Improvement Strategies for learning were:

1. Further develop, document and embed a whole school collaborative approach to planning and instructional approaches.

2. Strengthen teacher capability to analyse and use learning and wellbeing data to inform differentiated learning.

Throughout the year, the school strengthened teaching and learning through a strong focus on professional learning, collaboration, and consistent instructional practices. Middle leaders engaged in network professional learning on VTLM 2.0 and led whole-staff work, supporting PLC teams to deepen their understanding of the Elements of Learning through collaborative inquiry.

Targeted coaching and support were provided across the school, with a focus on building teacher capacity in literacy and numeracy. Early years teams embedded a consistent phonics-based reading approach, supported by the Literacy Leader through coaching, modelling, and shared resources. Intensive PLC support was provided by our Education Improvement Leader, in Years 5/6 (numeracy focus) and Years 3/4 (literacy focus), strengthening planning, teaching practice, and instructional consistency.

The school continued to build a culture of collaboration through PLC inquiry cycles, peer observations, and shared planning practices, although staffing challenges impacted the full implementation of peer observations. PLC leaders further developed their leadership capabilities, with this remaining a priority for continued growth.

Assessment and data practices were significantly enhanced, with the introduction of a refined assessment schedule, digital data walls, and consistent whole-school planning documentation aligned to the new curriculum. Teachers strengthened their capacity in data literacy, differentiation, and moderation—particularly in writing—and implemented new reading and mathematics assessments. The introduction of a new reporting system through Compass supported more consistent and aligned teacher judgements.

Overall, the school made strong progress in embedding consistent, evidence-based teaching practices, strengthening data-informed planning, and supporting differentiated learning to strengthen learning outcomes.

Wellbeing

In 2025, the school continued to strengthen student wellbeing, with a focus on fostering a safe and supportive environment and improving students' sense of connection.

Sense of connectedness data showed 72.8% positive endorsement, slightly above the school's four-year average (70.5%) and broadly in line with similar schools, though still below the state average. This indicates steady improvement, with continued opportunity to further enhance students' sense of belonging.

Managing bullying was a key strength, with 78.9% positive endorsement—well above both similar schools and the state, and a notable improvement on the four-year average. This reflects the effectiveness of the school's proactive approaches to student wellbeing and behaviour.

Key highlights include:

- Improved student perceptions of how bullying is managed, exceeding both similar schools and state benchmarks
- Growth in students' sense of connectedness compared to the school's longer-term average
- Continued focus on building inclusive classroom environments and positive relationships across the school

In 2025, the school strengthened its wellbeing systems through the introduction of Compass, enabling more consistent recording and analysis of wellbeing and behaviour data. This has supported improved visibility of trends and more timely responses, with further embedding planned for 2026 through increased collaborative data analysis in PLC meetings.

The school also progressed its SWPB framework review, engaging stakeholders to refresh school values and begin development of an updated behaviour matrix and response processes.

A strong focus on student wellbeing and social-emotional learning was maintained through the implementation of The Resilience Project (Years 3–6) and Kimochis (junior years), both of which were well received by students and staff. Targeted small-group interventions, staff professional learning in student regulation, and a broad range of support programs further strengthened student engagement and wellbeing.

Overall, 2025 demonstrated strong gains in student wellbeing and engagement outcomes, alongside continued work required in attendance and strengthening teacher–student relationships.

Engagement

Romsey Primary School continues to foster a supportive and inclusive environment where students are encouraged to engage positively with their learning, build strong relationships, and achieve their personal best. Attendance data in 2025 indicates a need for continued focus on strengthening regular school attendance to maximise student learning and wellbeing outcomes.

In 2025, the average number of absence days per student across Prep to Year 6 was 25.8 days, which is higher than both similar schools (22.4 days) and the state average (21.5 days). This represents an increase from the school's 4-year average of 23.3 days, indicating a decline in overall attendance consistency compared to previous years.

Attendance rates across year levels showed a gradual decline in engagement as year levels increased. Prep recorded the highest attendance at 90.8%, followed by Year 1 (87.8%) and Year 2 (87.4%). Attendance then declined in the middle years, with Year 3 at 85.6% and Year 4 at 85.4%. Year 5 recorded the lowest attendance rate at 83.8%, before a slight improvement in Year 6 at 87.3%. This pattern highlights the ongoing challenge of maintaining consistent engagement, particularly in the middle and upper year levels.

Primary reasons for student absence continued to include illness and family holidays, consistent with previous years. However, the increased overall absence rates highlight the importance of strengthening early intervention strategies and sustained partnership with families to support consistent attendance.

Key engagement highlights in 2025 included:
• Continued implementation of daily attendance monitoring by leadership, with follow-up

processes guided by the school's Absences Flowchart to ensure timely response to unexplained or repeated absences.
• Ongoing targeted support for students experiencing anxiety-related or wellbeing-related attendance challenges, with a focus on compassionate, individualised case management and strong home–school collaboration.
• Strengthened communication with families to promote attendance awareness and reinforce the link between regular attendance and improved learning outcomes.

Strengthening Home–School Partnerships remained a key priority, with the school continuing to build strong relationships between home and school to support student engagement. Teachers actively involved families in school life through initiatives such as three-way conferences involving students, parents and teachers, Parent Helper Sessions, and the use of the Compass Parent Portal to improve communication and access to learning information and reports.

Celebrating Positive Behaviour also remained an important feature of school culture. Weekly 'Toot Toot' Awards were presented at assemblies and shared in the school newsletter to acknowledge and reinforce student achievement, effort, and positive contributions to the school community.

Overall, student engagement remained a focus, with continued emphasis on connection, belonging, and partnership with families to improve attendance and strengthen learning outcomes into 2026.

Other highlights from the school year

Throughout 2025, Romsey Primary School celebrated a number of significant highlights and activities that brought positive benefits to our school community.

Our Year 3/4 Camp was held at Anglesea, and our Year 5/6 Camp took place in Lake Dewah, both providing memorable and enriching experiences for students.

Numerous whole-school events and celebrations strengthened our community ties, such as Mother's and Father's Day celebrations, Open Classroom Sessions, Science incursion, Whole school Art Show, A 100 Days of Prep Celebration, and the Year 6 Graduation Ceremony.

In 2025, our Parents' Club continued to volunteer their time and organised a variety of successful fundraising activities such as a whole school fete, Halloween Disco, Mother's and Father's Day Stalls and numerous Sausage Sizzles.

Sporting achievements were a major highlight of the year, with students participating in Cross-country events, Junior and Senior Athletics Days, Prep - Year 2 Swimming Program and hosting local interschool sports competitions with many students achieving district and state-level recognition across a range of sports.

Community partnerships continued to be nurtured and strengthened, particularly with Romsey Neighbourhood House, local sporting associations, Romsey–Lancefield RSL, Romsey Lions Club, who generously supported our Breakfast Program, student engagement and voice and agency involved with the Romsey Lions Club and the build of a 1 million dollar skate park across the road form our school, Romsey Community Carols, and Bendigo Bank.

Financial performance

Romsey Primary School completed 2025 with a deficit. The figure listed in the Annual report is inaccurate due to these figures being published prior to reconciliation. The school is working closely with the Strategic Financial Advisory Team with planning the School Resource Package. A managed deficit is carried forward each year with cash funds isolated to offset this. Cash funds available are: $373,522. After financial commitments are taken out leaves a balance of $218,392.

In 2025 funding was received for funding Mental Health in Primary Schools and Level 2 school funding for disability inclusion which supported the staffing of our Mental health and wellbeing coordinator and Leading teacher for inclusion. The school raised $21,436.30 (not including expenditure) through different activities including Mother's Day, Father's Day and sausage sizzles. Funding was also provided by the government under Literacy Transition funding for the total of $3702 which was used to purchase decodable books. We also received a donation of $1260.00 from Romsey Lancefield Lions Club as a thank you for our engagement with their skate park build project.

School council entered into a license agreement with Schools Out OSCH to commence in 2026 for an onsite out of school hours care program. The license fee was established at $28,000.00 annually.

For more detailed information regarding our school please visit our website at https://www.romseyps.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 326 students were enrolled at this school in 2025, 162 female and 164 male. NDP 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**	**90.9%**
	Similar schools	80.0%
	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**	**71.5%**
	Similar schools	76.0%
	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**	**84.4%**
	Similar schools	83.4%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**80.7%**
	Similar schools	82.4%
	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**	**72.7%**	**63.7%**
	Similar schools	64.1%	64.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**72.2%**	**69.7%**
	Similar schools	70.9%	70.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**71.7%**	**58.5%**
	Similar schools	63.2%	64.1%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**58.8%**	**47.5%**
	Similar schools	64.7%	62.7%
	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**	**62.9%**
	Similar schools	70.5%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**60.6%**
	Similar schools	66.5%
	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**	**72.8%**		**70.5%**
	Similar schools	73.2%		74.0%
	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**	**78.9%**		**74.5%**
	Similar schools	74.7%		74.8%
	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**	**23.3**
	Similar schools	22.4	22.5
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	**School**	**90.8%**	
Year 1	**School**	**87.8%**	
Year 2	**School**	**87.4%**	
Year 3	**School**	**85.6%**	
Year 4	**School**	**85.4%**	
Year 5	**School**	**83.8%**	
Year 6	**School**	**87.3%**	

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	$3,840,923
Government Provided DET Grants	$499,025
Government Grants Commonwealth	$5,309
Government Grants State	$0
Revenue Other	$24,610
Locally Raised Funds	$239,052
Capital Grants	$0
Total Operating Revenue	**$4,608,919**

Equity	Actual
Equity (Social Disadvantage)	$94,928
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$94,928**

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

Expenditure	Actual
Student Resource Package[1]	$3,908,476
Adjustments	$0
Books & Publications	$1,626
Camps/Excursions/Activities	$103,249
Communication Costs	$5,388
Consumables	$72,346
Miscellaneous Expenses[2]	$16,778
Agency Staff	$0
Professional Development	$25,826
Equipment/Maintenance/Hire	$33,514
Property Services	$100,120
Salaries & Allowances[3]	$209,234
Support Services	$9,255

Expenditure	Actual
Trading & Fundraising	$55,524
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$46,823
Total Operating Expenditure	**$4,588,159**
Net Operating Surplus/-Deficit	**$20,760**
Asset Acquisitions	**$5,912**

[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	$344,653
Official Account	$28,869
Other Accounts	$0
Total Funds Available	**$373,522**

Financial Commitments	Actual
Operating Reserve	$113,280
Other Recurrent Expenditure	$16,738
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$34,588
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$14,039
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$39,746
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$218,392**

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.