

2025 Annual Report to the School Community

School Name: Caulfield Primary School (5489)



- 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 20 March 2026 at 12:31 PM by Edward Strain (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 07 April 2026 at 12:55 PM by Edward Strain (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

Caulfield Primary School is located in Caulfield South and has a rich and lengthy history and a strong reputation amongst the community. During 2025, Caulfield Primary School had a confirmed enrolment of 312 students reflecting a period of steady enrolment growth. 42% of our students speak a language other than English at home.

The school has a focus aligned to our school vision:

"Caulfield Primary School provides an excellent bilingual education in a safe, supportive and inclusive environment. We create exciting opportunities which foster a love of learning. Students are active and engaged learners who participate positively in school and community life."

Our Values:

Throughout 2025, the school took the opportunity to review and revise our school values, encouraging our students to celebrate:

- Respect – I will show care for myself, others and the school environment
- Responsibility – I will use my actions to make a positive impact
- Resilience – I will bounce back and keep trying even when things are hard

The school took direction and purpose from a school review undertaken in Term 2, 2025 and the creation of a new School Strategic Plan 2025-2029 (SSP), the intent, rationale and focus of the school during 2025 was a learning and wellbeing goal alongside the creation of a new school strategic plan.

These goals provided a platform for the school to focus on two Key Improvement Strategies targeting wellbeing and learning:

- **Learning** – To improve student learning outcomes in Literacy and Numeracy
- **Wellbeing** – To improve student wellbeing

The 2025 class structure comprised three prep classes, four composite Year 1 and 2 classes, four composite Year 3 and 4 classes and three composite Year 5 and 6 classes. These classes were supported by a staffing profile that included 22 teaching staff totalling 19.60 fulltime equivalent (FTE) time fraction. In addition to this, two Principal class and 10 Education Support staff (5.72 FTE). The leadership team consisted of a Principal, Assistant Principal, 2 x Learning Specialists, 1 x Leading Teacher and a Bilingual Leader. Caulfield Primary School is one of twelve bilingual schools throughout Victoria with Japanese being the target language. The school provides an approved curriculum framework differentiated to meet the needs of all students. All classes from Prep - Year 6 are co-taught by English and Japanese teachers, with all Numeracy lessons delivered in Japanese. In addition to this, four hours per week of Literacy is taught in Japanese and eight hours per week of Literacy is taught in English, as are the Humanities and Science. Visual Arts and Performing Arts are taught in Japanese whilst Physical Education and STEM are both taught in English. The school delivers the Victorian Curriculum for all elements of our teaching and learning programs. There is also a focus on Japanese awareness (culture, geography, language and history) throughout the school. The school promotes and delivers a 50/50 bilingual program with 12.5 hours of teaching in Japanese language delivered to every

child. Caulfield Primary School has a sister school relationship with Nakagawa Elementary School in Ogaki City.

To complement our Performing Arts program, instrumental music tuition was available for students whilst Taiko Drumming was embedded in to the Performing Arts program for senior students, the choir and dance club also delivered performances for the school community and general public. In addition to this, extra-curricular activities and leadership opportunities include Junior School Council, art, mathematics club, communications club and a wellbeing group. Our heritage listed building also hosts the Caulfield Primary Early Childhood Centre, it is an incorporated kindergarten program open to all kinder aged children in the community. The centre provides programs for both three- and four-year-olds and throughout 2025 was managed by Glen Education in conjunction with Caulfield Primary School. The program complements the school in offering an English-Japanese bilingual early learning program. In addition to this, the school offers both before school and after school care programs as well as school holiday care. These programs were delivered by Team Kids in partnership with Caulfield Primary School. The school has worked to develop and embed a strong culture within the school with a focus on explicit teaching and learning programs underpinned by whole school consistency in planning, implementing, delivering explicit teaching and assessment for all students from Prep - Year 6. Staff have worked to develop whole school teaching and learning frameworks to support literacy and numeracy outcomes whilst also prioritising a consistent approach to wellbeing and engagement throughout the school. Undertaking the review of the 2025 Annual Implementation Plan, the school was able to partially meet both Key Improvement Targets of Learning and Wellbeing. This was achieved by delivering outcomes focused on identified targets in Teacher Judgement (Assessment), Student Attitudes to School Survey, Parent and Staff Opinion Surveys.

A review of AIP progress achieved in 2025 include:

- 4 out of 4 2025 Naplan targets achieved
- 0 out of 2 2025 Teacher Judgement targets achieved
- 1 out of 3 Staff Opinion Data targets achieved
- 4 out of 4 AtoSS Data targets achieved
- 0 out of 2 Parent Opinion Data targets achieved

The school also achieved some very strong Naplan results and had a school performance result that identified Caulfield Primary School with a 'High' overall performance evaluation reflecting high performing learning and wellbeing outcomes throughout the school. The school enjoyed a high level of parent support which contributed to an engaged school community. Parents and families actively contributed to many aspects of school life. The School Council operated effectively and is complemented by supporting sub-committees. The Parents and Friends Club facilitates further opportunities to partner with our school community by organising a range of activities to support both fundraising and a greater sense of community within the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Caulfield Primary School delivered high quality learning outcomes aligned to our Annual Implementation Plan 12-month targets and our School Strategic Plan goals. All learning outcomes were shaped by the 2025 Key Improvement Strategy of:

- **Learning** – *To improve student learning outcomes in Literacy and Numeracy*

At the conclusion of the 2025 school year, the school identified Teacher Judgement Data from Prep – Year 6 for students at or above age expected level at:

- English – 94.4%
- Mathematics – 98.1%

The school was able to correlate these teacher judgement outcomes against NAPLAN achievement outcomes in Year 3 and 5. Recording outcomes in Year 3 and 5 Reading and Numeracy well above the state averages in the stand-alone year (2025).

Highlights include:

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

- Naplan Year 3 Reading: 83.7% – 14.2% above state average
- Naplan Year 5 Reading: 97.2% – 23.3% above state average, 10.2% above similar school average
- Naplan Year 3 Numeracy: 81.4% – 15.2% above state average
- Naplan Year 5 Numeracy: 94.4% – 25.3% above state average, 6.8% above similar school average

The continued implementation of Professional Learning Communities (PLC) as a weekly focus provided opportunities for our school to focus on relevant and timely professional discussions around student learning. Through this the school was able to target the Annual Implementation Plan action, namely:

- Building teacher capability to effectively use multiple sources of data to inform responsive teaching and learning.

The school continued to provide a targeted focus to ensure that student learning was met at the appropriate point of need, this included the delivery of the Tutor Learning Initiative (TLI) and Highly Able (Gifted) program. Significant work was undertaken to revise and improve our approach to Individual Education Plans to support students working above and below expected level and regular Student Support Group (SSG) meetings were held. In addition to this, the school employed a Speech Pathologist to support oral language and reading, providing targeted intervention for students.

The school built the capacity of teachers and leadership throughout the school through participation in the Victorian Academy of Teaching and Leadership professional learning and external professional learning courses, including:

- Inspire: Local Leaders (Teacher)
- Inclusive Classrooms (Education Support)
- Bilingual School Network (Teachers, Principal Class)
- Unlocking Potential (Assistant Principal)
- SaGE and Bayside Peninsula Principal Forums (Principal, Assistant Principal)
- Victorian Teaching and Learning Model (VTLM) 2.0 Workshops
- Systematic Synthetic Phonics Implementation (Sounds Write)

The school can celebrate the work undertaken by teaching and education support staff to promote some outstanding outcomes happening in every classroom throughout the school, alongside building capacity and knowledge to ensure it implemented the Victorian Teaching and Learning Model 2.0 (VTLM) and the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Wellbeing

Throughout 2025, all students were provided the opportunity to have a targeted wellbeing approach support the teaching and learning undertaken in our classrooms. The school explicitly taught and supported student wellbeing through a consistent wellbeing framework implemented in all classrooms from Prep – Year 6. This ensured the school was providing a consistent platform delivering:

- Respectful Relationships Program
- School Wide Positive Behaviour Support (SWPBS)
- Positive Classroom Management Strategies (PCMS)
- Zones of Regulation
- Classroom Safe Space
- Daily Mindfulness and Brain Breaks
- Positive Wellbeing Breaks

Measurable outcomes as a result of this focus saw the school achieve:

- 88% positive endorsement of the sense of ‘connectedness’ in the Student Attitudes to School Survey.
- 85% positive endorsement of ‘Emotional Awareness and Regulation’ in the Student Attitudes to School Survey.
- 85% positive endorsement of ‘Motivation and Interest’ in the Student Attitudes to School Survey.

The school provided a Leading Teacher as 'Wellbeing and Inclusion Leader' to support whole school wellbeing outcomes, this provided the opportunity to deliver wellbeing and engagement opportunities including small focus groups and individual support. The school utilized the Mental Health Menu to employ a Speech Pathologist to support access to wellbeing outcomes associated with oral language and expressive language. Throughout the school, activities and groups that engaged students included Taiko Drumming, Dance Club, Choir, Maths Club, Rubik's Cube Club, Communication Club and Chess Club. The school continued to offer SoccerWise as an afterschool optional activity and this was complemented by Tennis coaching and DigiMaker Coding delivered before and after school hours.

A Year $\frac{1}{2}$ Sleepover, Year $\frac{3}{4}$ and 5/6 Camp programs were a significant wellbeing highlight and the delivery of a whole school swimming program and school swimming, cross country and athletics carnivals for Year 3-6 students also contributed towards a holistic focus on wellbeing and engagement throughout the school. Celebrating our bilingual immersion program, the school organized a highly successful whole school production for all students delivered entirely in Japanese, providing our students with the opportunity to celebrate their language acquisition, cultural learning and understanding. Student Leadership roles in the Year 5/6 area and the use of Junior School Council members raised the profile of leadership, voice and agency throughout the school. This ensured that the students knew when they had a voice and/or agency in their learning and their school.

Engagement

Caulfield Primary School worked to provide an engaging platform for students throughout 2025, this included a focus on strong teacher-student relationships and ensuring that students felt supported within the school as a holistic focus on both their academic and wellbeing outcomes. Average absence days per student throughout 2025 totalled 17.8 days. A celebrated milestone, 31% of our student cohort attended 95-100% of all school days for the whole year whilst 23 students did not miss a day of school. Attendance percentages throughout the school remained very high totalling:

- Prep: 91.1%
- Year 1: 89.6%
- Year 2: 91.3%
- Year 3: 91.4%
- Year 4: 91.6%
- Year 5: 92.6%
- Year 6: 90.1%

Year level attendance rates were consistently high throughout the school, each falling between the 89 - 93% range. This data represents the efforts of teaching staff to ensure that students were supported in our classrooms and felt connected both to our school, their learning and to their peers. It reflects the work that went into our classroom programs, but also importantly the focus on ensuring that there were connective programs delivered outside of the classroom that allowed students to feel engaged in the school. Transition processes within the school were an area of

focus to ensure that Kindergarten – Prep and Year 6-7 Transitions supported these significant milestone events for our students.

Other highlights from the school year

The 2025 school year allowed the school to celebrate important elements of our bilingual immersion school and highlight the importance of our school community. These provided a great opportunity to re-establish a strong presence within the local community and build connection between our school and the broader community.

Some of our other highlights included:

- Year ½ Sleepover and Activity Night
- Year ¾ and 5/6 Camp Programs
- CPS Swimming, Cross Country and Athletics Carnivals
- Whole School Swimming Program
- Open Days and Onsite 2026 Prep Transition programs
- Christmas Concert
- Taiko, Choir and Dance Club Performances
- School Review
- Working Bees
- Whole School Production
- Community Coffee Van Mornings
- Various PFC Events and Fundraisers

Financial performance

Throughout 2025, Caulfield Primary School continued to ensure all funds received from the Department, 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 of Education policies, School Council approvals and the intent/purposes for which funding was provided or raised. The school worked closely with School Council and the School Council Finance Sub-Committee to provide transparency in programs and associated costings.

School funds were spent as part of the Planned Maintenance Program as set out by the Department of Education and the Victorian School Building Authority. This program will also ensure our school facilities are in a well maintained condition. In addition to this the school provided resource and infrastructure upgrades to support student learning and engagement. The

school contributed towards the continuation of the Tutor Learning Initiative to ensure that this program was able to maximize impact on student outcomes. The school utilised Disability Inclusion tiered funding to support reasonable adjustments made in our teaching and learning programs for students with an identified disability.

In addition to this, the school was supported by fundraising donations associated with activities and events organized by the Parents and Friends Club (PFC) and to our Library and Building Fund. This allowed the school to improve facilities throughout the school. I acknowledge and thank our School Council and Parents and Friends Club for their support in financially resourcing and managing the school over the course of 2025.

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

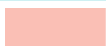

A total of 312 students were enrolled at this school in 2025, 162 female and 150 male. 37% had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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




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	65.2%	
	Similar schools	79.8%	
	State	82.0%	

School Staff Survey


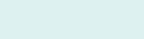


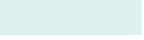

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	67.8%	
	Similar schools	80.1%	
	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	94.4%	
	Similar schools	93.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	98.1%	
	Similar schools	92.4%	
	State	84.2%	

NAPLAN

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


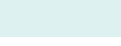


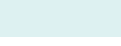

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	83.7%	82.1%
	Similar schools	84.4%	84.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	97.2%	93.8%
	Similar schools	87.0%	88.0%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	81.4%	84.7%
	Similar schools	84.4%	83.9%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	94.4%	93.7%
	Similar schools	87.6%	86.1%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


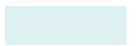

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	91.2%	
	Similar schools	79.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	88.6%	
	Similar schools	80.2%	
	State	74.0%	

WELLBEING


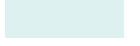

Student Attitudes to School – Sense of Connectedness

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	88.1%		83.1%
	Similar schools	80.7%		80.2%
	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	84.6%		75.8%
	Similar schools	78.6%		77.6%
	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	17.8	17.5
	Similar schools	17.9	18.4
	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	91.1%	
Year 1	School	89.6%	
Year 2	School	91.3%	
Year 3	School	91.4%	
Year 4	School	91.6%	
Year 5	School	92.6%	
Year 6	School	90.1%	

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	\$3,313,091
Government Provided DET Grants	\$397,925
Government Grants Commonwealth	\$7,300
Government Grants State	\$0
Revenue Other	\$20,433
Locally Raised Funds	\$434,533
Capital Grants	\$0
Total Operating Revenue	\$4,173,282

Equity	Actual
Equity (Social Disadvantage)	\$12,630
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$12,630

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

Expenditure	Actual
Student Resource Package ¹	\$3,192,119
Adjustments	\$0
Books & Publications	\$2,074
Camps/Excursions/Activities	\$189,702
Communication Costs	\$3,367
Consumables	\$135,782
Miscellaneous Expenses ²	\$23,991
Agency Staff	\$60,264
Professional Development	\$32,439
Equipment/Maintenance/Hire	\$56,871
Property Services	\$86,174
Salaries & Allowances ³	\$71,116
Support Services	\$35,172

Expenditure	Actual
Trading & Fundraising	\$22,100
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,755
Total Operating Expenditure	\$3,944,927
Net Operating Surplus/-Deficit	\$228,355
Asset Acquisitions	\$39,786

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	\$385,661
Official Account	\$55,420
Other Accounts	\$10,957
Total Funds Available	\$452,039

Financial Commitments	Actual
Operating Reserve	\$125,468
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$40,580
School Based Programs	\$107,541
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	\$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	\$273,589

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.