

2025 Annual Report to the School Community

School Name: Yea High School (8500)



- 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 24 March 2026 at 11:22 PM by Jacinta Byers (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 04 May 2026 at 04:45 PM by Jacinta Byers (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)
 - Senior Secondary Completions and mean study score
- 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
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - 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

Yea High School is a co-educational secondary college located approximately 100 kilometres north-east of Melbourne. The school has an enrolment of approximately 280 students and serves a diverse range of rural and semi-rural communities.

The Student Family Occupation Index (SFOI) in 2025 was 0.5012. The school draws students from Yea and surrounding districts including Glenburn, Murrindindi, Molesworth, Killingworth, Highlands, Homewood, Strath Creek, Kinglake and Flowerdale. More than 40% of students travel to school by bus from southern areas, particularly Glenburn, Flowerdale and Kinglake.

Yea High School also delivers a Flexible Learning Option (FLO) program for students requiring additional support to re-engage with education. In addition, the Access Yea Community Education (AYCE) program supports approximately 116 students undertaking studies in the Bayswater area with our campus located in Wantirna.

The school employs approximately 42.8 equivalent full-time staff, including 1.0 Principal Class, 2.8 Assistant Principal Class, 23.1 teaching staff and 15.9 education support staff.

The school's vision is to build successful and responsible learners. This is underpinned by the belief that improved educational outcomes are achieved through strong partnerships between staff, parents, carers and the wider community. Yea High School is committed to fostering both learning and wellbeing, and to providing safe, inclusive and orderly environments that support students in their current education and future pathways. The school's mission is to build relationships, create opportunities and inspire life-long learning.

School Values

Respect – We show respect by valuing the people and environment around us

Trust – We strive to be honest, reliable and responsible

Acceptance – We encourage and support others despite our differences

Progress towards strategic goals, student outcomes and student engagement

Learning

The school's learning priority focuses on strengthening a whole-school teaching and learning program aligned with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and the Victorian Curriculum 2.0, ensuring a guaranteed and viable curriculum for all students. A key improvement has been the refinement of Professional Learning Communities (PLCs), with a stronger focus on VTLM 2.0 principles and inquiry-based collaboration. This has embedded reflective practice into regular team processes and strengthened collective responsibility for student learning

growth. Targeted professional learning has supported staff to evaluate and refine curriculum design, with a focus on alignment to the Victorian Curriculum 2.0. This includes strengthened scope and sequence planning, consistent use of unit planners, and accurate documentation of adjustments to ensure teaching is responsive to diverse learner needs.

VTLM 2.0 workshops have been embedded within protected collaborative meeting structures, including PLCs and curriculum leadership forums. The Learning, Walks and Talks (LW&T) approach has been refined to strengthen instructional observation, feedback, and shared pedagogical understanding across the school. There is increasing alignment across campuses in curriculum design and assessment practices, supported by structured assessment cycles including progress and semester reporting. These developments are contributing to improved consistency in teacher judgement, with a continued focus on strengthening shared understanding of achievement standards through collaborative moderation and data-informed discussions.

School-wide data sets indicate positive growth across key domains, including Effective Teaching Time, Differentiated Learning Challenge, Effective Classroom Behaviour, Student Voice and Agency, and Sense of Inclusion. These trends reflect a strengthening learning culture and improved student engagement. NAPLAN data supports this progress. In 2025, Year 7 Reading (65.5%) and Numeracy (70.4%) are at or above state and similar school benchmarks. Year 9 Numeracy (62.5%) is above both similar schools and the state average, while Year 9 Reading (56.2%) is comparable to similar schools, indicating a continued focus area. Year 9 Writing results show 64% of students in the Strong or Exceeding proficiency levels, outperforming similar schools (50%), the network (45%) and the state (61%). This represents a significant increase from 2024 (45%), reflecting improved instructional consistency in writing. Year 9 Numeracy results show 63% of students in the Strong or Exceeding proficiency levels, outperforming similar schools (54%), the network (45%) and the state (62%).

Overall, these outcomes demonstrate strengthened curriculum alignment, collaborative practice, and evidence-informed teaching, while identifying continued opportunities to improve middle years literacy outcomes.

Wellbeing

The school has continued to strengthen a whole-school approach to student wellbeing through the refinement of a coordinated framework that integrates School-Wide Positive Behaviour Support (SWPBS), attendance processes, and inclusive education practices. This work is grounded in a consistent, evidence-informed approach to enhancing student engagement, wellbeing, and belonging across all year levels.

A key priority has been the embedding of Disability Inclusion practices and the development of staff capability to implement adjustments that respond effectively to diverse learner needs. Targeted professional learning has strengthened Tier 1 inclusive classroom practice, resulting in more consistent differentiation and improved curriculum planning. Engagement in Berry Street Education Model training, alongside sub-school leader development, has further strengthened trauma-informed and relational approaches to student support. The Safe Schools pilot program has also been successfully implemented, contributing to a more inclusive and supportive school environment.

Structural improvements to the wellbeing framework have clarified roles and strengthened the strategic use of resources. A collaborative cross-campus leadership structure has enhanced the

implementation of Individual Education Plans (IEPs), ensuring they are more consistently developed, enacted, and reviewed. Support plans have also been refined to improve clarity, consistency, and responsiveness to student needs. The establishment of a dedicated Wellbeing Hub at the Yea campus has provided a purposeful space for targeted interventions, while strengthened partnerships with external providers, alongside the Mental Health Practitioner and School Nurse, have expanded wraparound support.

These actions have contributed to measurable improvements in student outcomes. Attitudes to School Survey data indicate positive growth in resilience (66% to 70%), sense of confidence (45% to 56%), effective classroom behaviour (48% to 55%), teacher concern (32% to 40%), and respect for diversity (43% to 50%). The Management of Bullying factor shows the school (52.9%) performing above similar schools (47.7%) and the state (50.8%), reflecting strengthened systems and improved perceptions of safety.

A key continuation has been the Attendance Officer role, which has strengthened the staged response to attendance concerns. This position has enabled earlier identification of attendance patterns, improved case management, and more consistent communication with students and families. The Compass management system has been further embedded to support accurate recording, data tracking, and timely intervention. Attendance data indicates that 48% of students in Years 7–12 recorded 20 or more absent days in 2025. While this remains an ongoing focus, it is lower than similar schools (60%) and the network average (65%), and marginally above the state average (47%), positioning the school comparatively well within its context while reinforcing the need for continued improvement.

Engagement

Student engagement was strengthened through a range of structured programs and targeted funding initiatives designed to increase participation, connection, and belonging across the school community. The Student Engagement Activities Program provided regular lunchtime sport and recreational opportunities, supporting positive peer interaction and sustained engagement in school life. In addition, Active Schools funding of \$14,000 enabled the delivery of targeted initiatives to enhance student participation and strengthen engagement outcomes. This funding was also used to upgrade the school's cricket nets, ensuring facilities were safe, fit for purpose, and accessible for both student use and broader community access.

A key feature of the school's engagement strategy is the Sub School framework, structured across Junior, Middle and Senior cohorts. This model supports consistent communication, strong pastoral care, and age-appropriate student support. Weekly Sub School Briefings provide a coordinated platform to share key information, strengthen alignment of expectations, and ensure consistent messaging across the school. These briefings also create structured opportunities to amplify student voice and agency, while regularly celebrating student achievement and positive behaviour. Recognition is embedded through weekly acknowledgement of School Wide Positive Behaviour Support (SWPBS) expectations, alongside celebration of attendance and uniform standards, reinforcing a positive and consistent learning culture.

Strong student outcomes continue to reflect the impact of these coordinated whole-school approaches. The school recorded a 100% VCE completion rate, demonstrating sustained commitment to senior pathway support and student success. Retention from Year 7 to Year 10 increased to 73.3%, aligning closely with similar schools (73.2%) and exceeding the State

average (68.8%), indicating strengthened student connection to learning and improved continuity of engagement across the middle years.

Career education and pathway development remained a key focus. Students participated in the Seymour Careers Expo, Melbourne Careers Show, Morrisby profiling and interviews, as well as structured pathway planning and study skills programs across Years 9–12. These experiences supported students to develop informed aspirations and strengthen transition planning into further education, training, and employment.

Students also accessed a broad range of enrichment and aspirational opportunities, including the Kwong Lee Dow Young Scholars Program, the La Trobe University Aspire program, the Skyline Program, School-Based Apprenticeships and Traineeships (SBATs), and extensive Vocational Education and Training (VET) options.

The reintroduction of the Project Ready program supported students to complete a Certificate II in Active Volunteering, complementing onsite VET delivery in Community Services (second year) and Building and Construction (first year). Additional VET offerings were accessed through external providers within and beyond the cluster, including Animal Studies, Engineering, Equine, Business, Acting Stage and Screen, Automotive, Design Fundamentals, Make-Up, and Health Services Assistant. Six students participated in SBATs across Agriculture, Plumbing, Electrical, and Automotive pathways. The school also supported VCE extension opportunities through Australian Catholic University, with Year 11 students completing units in Indigenous Health and Culture and Evidence for Practice, achieving Distinctions.

Onsite VET delivery was further strengthened through partnerships, with eight students from Seymour attending programs supported by the Local Learning and Employment Network (LLEN), which facilitated transport and access, enabling broader participation and collaboration across the region.

Other highlights from the school year

In 2025, Yea High School expanded student opportunities, strengthened engagement, and enhanced pathways in alignment with whole-school improvement priorities focused on high-quality teaching, learning, and wellbeing.

The School Savings Bonus supported families by providing flexibility to assist with the cost of excursions, camps, uniform, and booklists, contributing to equitable access and participation.

A broad range of enrichment opportunities was provided through regional and state initiatives. Through NEVR Rural Secondary Instrumental Music, students participated in ensemble experiences and performed at the Ensemble Day hosted at Wangaratta High School. Student leadership development was strengthened through Student Leadership Day and targeted wellbeing and engagement programs, including the Big Sister Experience, Man Cave program, and STAR program.

Students also achieved success in sport and co-curricular programs, with participation extending through Southern Ranges and Hume Region competitions, and selected students representing the school at State level in swimming. These achievements reflected strong engagement in interschool sport and progression through competitive pathways.

The school maintained a strong calendar of events that fostered participation, connection, and school pride. These included swimming and athletics carnivals, cross country, round robin sport, ANZAC Day commemorations, RU OK? Day activities, and a range of Arts and Agriculture excursions.

The Yea Agriculture Project for Years 7–8 continued to provide authentic, hands-on learning experiences connected to local industry and community contexts. Staff also engaged in targeted professional learning focused on curriculum alignment, inclusive practice, and consistent whole-school approaches to teaching and wellbeing, further strengthening the quality of teaching and learning across the school.

Financial performance

In 2025, the Student Resource Package (SRP) was aligned to student enrolments, with funding allocated to support operations across both the Yea Campus and AYCE Campus. Carried-forward funds included revenue received in advance for camps and excursions, as well as SRP allocations committed to 2026 expenditure. The school also received a range of Department of Education grants, including the Middle Years Literacy and Numeracy Support initiative, Tutor Learning Initiative, Schools Mental Health Fund, Student Excellence Program, and targeted Pathways Programs, including the delivery of study skills workshops through Elevate.

Key school-based programs continued to be effectively managed, including the Instrumental Music Program and bus coordination services. Capital and maintenance works were undertaken to improve staff office areas and learning spaces, alongside refurbishment of the AYCE deck. Maintenance priorities also included upgrades to heating and cooling systems in Science classrooms, repairs and improvements to student toilet facilities, and the replacement of door handles across the school to meet compliance and safety requirements. Ongoing grounds works addressed essential infrastructure, including stormwater drainage, gas and water servicing, and engagement with the Victorian School Building Authority through the tree audit program.

Equity funding supported students experiencing social disadvantage and those requiring additional academic assistance, enabling a consistent whole-school assessment approach and strengthened use of data across all learning areas. Funding also supported initiatives such as the Breakfast Club to enhance student engagement and wellbeing, with some equity wellbeing funding streams also supporting staffing in this area. Schools Mental Health Fund resources were used to deliver targeted programs including Art Therapy, The Man Cave, and Big Sister, supporting student wellbeing, resilience, and engagement across the school community.

**For more detailed information regarding our school please visit our website at
<https://www.yeahs.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 280 students were enrolled at this school in 2025, 130 female and 149 male. 2% had English as an additional language and 7% 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	73.5%	
	Similar schools	68.0%	
	State	74.1%	

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	51.5%	
	Similar schools	54.7%	
	State	59.3%	

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 Year 7 - 10 % of students at or above age expected standards	School	44.1%	
	Similar schools	61.9%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	79.0%	
	Similar schools	62.4%	
	State	70.5%	

NAPLAN

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

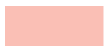
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	65.5%		65.6%
	Similar schools	58.6%		57.3%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	56.2%		52.6%
	Similar schools	55.5%		53.0%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	70.4%		60.5%
	Similar schools	56.9%		54.7%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	62.5%		53.5%
	Similar schools	54.3%		50.2%
	State	61.9%		60.2%

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 7 to 9 % of students High or Medium relative growth	School	63.3%	
	Similar schools	69.7%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	72.4%	
	Similar schools	69.3%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

2025				3-year average
VCE/VCE VM completion rate	School	97.0%		92.4%
	Similar schools	96.3%		95.6%
	State	97.2%		96.9%
Mean VCE study score	School	25.1		NDA
Total VCE VM students	School	NDP		NDP

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 7 to 12 % positive endorsement	School	39.1%		39.8%
	Similar schools	43.9%		41.7%
	State	49.8%		47.7%

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 7 to 12 % positive endorsement	School	52.9%		48.2%
	Similar schools	47.7%		45.0%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	73.7%		48.9%
	Similar schools	76.9%		76.6%
	State	81.5%		81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	73.3%		69.4%
	Similar schools	73.2%		73.6%
	State	68.8%		68.7%

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
Year 7 - 12	School	35.1		34.9
	Similar schools	39.3		37.1
	State	30.2		29.4

Attendance rate

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

		2025	
Year 7	School	87.8%	
Year 8	School	79.6%	
Year 9	School	77.4%	
Year 10	School	81.5%	
Year 11	School	82.4%	
Year 12	School	88.6%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$5,458,473
Government Provided DET Grants	\$775,649
Government Grants Commonwealth	\$7,330
Government Grants State	\$8,734
Revenue Other	\$98,942
Locally Raised Funds	\$190,629
Capital Grants	\$0
Total Operating Revenue	\$6,539,756

Equity	Actual
Equity (Social Disadvantage)	\$166,029
Equity (Catch Up)	\$55,726
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$221,756

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

Expenditure	Actual
Student Resource Package ¹	\$5,543,512
Adjustments	\$0
Books & Publications	\$1,562
Camps/Excursions/Activities	\$61,624
Communication Costs	\$12,041
Consumables	\$117,737
Miscellaneous Expenses ²	\$31,265
Agency Staff	\$0
Professional Development	\$19,308
Equipment/Maintenance/Hire	\$98,749
Property Services	\$179,219
Salaries & Allowances ³	\$299,589
Support Services	\$277,150

Expenditure	Actual
Trading & Fundraising	\$97,595
Motor Vehicle Expenses	\$2,247
Travel & Subsistence	\$0
Utilities	\$72,727
Total Operating Expenditure	\$6,814,324
Net Operating Surplus/-Deficit	(\$274,568)
Asset Acquisitions	\$0

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	\$439,836
Official Account	\$63,977
Other Accounts	\$0
Total Funds Available	\$503,813

Financial Commitments	Actual
Operating Reserve	\$211,802
Other Recurrent Expenditure	\$2,433
Provision Accounts	\$0
Funds Received in Advance	\$45,794
School Based Programs	\$196,862
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	\$70,690
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$527,581

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.