

2024 Annual Report to the School Community

School Name: Broadford Secondary College (7655)



- 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 03 March 2025 at 02:14 PM by Tania Pearson (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 March 2025 at 09:51 AM by Tania Pearson (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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Broadford Secondary College is a co-educational secondary college located in the township of Broadford, 70km north of Melbourne. The College draws students from Broadford and Kilmore Primary schools as well as other primary schools, including Wandong, Pyalong and Willowmavin.

The Broadford Secondary College vision is to give every person, every opportunity, everyday. YAAWINBU YANANINON, translating to "Enjoy Your Journey". The values our College community embraces are: Respect, Responsibility, Organisation, Persistence and Excellence.

In 2024 the school's enrolment was 809 students, divided into two sub-schools: a Junior School comprising 6 classes of Year 7 students, 6 classes of Year 8 students, 6 classes of Year 9 students; and a Senior School comprising of 5 classes of Year 10 students, 5 classes of Year 11 students and 4 classes of Year 12 students, including VCEVM & VPC. The college has 38 indigenous students and 180 NCCD students enrolled.

The College offers a wide range of subjects at VCE and has an established VCEVM & VPC program. There are opportunities for students to be offered access to VCE subjects in year 10. VET courses offered on site include Building and Construction, Sports Coaching and Engineering. The school is a member of the Central Ranges Trade Training Centre (CRTTC) which gives students access to outstanding facilities for Automotive VET studies and Hospitality VET studies. Other VET courses are delivered at TAFE Colleges which are accessible by train.

The College also ran a Flexible Learning Option program for 15 students aged 15-18 years called RESET. This onsite program is run fully by BSC staff with the intention of engaging vulnerable students back into school. The course focuses on Literacy, Numeracy and building resilience and confidence of these individuals, with the aim to fully integrating them back into mainstream learning. The program has improved the schools student attendance data by successfully enticing school refusers back to school.

The school's transition program is coordinated by an Assistant Principal who works with all students and their families moving into Year 7; the role provides opportunities for feeder schools and new parents to converse with the College. A hand-over to the Year 7 coordinator and advocates occurs early in the new academic year. This process allows for a smooth, well-planned community-based approach.

The College Student Family Occupation and Education (SFOE) index is: 0.4626, the staffing profile is made up of 1 Principal, 3 Assistant Principals, 6 Leading Teachers, 3 Learning Specialists, 55 teachers (47.05 EFT), 33 Educational Support Staff (28.96 EFT), a Business Manager and 2 maintenance people.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the teaching and learning focus was to support those who need scaffolding and those who have thrived to continue to extend their learning incorporating literacy and numeracy. Lessons were planned and conducted using the BSC Instructional Model to ensure a strong and consistent foundation for classes across the school. Teaching and Learning strategies were combined with High Impact Wellbeing Strategies to ensure the student remained at the centre. Peer Observations were encouraged and supported throughout the year and linked in with inquiry cycles undertaken in Professional Learning Teams using the PLC model to work together in KLA areas.

Assessment and feedback was a focus in 2024 with a full review undertaken to ensure it remained timely and effective. The whole school community was involved, resulting in a more streamlined feedback cycle, updated language to be used for learning task/reporting cycles in 2025 and to introduction of developmental rubrics so our students can see where they are on the learning continuum.

BSC continued to support intervention programs for our learners such as Middle Years Literacy and Numeracy Support (MYLNS), Victorian High Achievers Program VHAP, EAL supports and the Tutor Learning Initiative (TLI) which was a highlight in 2024 with a targeted reading/literacy group at year 7. This year we had several students enrolled in the Centre for Higher Education Studies (CHES) program to extend VCE options with subjects such as Algorithmics or Extended Investigation. A VCE committee was established to reflect on and review our VCE policies and practices. This committee was extremely effective and will be re-established in 2025.

Wellbeing

In 2024, we continued to prioritise student wellbeing by embedding structured, evidence-based initiatives to support student engagement, inclusion, and mental health. The school focused on three key areas: building staff capacity to use data-driven wellbeing strategies, strengthening the whole-school approach to social and emotional learning, and enhancing attendance supports to improve student engagement.

A key achievement was the implementation of structured professional learning for staff, including Disability Inclusion (DI) training, School-Wide Positive Behaviour Support (SWPBS), and mandatory reporting. These sessions strengthened teachers' ability to identify and support student wellbeing needs in classrooms. The introduction of regular data collection and analysis ensured that student learning needs were effectively monitored, informing targeted tiered interventions. The Wellbeing and Engagement Team continued to track behaviour and engagement data, allowing for earlier identification of students needing additional support.

Another significant development was the redesign of homeroom activities to incorporate social and emotional learning. While initial attempts to gamify activities were well-received but short-

lived, the transition to structured wellbeing discussions has provided an opportunity for further refinement. To ensure the program meets student needs, feedback is collected through focus groups and surveys, with adjustments planned for the following year.

The school also enhanced attendance support, employing a Mental Health Practitioner to provide targeted interventions and working closely with the re-engagement officer to monitor and support students at risk of disengagement. Fortnightly review meetings between key staff members helped track student progress, leading to informed decisions about support and reintegration strategies.

Looking ahead, Broadford Secondary College remains committed to strengthening wellbeing initiatives, ensuring student voice informs key decisions, and continuing to refine its support structures to enhance student inclusion, engagement, and mental health.

Engagement

During 2024 BSC held a number of Wellbeing community events, including a Mother's Day afternoon tea, Father's Day breakfast and Community Student Pride awards in conjunction with Nexus Health. Breakfast club continued 2 mornings a week for students during Terms 2 & 3. This requires staff to volunteer their services and donations from a variety of food sources. The Wellbeing team held regular LGBTQIA+ forums for students to attend and offer support to these students. The College hosted a welcome Whole School BBQ at the beginning of the year for new and returning families. New staff to the college are offered a thorough induction process throughout term 1 and matched with a mentor for ongoing support. All staff are invited to attend a dinner at the restaurant where BSC students study VET Hospitality. Students enjoy seeing staff take an interest in their studies after hours. New students to the college are offered an extensive and thorough transition, particularly Year 6 students. Students entering the Senior School undergo an Orientation program at the end of the year, in preparation for VCE. At the end of the school year students in Year 12 are celebrated with a whole school assembly, a graduation dinner and a presentation of their time capsules from Year 7. Pleasingly, the rate of Year 7 students remaining at our school through to Year 10, remained high and above the state and similar schools average. The College received more applications for enrolments than what it could accommodate in 2024, resulting in the need to adhere to an enrolment management plan. An established SRC was established giving students the opportunity to voice any concerns or suggestions on improvements. An extended lunch occurs each Monday to allow for House based activities to occur. Students earn house points through participation, encouraging student connectedness to school. The competition for house points has continually increased over the year. Planning commenced for the next international tour to Europe in 2025 with 27 students and 5 staff involved.

Other highlights from the school year

In 2024 the college conducted two camps, year 7 visited Camp Howqua at the beginning of Term 2, year 8 attended the Surf Camp at Angelsea at the end of the year. Many excursions occurred throughout the year, including end of year activities. The school production of "Finding Nemo" was a highlight. The college's Japanese Sister School visited the college once again. Broadford Secondary College students were very eager to volunteer to be hosts and have Japanese students stay in their homes. The annual school Swimming Carnival and Athletics

Carnivals were well attended and enjoyed, with students connecting to the Houses by dressing up in House Coloured costumes. Monday lunchtime activities continued to promote house spirit and included music playing, a talent quest, sports competitions, the annual Zwar regatta and debating. Wellbeing proactive programs included: RAISE mentoring, community pride awards, Blue Light Victoria and soccer team building with the support of the local soccer club. Many sporting teams competed in the Round Robin sports carnivals with a few progressing to the next level. Fundraising helped support local and other charities. New outdoor gym equipment was installed and a grant supported the purchase of boxing equipment. Three modular 10 portables replaced old and outdated portables, ready for use at the beginning of the new school year in 2025. This also included an additional portable of toilets. Koorie students attended a couple of leadership camps to Rubicon Outdoor Education Centre, along with some day adventure activities of their choice. This program is designed to help the students connect to their culture and to build leadership skills and self confidence.

Financial performance

The College has managed its funds in a professional and diligent manner. It finished 2024 with a surplus in the staffing budget due to our employment management planning. The College has continued with its streamlined accounting practices and continued to find ways to reduce charges to families. Families would have also observed a more streamlined fee payment method with online payment options through Compass. The College utilizes a large part of the Equity funding to support the RESET program to encourage vulnerable students to reconnect with school. The College also financially manages the Central Ranges Trade Training Centre Consortium (CRTTC). This represents \$17193.00 in our High Yield Account, this is capital which is audited and not available for the College. A large proportion of funds in 2024 supported the Tutoring Learning Initiative and CRT wages and incentive due to a shortage of staff.

**For more detailed information regarding our school please visit our website at
<https://broadfordsc.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 822 students were enrolled at this school in 2024, 408 female and 408 male.

2 percent of students had English as an additional language and 5 percent 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).

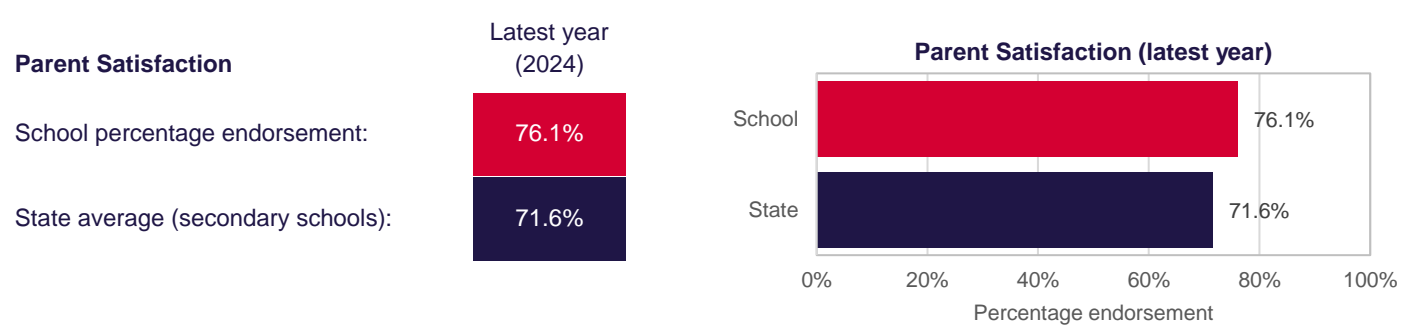
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

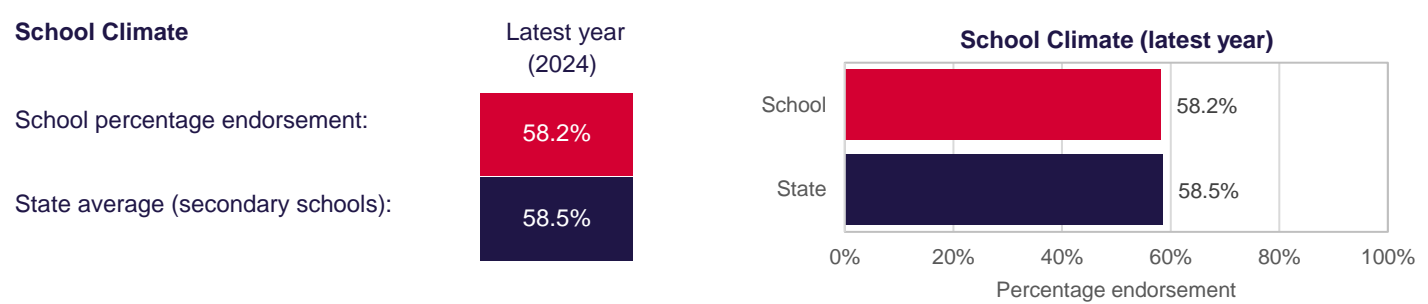


School Staff Survey

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.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

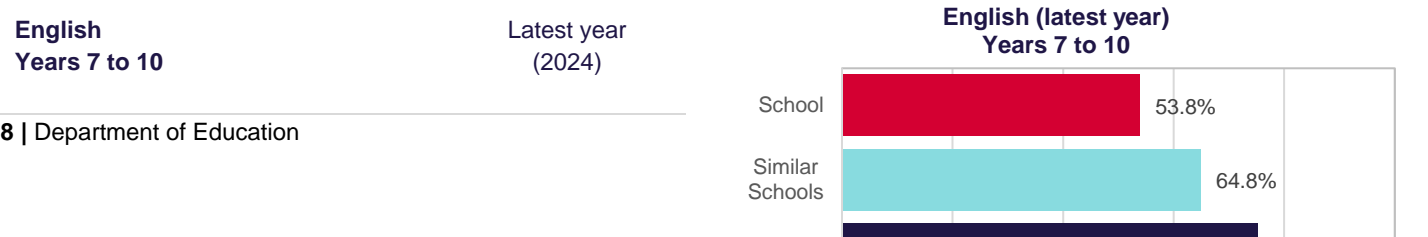


LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

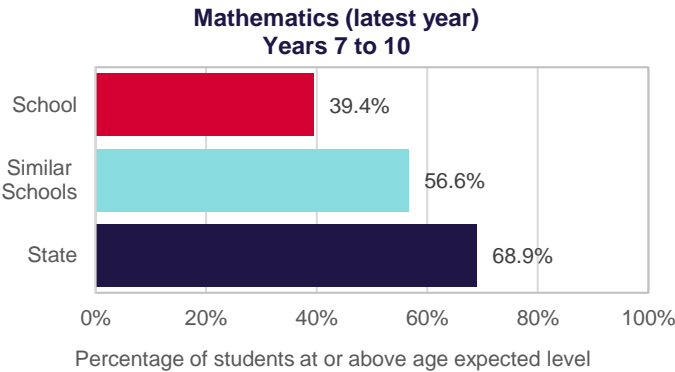
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



School percentage of students at or above age expected standards:	53.8%
Similar Schools average:	64.8%
State average:	75.1%

Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	39.4%
Similar Schools average:	56.6%
State average:	68.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

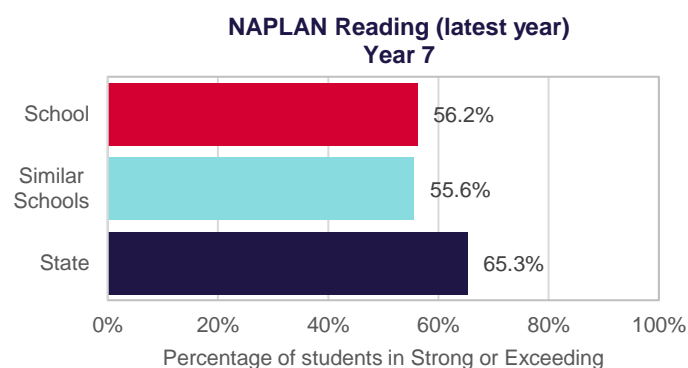
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

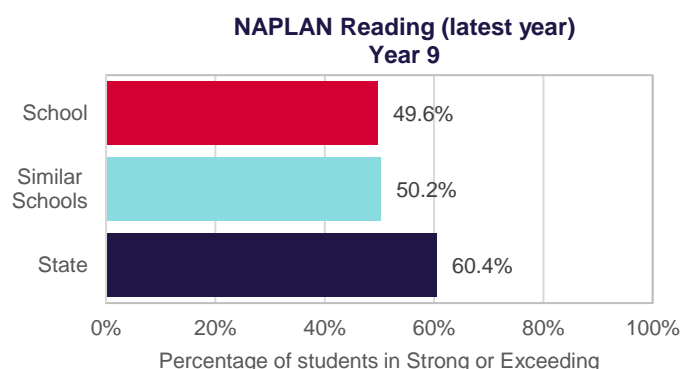
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.2%	55.0%
Similar Schools average:	55.6%	56.6%
State average:	65.3%	65.7%



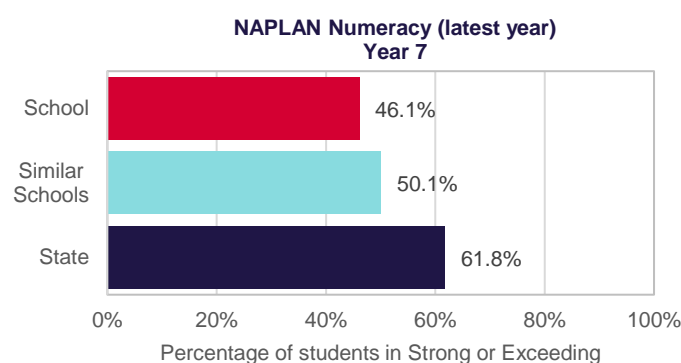
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.6%	49.4%
Similar Schools average:	50.2%	50.8%
State average:	60.4%	60.2%



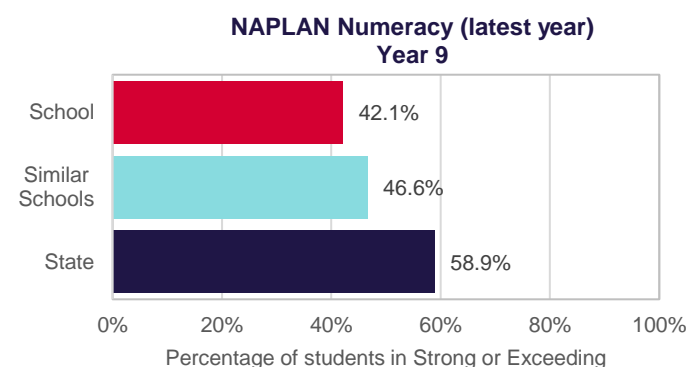
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.1%	48.1%
Similar Schools average:	50.1%	50.8%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.1%	42.2%
Similar Schools average:	46.6%	47.3%
State average:	58.9%	59.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

39.4%

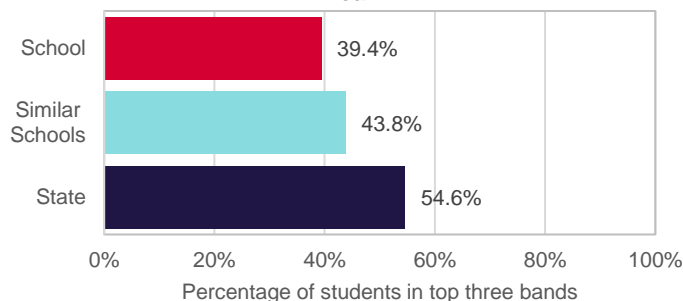
Similar Schools average:

43.8%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

42.2%

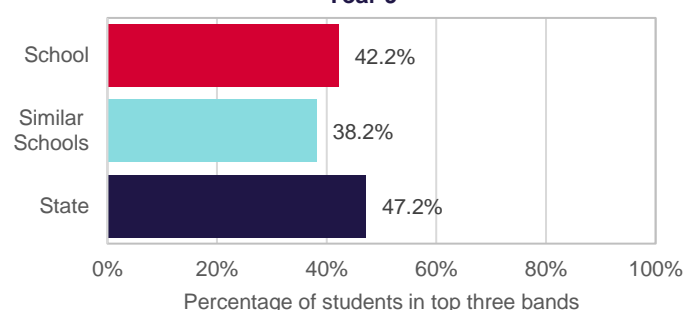
Similar Schools average:

38.2%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

34.9%

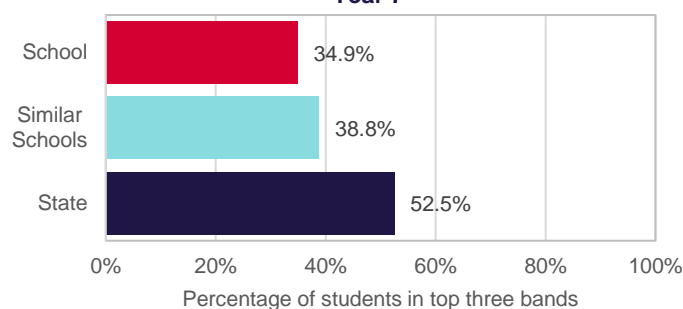
Similar Schools average:

38.8%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

30.0%

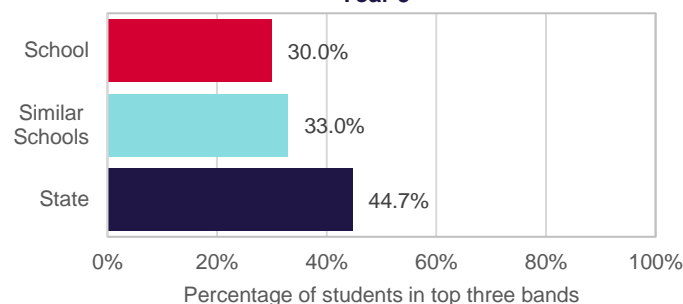
Similar Schools average:

33.0%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

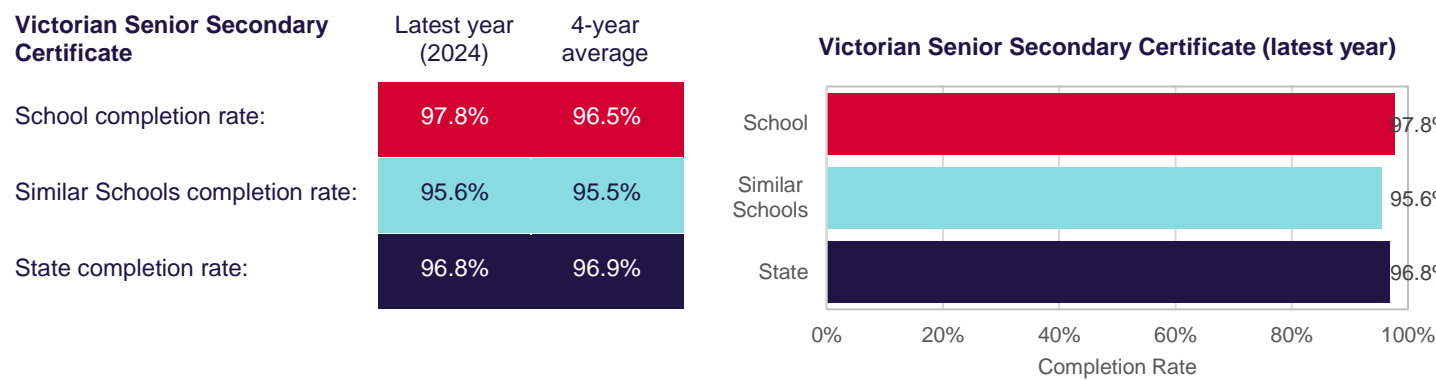


LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	22.4
Number of students awarded the VCE Vocational Major	27
Number of students awarded the Victorian Pathways Certificate	9
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	27%
Percentage VET units of competence satisfactorily completed in 2024:	62%



WELLBEING

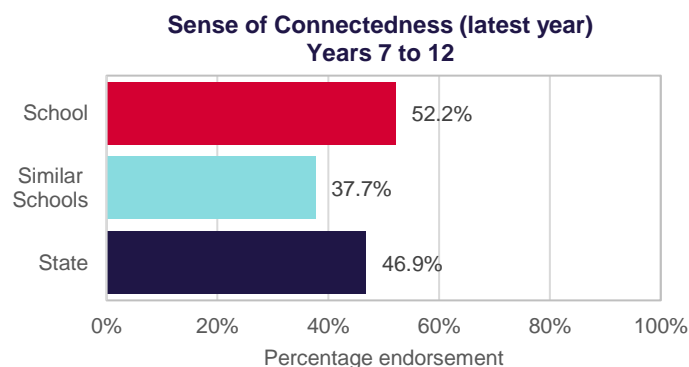
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	52.2%	46.9%
Similar Schools average:	37.7%	38.7%
State average:	46.9%	48.0%

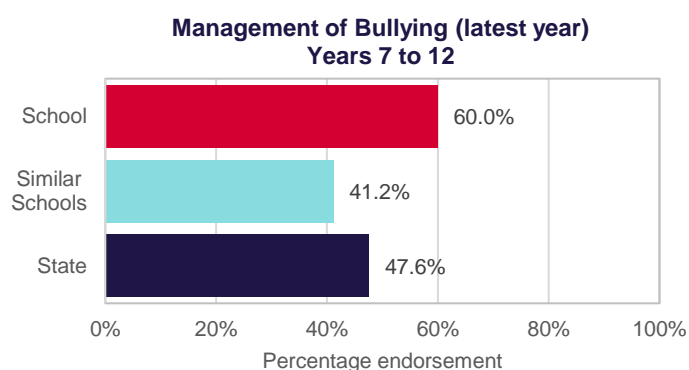


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	60.0%	51.1%
Similar Schools average:	41.2%	41.6%
State average:	47.6%	49.1%



ENGAGEMENT

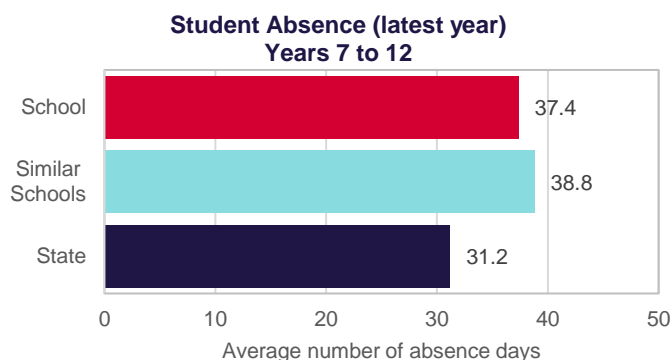
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	37.4	34.5
Similar Schools average:	38.8	34.2
State average:	31.2	27.2



Attendance Rate (latest year)

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

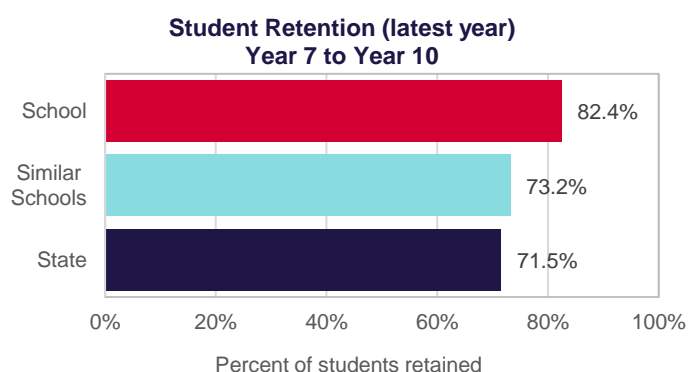
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	85%	81%	76%	77%	86%	86%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	82.4%	82.1%
Similar Schools average:	73.2%	75.1%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

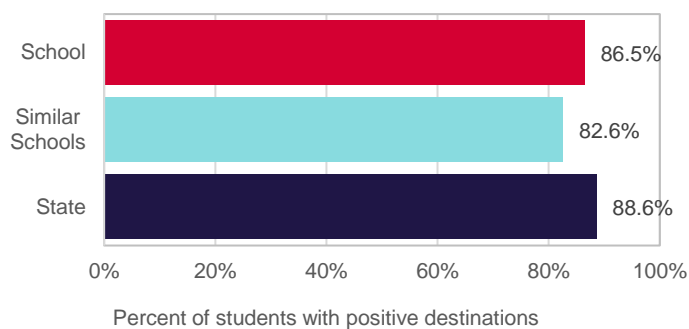
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	86.5%	84.2%
Similar Schools average:	82.6%	85.3%
State average:	88.6%	89.5%

Student Exits (latest year) Years 10 to 12



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$10,576,165
Government Provided DET Grants	\$1,828,981
Government Grants Commonwealth	\$0
Government Grants State	\$27,470
Revenue Other	\$43,596
Locally Raised Funds	\$281,299
Capital Grants	\$0
Total Operating Revenue	\$12,757,511

Equity ¹	Actual
Equity (Social Disadvantage)	\$560,961
Equity (Catch Up)	\$99,591
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$660,552

Expenditure	Actual
Student Resource Package ²	\$10,251,480
Adjustments	\$0
Books & Publications	\$2,930
Camps/Excursions/Activities	\$172,050
Communication Costs	\$11,599
Consumables	\$222,070
Miscellaneous Expense ³	\$24,715
Professional Development	\$49,190
Equipment/Maintenance/Hire	\$245,550
Property Services	\$244,180
Salaries & Allowances ⁴	\$202,157
Support Services	\$1,079,617
Trading & Fundraising	\$27,597
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$895
Utilities	\$89,461
Total Operating Expenditure	\$12,623,490
Net Operating Surplus/-Deficit	\$134,021
Asset Acquisitions	\$147,453

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$710,907
Official Account	\$25,610
Other Accounts	\$0
Total Funds Available	\$736,517

Financial Commitments	Actual
Operating Reserve	\$400,383
Other Recurrent Expenditure	(\$5,139)
Provision Accounts	\$15,000
Funds Received in Advance	\$0
School Based Programs	\$133,878
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	\$544,122

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.