2024 Annual Report to the School Community

School Name: Numurkah Secondary College (8190)

- 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 13 March 2025 at 12:42 PM by Cate Eddy (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 25 March 2025 at 08:17 AM by Cate Eddy (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

Numurkah Secondary College; inspiring aspiration and lifelong learning.

Our Mission;

We will be the school of choice for the community.

To provide a respectful, safe and inclusive learning environment.

To provide learning environments which are innovative, inspirational and promote excellence.

To engage our students in quality, purposeful learning to equip them to proudly contribute to our present and future world.

At Numurkah Secondary College our REAP values guide and influence all of the student-centred decisions, goals and ambitions of our College Community. Respect : Show acceptance and kindness to every person. Excellence: Always do your best. Aspiration: Dream big! Work hard! Reach high! Pride: Autograph your actions with honour. Numurkah Secondary College is a Year Seven to Year Twelve co-educational school situated in the town of Numurkah, approximately 30km north of Shepparton, Victoria.

Our students are drawn from Numurkah itself and from surrounding townships and farming districts including Waaia, Katunga, Katunga South, Strathmerton, Katamatite, Invergordon, Tallygaroopna and Wunghnu. Numurkah Secondary College is part of the Northeast Region of the Department of Education.

In 2024 we welcomed 47 Year 7 students to begin their Secondary School journey, with enrolment numbers of 265 students.

Our staffing profile includes 3 Principal Class, 1 Leading Teacher, 21 Teachers, 1 Paraprofessional and 15 Education Support Staff.

The overall socio-economic profile of the College is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. This school’s socio-economic band value is: High. (Possibilities are: Low, Low-Medium, Medium, and High.) The SFOE in 2024 was 0.53.

Our school wellbeing program includes year level weekly meetings to recognise student achievements and provide access to the Resilience Project curriculum, supporting wellbeing. For our VCE students this is also a time when programs such as the Latrobe Bradford program are ran to avoid interruptions to regular class sessions. Our Homegroup program runs each morning for 15 minutes and is designed to be a vertical grouping structure to assist our students build relationships across the school and encourage a sense of community. The role of homegroup is to build strong pastoral care support for our students and staff contact parents over the year to assist in building that relationship.

Our current Koorie student population is 22 students across all year levels. A strong First Nations program has been built to provide a safe place to explore culture and link with agencies such as Ganbina. A creative arts grant this year has enabled our First Nations group to participate in several workshops to build their connection to their culture and this will carry over into the year ahead.

During 2024, our School Review indicated that the College has much we can celebrate in our strong connection to the local community, growth in the positive behaviour management of our students as well as the expectations and learning opportunities for all students. Our vision to inspire aspiration and lifelong learning aims to have our young people see themselves as always learning regardless of their circumstance or age. At NSC we create a learning community which focuses on improving teaching practice through our professional development to support improving student outcomes. Wellbeing and Teaching and Learning come together in our work to support the diverse needs of our students. NSC supports the wellbeing of our students, providing a safe and positive learning environment, enabling improved academic outcomes and choice in pathways through school and beyond.

Progress towards strategic goals, student outcomes and student engagement

Learning

Clear targets were set in developing our School Strategic plan to improve the learning growth and achievement of every student at Numurkah Secondary College. Data from PAT testing and NAPLAN indicates that we can celebrate the achievements in this area as we continue to build on our focus in Literacy and Numeracy for all students. In 2024 the increase in the number of Maths and English sessions for our Year 7 students supported them in their transition into a secondary program but also enabled them to build confidence in their ability.

NAPLAN reading data for the Year 9 cohort shows significant growth from the previous year and NSC students are well above similar schools and the State in the exceeding or strong level. The Year 9 group also achieved good results in Numeracy with significant increase in those at the strong level, above similar schools and slightly below state results. Our Year 7 Reading and Numeracy results were slightly below the cohort from 2023 and state levels. However, the Year 7's levels are better reflected with data from PAT testing as the students had been engaging in the schools learning program for 6 and 12 months before testing. As such this demonstrates that our students are making progress in both Maths and Reading, including those participating in the Tutor Initiative Program. There has been significant efforts made to continue to address and support our students' individual needs, equipping them with the skills necessary to transition successfully through school to future pathways.

ATLAS is now well established as the documentation platform for our curriculum and the collaboration of staff in building and developing the depth of documentation has ensured that there is clear learning progress and a positive impact to build a clear academic pathway for our students. Priorities in 2025 will be to provide professional development for staff in the Victorian Teaching and Learning 2.0 ensuring our staff and students are working with the most up to date guidelines and resources.

Processes to build our documentation as well as to support students access disability inclusion funding has been successful in achieving funding support and will continue to be a focus in 2025.

Wellbeing

The Engagement and Wellbeing team continue to build strong relations with students and families with a purposeful approach to support and strengthen student health and wellbeing.

Targeted intervention and support included:

· Small group programs focused on supporting our students develop their emotional and social intelligence run by our School counsellor.

· The Doctors in School Program continues to provide our school community with opportunity to access medical support and has been well utilized by students and families.

· An onsite weekly counsellor from Headspace also enables students to access this support without the challenge of travelling to Shepparton.

· Man Cave and the Live Life Whole programs were once again ran enabling our students to build their capacity to identify their own needs and support others.

Homegroup and Year level Focus sessions assisted in building deeper connections with students, and the Resilience Project becoming more embedded within our school practice. Throughout the year we have continues to work with agencies such as Uniting Care to provide more tailored support for individual students.

Supporting a Positive Climate for Learning needs to include opportunity for student voice. Our student forum group has been working to enhance a positive school culture where student voice has a clear opportunity to be heard and to become more involved in the wider school community.

Our Attitude to School survey completed in the mid-year, has indicated that that we ahve work to do in building our student connectedness to school. This is an area we are striving to address and will continue to do so as we move into 2025.

Engagement

Our work in engagement is strongly connected to the pathways we are able to provide our students. This includes being supported by our year level leaders and careers team to have programs that are flexible for individual needs and future plans. The HeadStart program has continued to be an option for students who are looking to link future work opportunities while continuing their secondary education. The VETDSS program provides the more traditional link to trade and traineeships with students attending VET courses at Shepparton GoTAFE or here at NSC.

Our VCE link with Latrobe University through the Bradford Program supports our students to see the opportunities of advancing to further education and pathways. This fortnightly program with Latrobe has been written into student timetables to build strong support and connections for those who are striving to access tertiary studies. This connection also supports our students with early access to University placements.

This year a creative arts grant has provided wonderful opportunities for our First Nations group to participate in activities and excursions. This grant and the programs it supported has led to

increased links with Elders and cultural programs to support them build connections and confidence in their identity and place in community.

Daily attendance has continued to be a focus for our school and we will continue to prioritise the connections with our families to support their understanding of the impact absence from school has on achieving the best outcomes for their child.

Led by the Assistant Principal in Engagement and Wellbeing, our School Psychologist, Counsellor and year level leaders the prioritised work of supporting student attendance includes:

· Working closely with department support teams such as Navigator.

· Receiving referrals for students that are displaying a consistent pattern of school non-attendance.

· Participating in Student Support Meetings (SSG) to provide supports to re-engage students in their education.

· Focusing on identifying barriers to participation and working with the students and families to overcome these.

Other highlights from the school year

Our vision is strongly connected to ensuring our program and the students have connections with the local community. Continued connection with the Ferguson Club and Numurkah Rotary is has seen another group of students come through the tractor rebuild program. Members of the clubs came into the school each week and acted as mentors for our students and worked with them on the project. The benefits were more than just the hands-on practical skill development rather the conversations that were had while working side by side with the volunteers. This program allowed important relationships across generations to be created and a mutual respect for all involved. Students involved in this program are being provided the opportunity to fast track into the NSC VET Engineering program as a result of the skills they developed.

Our VCE-VM program saw our students play a role in organising, marketing and set up of the local Baala festival, which won a Moira Shire award for Community event of the year. Our students worked together in the lead up to this event providing the organisers support in setting up and preparing the venue and various activities.

NSC has strong connections with the local RSL, and our school student leaders were outstanding in their roles as emcees at the town service held on Anzac Day and speaking at the Remembrance Day service held in November. These opportunities to develop and demonstrate outstanding public speaking skills has been a highlight for our senior school student leaders.

Our instrumental music program saw 30 students gain the opportunity to have lessons in voice, piano and guitar this year. This has been a wonderful inclusion to our school program after being absent for a number of years. Through the music program students have been able to learn an instrument and perform for the school community as well as participate in the school production and the end of year presentation night. The significant increase in funding due to student engagement has seen this program be able to grow and thrive. The performances held in each semester were highlights for these students, with the confidence gained by students certainly a factor in them taking on a School Production which was run over 2 evenings along with a matinee session.

Financial performance

The careful management of our finances has seen us finish the year in a comfortable position. Our equity funding enables us to provide students with a variety of options in senior level and supporting those students who face learning challenges. Disability inclusion funding has enabled us to employ education support staff who work closely with teachers in developing inclusive classrooms programs.

Our maintenance work has been targeted to ensure our buildings are maintained at a standard our families can expect, with the ongoing paint work giving some of the older buildings a new lease of life.

The success at gaining grants such as the Sporting Schools grants have enabled the resurfacing work for the cricket net wickets and the repairs of the basketball and tennis courts.

Our school camps were supported by the Advance Funding allowing all of our students have equitable opportunities to participate in camps and excursions.

We will continue to aim to work within the constraints of our school resource package but acknowledge this becomes increasing challenging with increases in costs for staffing and engaging programs.

For more detailed information regarding our school please visit our website at https://www.numurkahsc.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 265 students were enrolled at this school in 2024, 134 female and 129 male.

NDP percent of students had English as an additional language and 9 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.

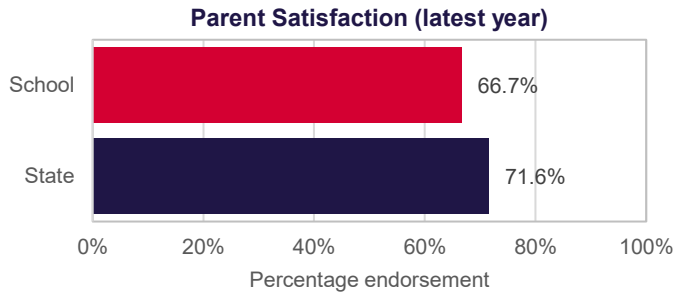
This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	66.7%
State average (secondary schools):	71.6%



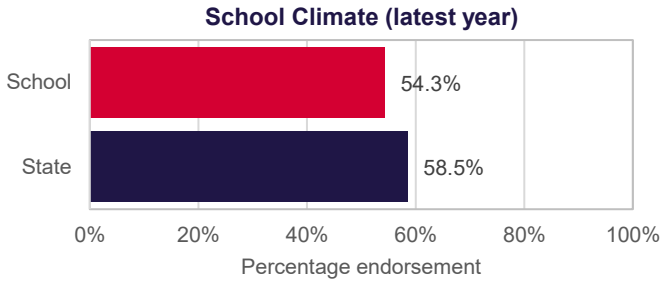
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	54.3%
State average (secondary schools):	58.5%



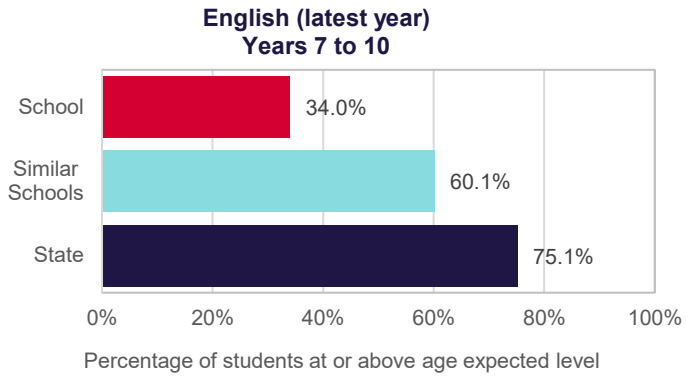
LEARNING

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.***

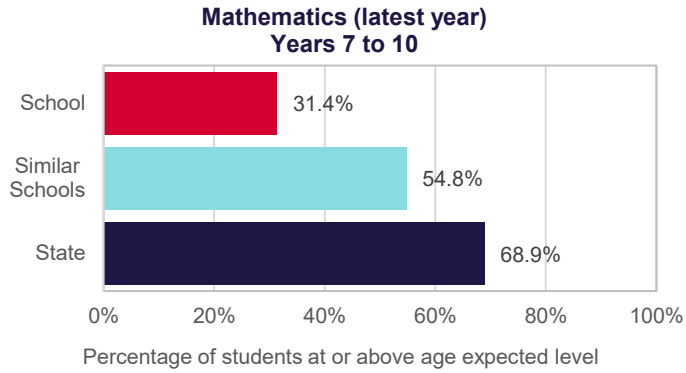
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	34.0%
Similar Schools average:	60.1%
State average:	75.1%



Mathematics **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	31.4%
Similar Schools average:	54.8%
State average:	68.9%



LEARNING (continued)

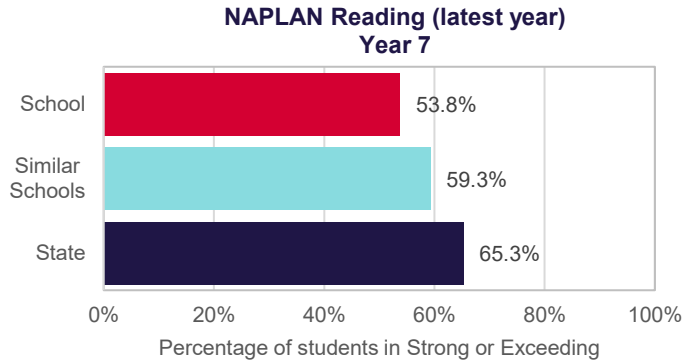
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

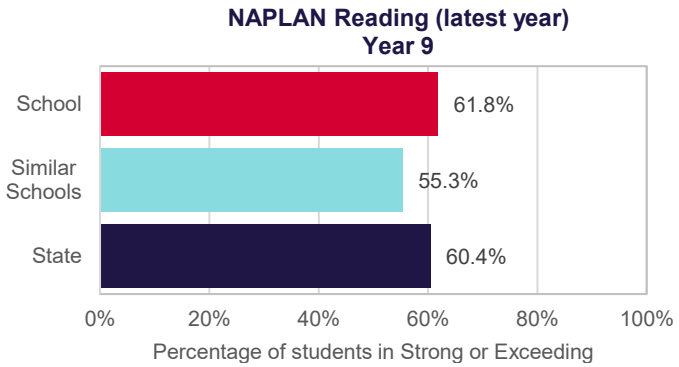
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

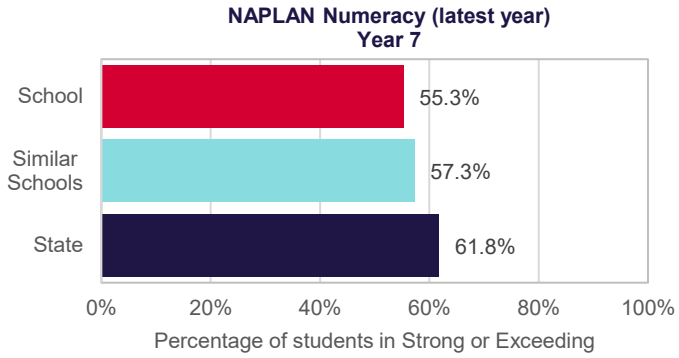
Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.8%	55.2%
Similar Schools average:	59.3%	59.1%
State average:	65.3%	65.7%



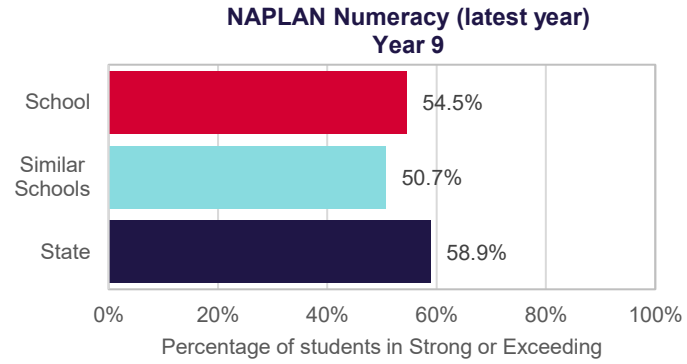
Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.8%	47.4%
Similar Schools average:	55.3%	53.9%
State average:	60.4%	60.2%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.3%	58.3%
Similar Schools average:	57.3%	56.0%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.5%	42.0%
Similar Schools average:	50.7%	51.8%
State average:	58.9%	59.4%



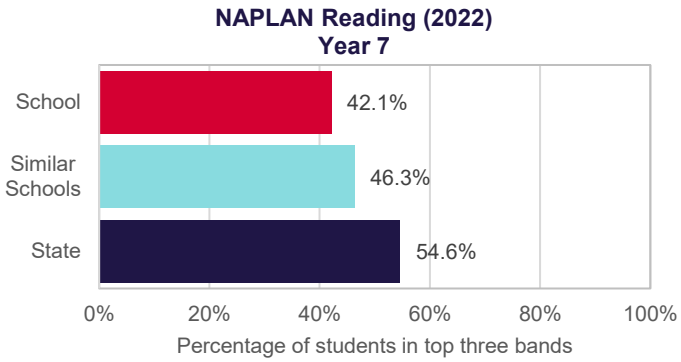
LEARNING (continued)

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)

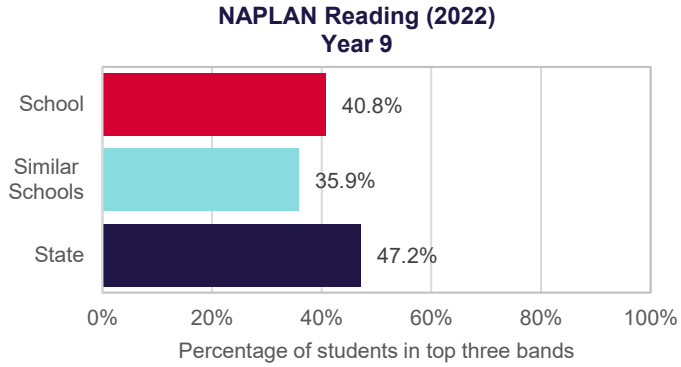
Reading
Year 7

	(2022)
School percentage of students in the top three bands:	42.1%
Similar Schools average:	46.3%
State average:	54.6%



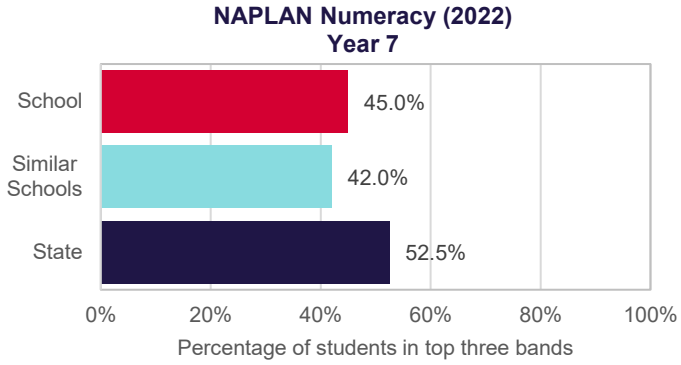
Reading
Year 9

	(2022)
School percentage of students in the top three bands:	40.8%
Similar Schools average:	35.9%
State average:	47.2%



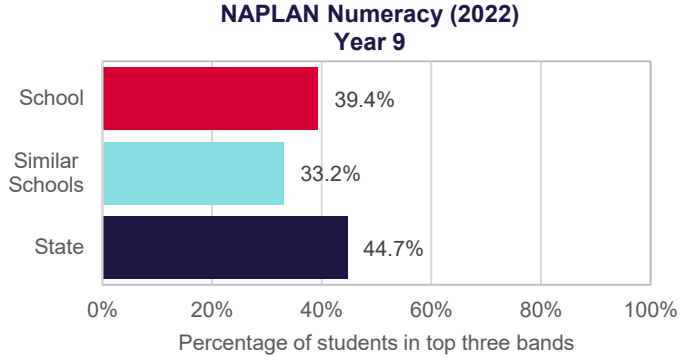
Numeracy
Year 7

	(2022)
School percentage of students in the top three bands:	45.0%
Similar Schools average:	42.0%
State average:	52.5%



Numeracy
Year 9

	(2022)
School percentage of students in the top three bands:	39.4%
Similar Schools average:	33.2%
State average:	44.7%



LEARNING (continued)

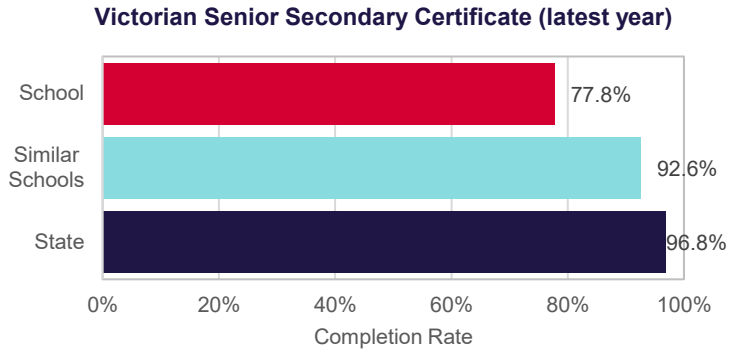
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	77.8%	89.5%
Similar Schools completion rate:	92.6%	95.4%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	24.3
Number of students awarded the VCE Vocational Major	NDP
Number of students awarded the Victorian Pathways Certificate	NDP
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	28%
Percentage VET units of competence satisfactorily completed in 2024:	63%

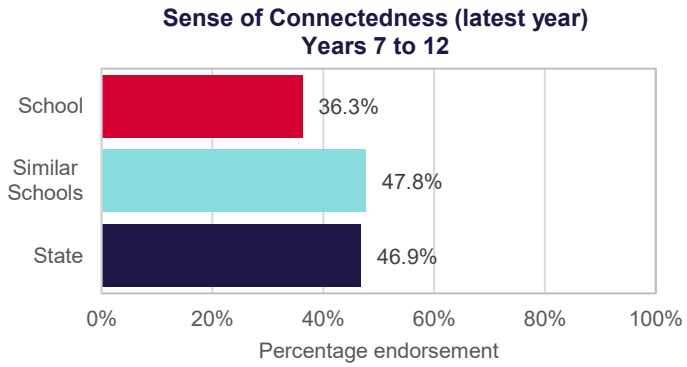
WELLBEING

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).

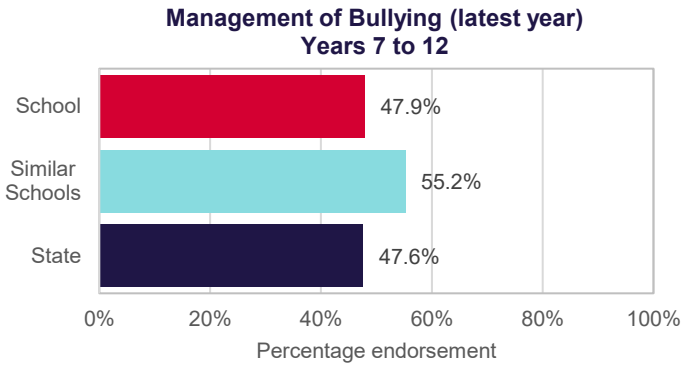
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	36.3%	39.4%
Similar Schools average:	47.8%	47.7%
State average:	46.9%	48.0%



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:	47.9%	49.4%
Similar Schools average:	55.2%	55.0%
State average:	47.6%	49.1%



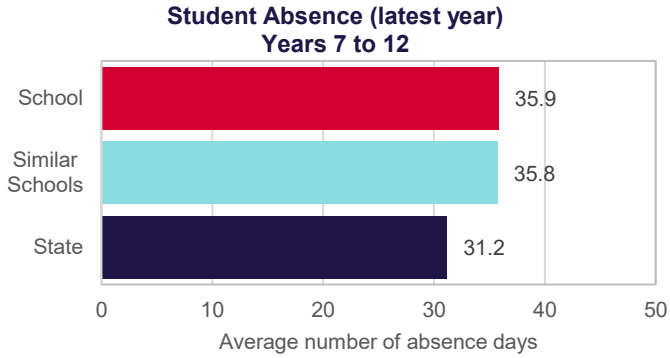
ENGAGEMENT

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:	35.9	34.2
Similar Schools average:	35.8	32.5
State average:	31.2	27.2



Attendance Rate (latest year)

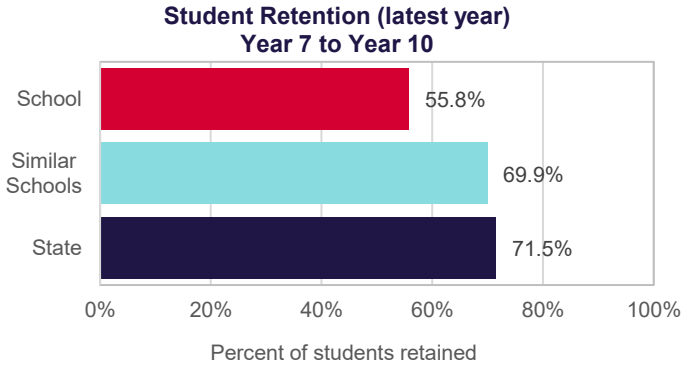
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	85%	84%	79%	69%	89%	89%

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:	55.8%	64.0%
Similar Schools average:	69.9%	70.6%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

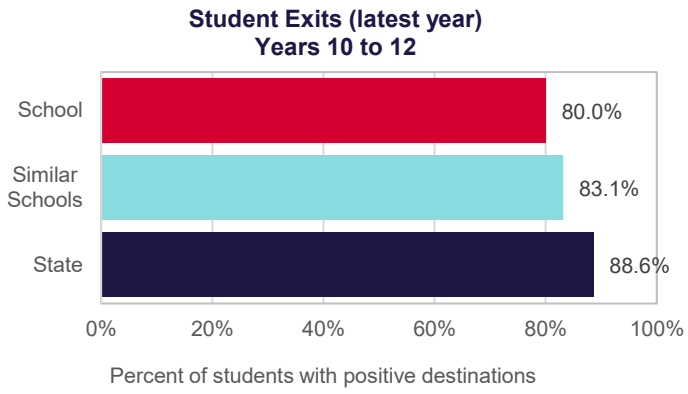
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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:	80.0%	81.5%
Similar Schools average:	83.1%	84.7%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	$4,782,613
Government Provided DET Grants	$516,756
Government Grants Commonwealth	$3,450
Government Grants State	$44,800
Revenue Other	$154,329
Locally Raised Funds	$197,732
Capital Grants	$0
Total Operating Revenue	**$5,699,680**

Equity [1]	Actual
Equity (Social Disadvantage)	$294,905
Equity (Catch Up)	$15,538
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$310,443**

Expenditure	Actual
Student Resource Package [2]	$4,909,001
Adjustments	$0
Books & Publications	$1,808
Camps/Excursions/Activities	$125,209
Communication Costs	$8,819
Consumables	$75,591
Miscellaneous Expense [3]	$157,418
Professional Development	$13,573
Equipment/Maintenance/Hire	$70,680
Property Services	$267,427
Salaries & Allowances [4]	$163,820
Support Services	$89,028
Trading & Fundraising	$62,300
Motor Vehicle Expenses	$59
Travel & Subsistence	$0
Utilities	$68,293
Total Operating Expenditure	**$6,013,026**
Net Operating Surplus/-Deficit	**($313,346)**
Asset Acquisitions	**$25,327**

(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	$732,650
Official Account	$22,437
Other Accounts	$0
Total Funds Available	**$755,087**

Financial Commitments	Actual
Operating Reserve	$184,336
Other Recurrent Expenditure	$0
Provision Accounts	$24,000
Funds Received in Advance	$4,443
School Based Programs	$57,096
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$23,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$28,431
Asset/Equipment Replacement > 12 months	$10,000
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$331,306**

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.