

# 2024 Annual Report to the School Community

School Name: Irymple Secondary College (7198)



- 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 29 April 2025 at 02:18 PM by Jo McQuinn (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 29 April 2025 at 02:18 PM by Jo McQuinn (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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

Irymple Secondary College is aligned with the "Irymple Way - all in no excuses". We are all very proud of our school and have high expectations of our staff and students as well as ensuring that all students are catered and cared for to the best of our ability. On completing Year 10 our students are supported to transition to the Mildura Senior College or an approved pathway such as an Apprenticeship or Sunraysia TAFE. A number of our students received outstanding VCE results which indicates to us that they are well prepared for VCE studies at Irymple Secondary College. The College's data indicates very strong parent satisfaction with the current data being 21.6% higher than the average for Victorian Secondary Schools and our staff really enjoy working in our team environment with staff reporting a positive 81.3% for school climate compared to the state average for secondary schools of 58.5%. On top of our high parent and staff satisfaction we have Student Sense of Connectedness at 22.2% higher than the state. We are very proud of our College and the fact that in all three areas - parents, students and staff we are above the State. Irymple Secondary College is a community school and values the strong partnerships with the community. We have shared facility arrangements with many community organisations. We have established partnerships with our Primary Feeder Schools and the Mildura Senior College. Through our work as a Professional Learning Community Link School we have established many strong professional relationships with schools throughout the Northern Mallee Network. The College has a solid commitment to supporting student voice and student leadership which is indicative in the extra curricular and academic offerings along with the student leadership structure. The College has a strong and effective wellbeing team who offer targeted programs at each year level, provide referrals to community and health providers, offer one to one support or group support and generally support our students to be better learners. Our established Flexible Learning Option (FLO) is also a targeted program for those students that require this support. Our wellbeing team is led by our Director of Happiness (Wallace) and he has proven to be one of the most valued members of the team, he is calm, he is kind and he makes us happy despite sometimes feeling sad. He is a beautiful Groodle. Irymple Secondary College's vision is for all of us to work effectively and respectfully in our open flexible learning community. Our vision is to provide students with the best education opportunities whilst encouraging student voice, strong relationships and fun. Our values are I - Initiative S - Success C - Community and it is very evident that we live and breath these values on a daily basis at our College. Our College is in a growing community and it is necessary for us to follow the Department's Enrolment Management Policy and enrol students from our Irymple neighbourhood. The College has a FTE of 3.0 Principal Class, 3.0 LT, 31.06 CT2, 5.32 CT1, 1.85 Paraprofessional, 1 Tutor, 0.45 DI Tier 2, 0.6 Mental Health Fund, 2.24 DI Tier 2 (NTS), 13.83 ES, 0.8 Integration Aide.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Irymple Secondary College results in 2024 are well above similar schools in both Reading and Numeracy at Year 7 and Year 9 with all data well above state levels. 2023 Teacher Judgement data for students from Years 7-10 shows the percentage of students at or above age expected standards is above similar schools in both English and Mathematics.

The school continues to be a Professional Learning Community (PLC) Link school and we use the PLC process to drive Professional Learning across the whole school. The PLC process has enabled the school to embed high impact teaching strategies as staff work in collaborative key learning area teams. The Curriculum areas all continue to work on embedding our Instructional Model and developing a better understanding of feedback and the impact this has on student outcomes.

In 2024 the students worked together to develop Learner Characteristics (GROW Model) and a rubric so that staff could report against these in 2025. The GROW Model - G-Grit, R-Responsibility, O-Optimism and W-Wonder will support students to understand their responsibility in their learning.

Irymple Secondary College offers a range of VCE subjects for our students. These subjects are well received by students and support them with their transition to the Senior College and VCE. We also provide opportunities for students in Year 10 to do VETis subjects and School Based Apprenticeships.

### Wellbeing

Over the past four years Irymple Secondary College students continue to report that they are connected to school with an average of 68.7% compared to the State 4 year average of 46.9% and similar schools 41.9%. We believe our students are connected to school as they have very strong relationships with the staff and their peers along with the embedding of the school values. This is not by accident but it is a deliberate attempt by the school to support students to have positive relationships based on trust.

Our students are fortunate enough to work in a flexible open learning environment which allows them to move and find a space to work that suits their learning style and this approach is

continued during break times where the students are welcomed into the spaces if that is what they are needing. We have an experienced and committed Year Level Co-ordinator team and Form teachers who follow their Year level/form group through to Year 10 - this again builds trust and strong relationships not only with students but also with families. Our breakfast club runs 5 days a week with an average of 100 students attending each day. This program is especially important in building strong positive relationships between staff and peers. Staff in attendance (include Wellbeing, Education support staff and teachers) report that it is a real positive to touch base and check in with students each morning and they have an opportunity to set the students up for the day. Again it was a great opportunity to build positive relationships. Our Wellbeing team were trained in MESSH (Mental, Emotional, Social, Spiritual and Holistic) Program and they began rolling this program out with targeted groups of students. They have also provided opportunities for staff to participate in this program after school. The Wellbeing team continue to facilitate additional programs such as Rock and Water, Gym sessions, Peer mentoring etc which provided students with the opportunity to develop strategies to support their resilience. Wallace our Director of Happiness visited daily throughout the year and is very much involved in encouraging positive relationships. eh College trialled students have weekly opportunities in some form groups to do a PULSE check in - this data is being collected so that programming can be more targeted as well as enabling well-being staff to catch those students who might not be active in asking for support. The students also have the opportunity to provide gratitude to each other and staff through PULSE. We endeavour to roll PULSE out to all Form Groups in 2025.

## Engagement

A staff member has been appointed as Community Liaison Person and this same staff member works with the Student Representative Council and Student Leadership Group - this allows for continuity and precise communication between both groups. From the parent feedback we were able to hold a Year 10 and Year 7 Information evening for parents. These sessions were very well attended and supported parents to connect with the school. Our Parent satisfaction with the school is 93.2% compared to the state Secondary School average of 71.6%. Students also report that the school is well above the State average in Managing Bullying with a 72% positive endorsement compared to the State at 47.6%. This positive endorsement also aligns with Students Sense of Connectedness to school. Our Attendance data continues to be something we work on in 2024. We have adopted and are implementing the new DET Policy in this area. We have seen a slight improvement in the average number of absence days and it is much better than similar schools and slightly better than the State. Our school average number of absence days is 28.3 compared to similar schools at 38.6 and the

State average of 31.2. This area continues to be a future focus in the 2025 AIP and with changes to the Year 10 Celebration Dinner Policy we expect to see further improvement in attendance.

## Other highlights from the school year

We were fortunate to have our camping program progress successfully in 2024. All Year level camps were well attended and our staff really enjoy having the opportunity to build positive relationships with students. Students experienced success in the sporting field with students progressing to State Level. Our students performed very well in VCE at the Senior College with 5 out of the 10 students with a score over 90 coming from Irymple Secondary College. One of our students received a \$75000 scholarship to support her further studies. We congratulate all our former students and wish them well. Our Literacy Program for those students requiring one to one support continues to benefit students and the fact that many students remain in the program for their four years at Irymple Secondary College. This program gives students confidence with their learning and builds strong relationships with the staff that run this program.

## Financial performance

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years to support the achievement of educational outcomes and other operational needs of the school. School Council approvals and the intent/purpose for which funding was provided or raised.

The school continues to face challenges with staff absences and relief, hence school level payroll costs were in deficit (-\$115,955). A significant power upgrade was conducted by the school due to regular blackouts during the summer heat, leaving air conditioners and power off during class time, leading to student absences and early departures from school. This was an unexpected cost of over \$70,000.

SRP Expenditure following reconciliation is \$7,883,129. The deficit to be repaid by the school (\$123,025) is managed within the schools Financial Commitment.

Equity funding continues to be used to support our students via the FLO program, Lit Support, and classroom aides, both central and causal. The school access a range of speakers and support services for student wellbeing and engagement.

**For more detailed information regarding our school please visit our website at  
<http://www.irysec.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 641 students were enrolled at this school in 2024, 311 female and 329 male.

1 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).

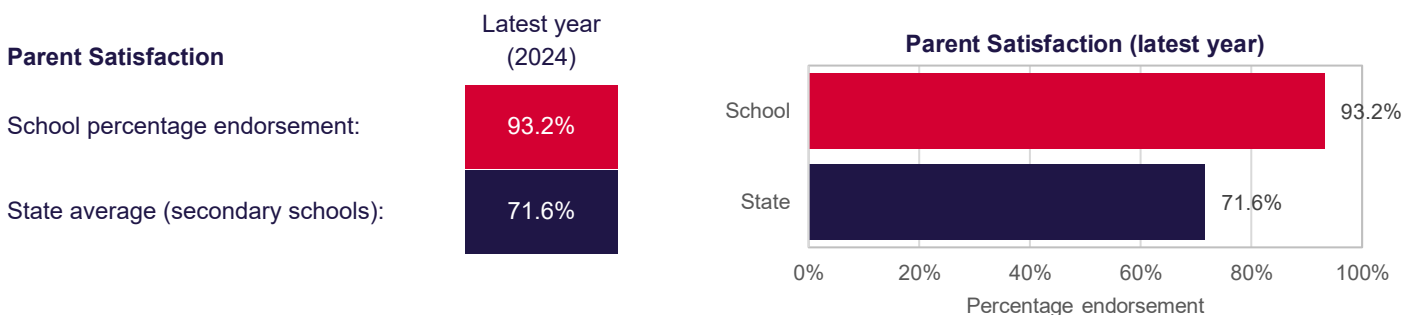
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - 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.

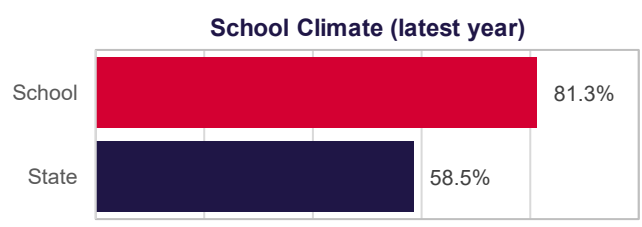


### School Staff Survey

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.



**School Climate**

Latest year  
(2024)

School percentage endorsement:

81.3%

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:

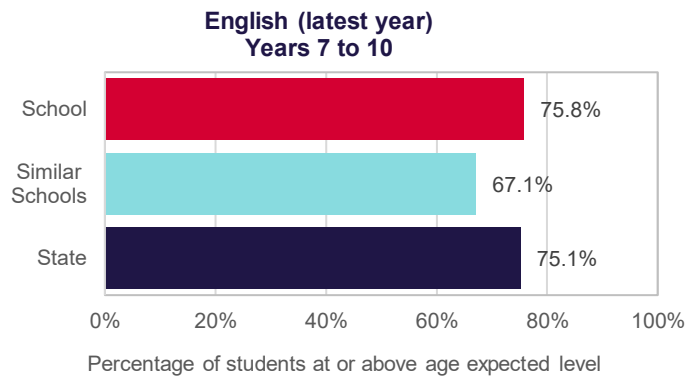
75.8%

Similar Schools average:

67.1%

State average:

75.1%



**Mathematics  
Years 7 to 10**

Latest year  
(2024)

School percentage of students at or above age expected standards:

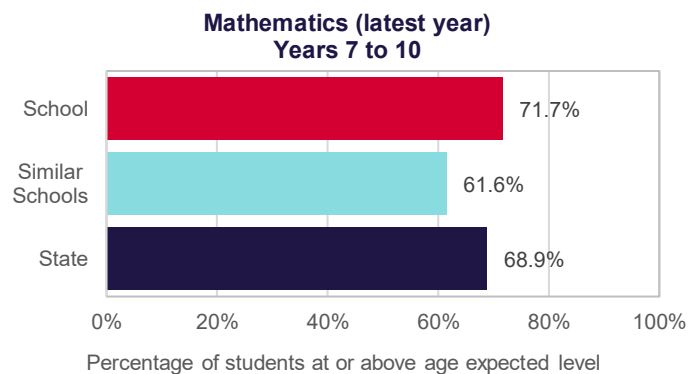
71.7%

Similar Schools average:

61.6%

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.

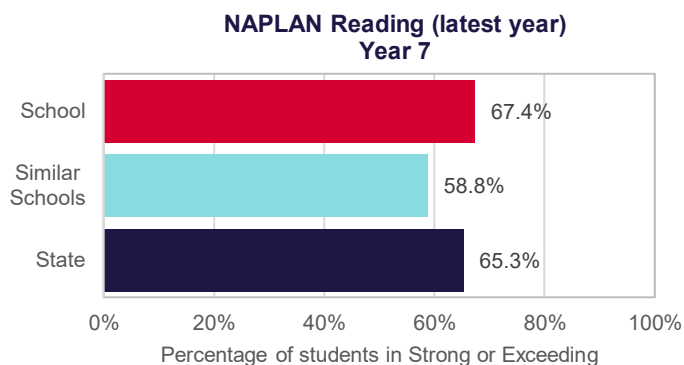
### NAPLAN

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.

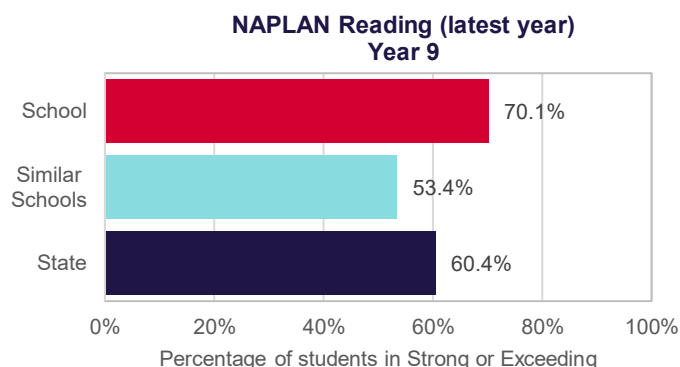
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.4%	65.3%
Similar Schools average:	58.8%	58.9%
State average:	65.3%	65.7%



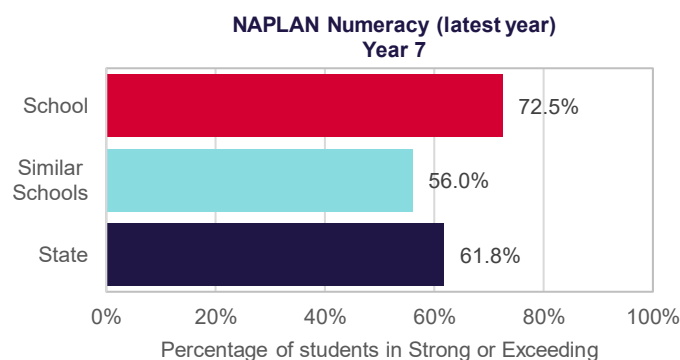
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.1%	68.2%
Similar Schools average:	53.4%	53.1%
State average:	60.4%	60.2%



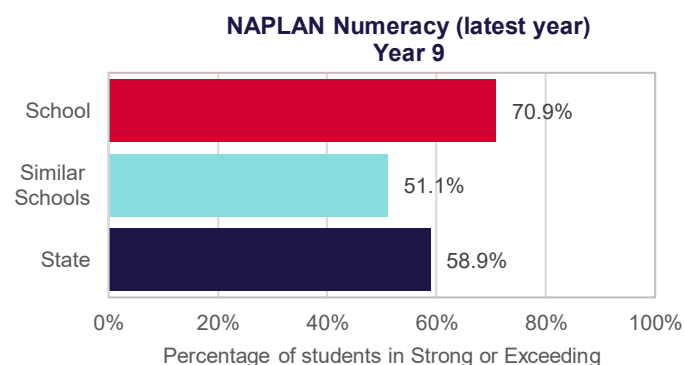
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.5%	73.1%
Similar Schools average:	56.0%	55.9%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.9%	70.7%
Similar Schools average:	51.1%	51.5%
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:

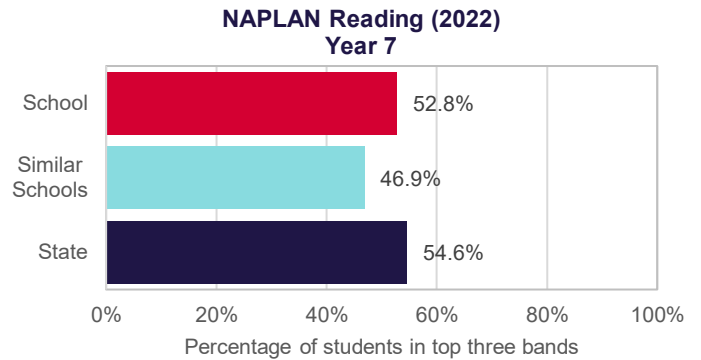
52.8%

Similar Schools average:

46.9%

State average:

54.6%



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

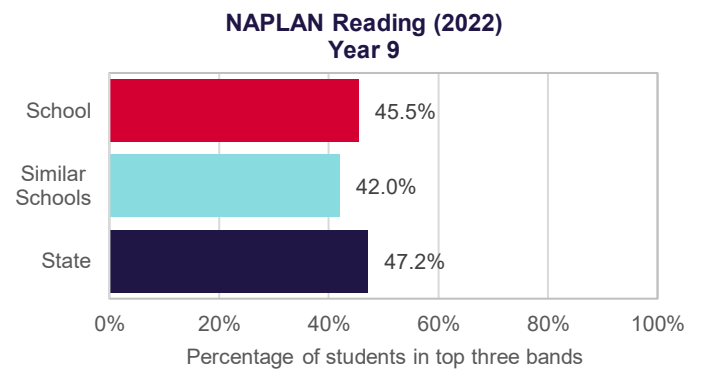
45.5%

Similar Schools average:

42.0%

State average:

47.2%



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

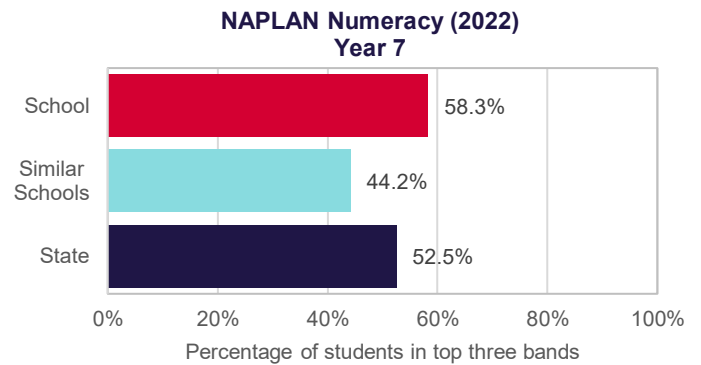
58.3%

Similar Schools average:

44.2%

State average:

52.5%



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

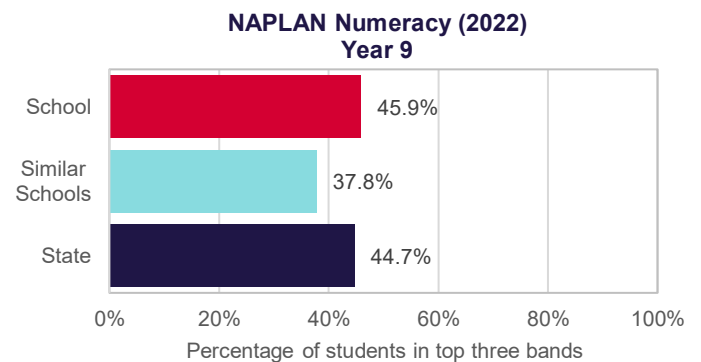
45.9%

Similar Schools average:

37.8%

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.*

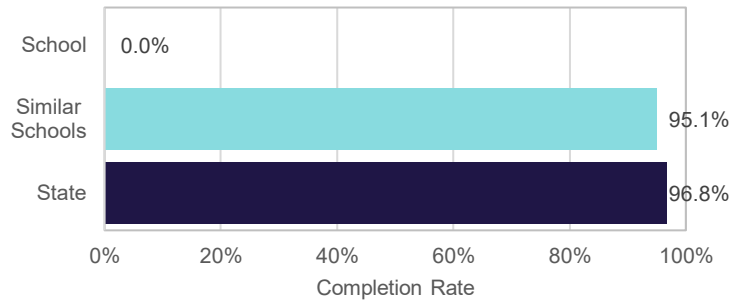
### Victorian Senior Secondary Certificate

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:	0.0%	0.0%
Similar Schools completion rate:	95.1%	95.7%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

0%

Percentage VET units of competence satisfactorily completed in 2024:

92%



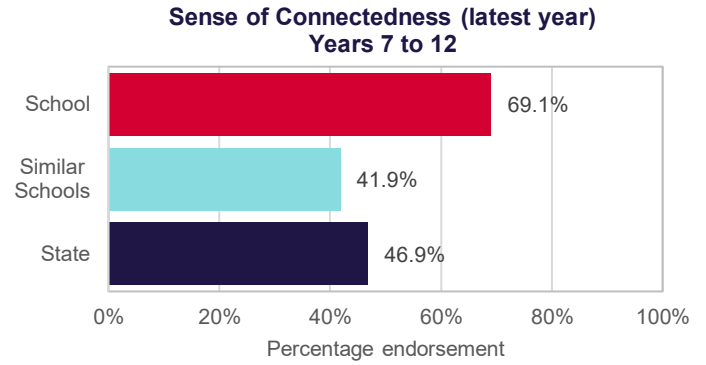
## WELLBEING

**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).

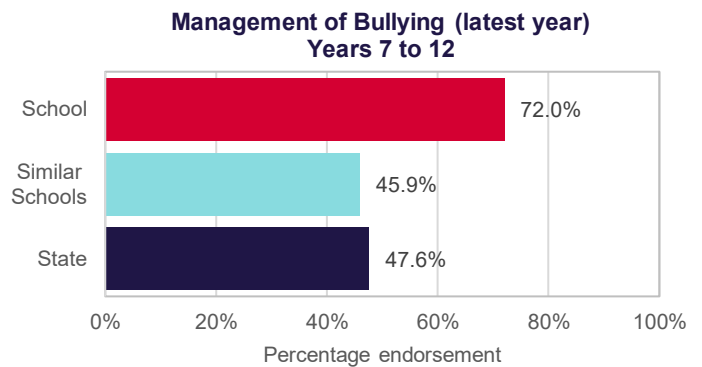
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	69.1%	68.7%
Similar Schools average:	41.9%	44.3%
State average:	46.9%	48.0%



### 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:	72.0%	71.6%
Similar Schools average:	45.9%	47.7%
State average:	47.6%	49.1%



## ENGAGEMENT

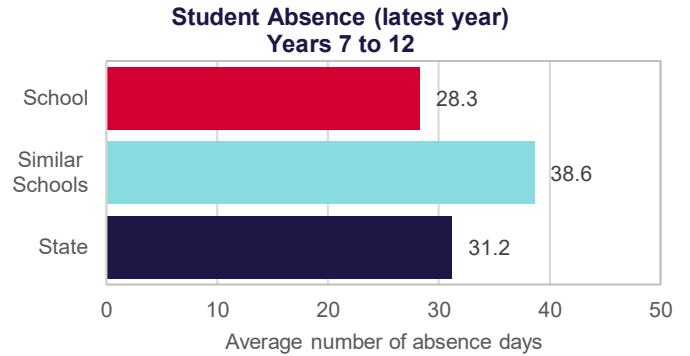
**Key:** ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	28.3	27.1
Similar Schools average:	38.6	33.7
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.

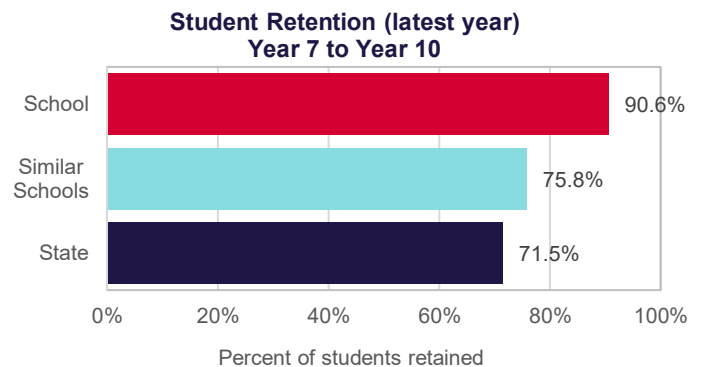
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	86%	87%	83%	88%	NDA	NDA

### 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:	90.6%	86.4%
Similar Schools average:	75.8%	76.5%
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

School percent of students to further studies or full-time employment:

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	86.6%	88.5%
State average:	88.6%	89.5%

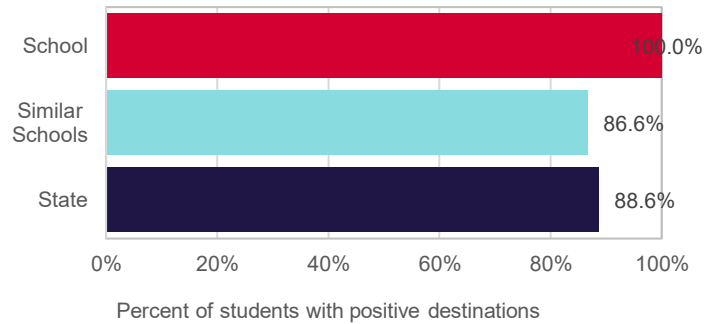
Similar Schools average:

86.6% 88.5%

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	\$7,754,237
Government Provided DET Grants	\$1,222,133
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$141,570
Locally Raised Funds	\$912,408
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,030,348</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$96,918
Equity (Catch Up)	\$35,237
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$132,155</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,923,834
Adjustments	\$2,000
Books & Publications	\$0
Camps/Excursions/Activities	\$345,948
Communication Costs	\$16,839
Consumables	\$417,660
Miscellaneous Expense <sup>3</sup>	\$26,544
Professional Development	\$76,126
Equipment/Maintenance/Hire	\$245,133
Property Services	\$621,851
Salaries & Allowances <sup>4</sup>	\$445,465
Support Services	\$138,057
Trading & Fundraising	\$167,422
Motor Vehicle Expenses	\$9,239
Travel & Subsistence	\$183,914
Utilities	\$99,301
<b>Total Operating Expenditure</b>	<b>\$10,719,331</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$688,983)</b>
<b>Asset Acquisitions</b>	<b>\$8,818</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,242,008
Official Account	\$23,721
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,265,729</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$472,253
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$302,909
School Based Programs	\$221,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$35,000
Repayable to the Department	\$194,160
Asset/Equipment Replacement < 12 months	\$213,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,738,322</b>

*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.*

