

2024 Annual Report to the School Community

School Name: Benalla P-12 College (8915)



- 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 31 March 2025 at 11:54 AM by Kylie Cotter (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 31 March 2025 at 11:54 AM by Kylie Cotter (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian 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

Benalla P-12 College is a vibrant multi-campus institution, serving students from Foundation through to Year 12 across four distinct sites in the town of Benalla. In 2024 the College operated two primary campuses—Avon Street and Waller Street, which cater to Foundation to Grade 4 students—and a Grade 5/6 hub at Clarke Street. The secondary school is based at the main campus on Faithfull Street. Benalla is a town of approximately 10000 people situated 200km from Melbourne in North-East Victoria. The SFOE band of the school is high, indicating a level of social disadvantage in the town and the school.

At Benalla P-12 College, our vision is to ensure that every student is equipped for the future through excellence in teaching, high expectations, and a commitment to fostering positive relationships within a safe and inclusive environment. Central to our mission are our core values—Respect, Responsibility, Integrity, and High Expectations—which guide our actions and interactions across the school community.

The pursuit of the best possible outcomes for all students remains our primary focus. Every decision we make is grounded in the commitment to what will serve the best interests of our students. Our dedicated teachers welcome students every day, working to build strong, positive habits that foster academic success and personal growth. We are committed to ensuring that every student enjoys coming to school and is excited to learn. Our aim is for each child to develop the skills and mindset needed to thrive in their education and beyond.

We implement a strong, evidence-based instructional framework across the College. Teachers work collaboratively in teams to plan lessons that align with this framework, using data-driven approaches to ensure that every student's learning needs are met. This systematic approach ensures that learning outcomes are not left to chance, and that teaching strategies are continually refined for the benefit of all students.

Students at Benalla P-12 College benefit from a broad array of educational opportunities. These include instrumental and classroom music programs, an expansive outdoor education curriculum, a robust careers program, and a diverse selection of VCE, VCE VM and VET subject offerings. We are committed to offering our students experiences that enhance their learning and personal development.

Benalla P-12 College prides itself on being an inclusive school, where every student and family is welcomed and supported, regardless of background. We believe that all students can learn, and that socio-economic disadvantage should never be a barrier to success. Our dedicated staff share a collective commitment to ensuring equitable learning opportunities for all students, fostering a supportive and nurturing environment for academic and personal growth.

After consultation with the community the decision was made to close the Clarke Street Campus at the end of 2024. The result of this is in 2025 Avon Campus will be Prep to Grade 5 and Waller Campus will be a Prep to Grade 6 (2026 will see both primary campuses be Prep to Grade 6).

Progress towards strategic goals, student outcomes and student engagement

Learning

Benalla P-12 College has continued to focus on the Key Improvement Strategy of consistent high impact instruction in all classes. There has been a particular focus on primary literacy and we have introduced a number of whole school approaches to evidence based instruction, particularly in the early years. Systematic Phonics, Heggerty Phonemic Awareness and Daily Reviews are embedded in all early years classrooms.

The College Teaching Cycle is widely evident in teacher planning documents and in lessons around the College. The use of Learning Intentions and Success Criteria is clearly evident in lessons at all year levels and there is consistent use of planning templates to document lessons.

There has also been a focus on high expectations for all students and ensuring they are 'ready to learn' for all classes. At secondary school, staff have implemented specific approaches to support students being 'ready to learn' and have seen success.

We continue with PLCs, utilising the inquiry cycle has led to improved practices and improved student outcomes.

Wellbeing

The College has 4 full-time wellbeing staff, 0.5 Mental Health Practitioner (Secondary) and a full-time Mental Health and Wellbeing Leader (Primary), a school nurse two days per week, and the Doctors in Schools Program a day per week. These staff work together to support students and implement a range of programs across all year levels. There are numerous wellbeing supports embedded across the College, breakfast programs, lunchtime groups such as Us Mob and Us Pride and 'Cool Rooms' for students to have space to play quietly. Our MHP also continues to provide support for secondary students with high level mental health needs. The school also has a student wellbeing dog Poppy, who supports students throughout the day at the Faithfull and Clarke Campus.

Two indicators are used for measuring student wellbeing. 'Sense of connectedness' was lower than similar school and state indicators, and declining from the four year average. 'Management of bullying' was higher than both similar schools and state measures. Of note is that both indicators declined across the state against the four year average - statewide, students are feeling less connected.

The school has committed to completing the Berry Street Education Model training which will run over two years, 2024 saw year one completed with the remainder to be completed in 2025.

Engagement

The College continues to have a strong focus on attendance and works hard to engage students and support them to attend school. We have a Collegewide attendance officer who oversees attendance processes across the school. Campus based staff call parents on the day of an absence and follow up with referrals to region as required. There are a number of students who are highly disengaged. Our wellbeing staff work closely with families and campus leaders to support them to attend regularly.

The school uses positive strategies to reward and encourage attendance including weekly awards and termly parties.

In 2025 we will continue to work hard to re-engage students across all year levels and develop strategies to improve attendance for targeted students

Financial performance

At the end of the school year in 2024 the SRP showed a credit surplus of \$519,504. The surplus occurred due to being short staffed and unable to fill advertised positions. This in turn required us to use cash reserves to hire CRTs both locally (\$210,923) and through Agencies (\$396,240) with a total cost of \$607,163 for the year. There are also other strategic priorities funded through Equity funding also received that contribute to a credit surplus. In 2024 the SRP Cash Budget of \$2,507,317 was supplemented by \$1,385,446 received from other sources and was utilised with an overall expenditure of \$3,717,287.

Funding received included Equity Funding (\$587,863 Credit & \$566,854 Cash), Bushfire Preparedness Grant \$15,461, Advance Funding \$9,800, MADEC Funding \$36,000, FRRR Uniform Subsidy \$22,250, Tomorrow Today Foundation supporting Uniform Vouchers \$18,975

Contracts entered into during the year included Photocopier & Phone System Lease of \$276,699 over 5 years, a Lease of \$56,548 for 48 x IT Devices over 4 years, a Lease of \$57,069 for 76 IT Devices and 2 Charging Trolleys over 3 years, and a Lease of \$41,270 for IT Server Protection over 3 years.

**For more detailed information regarding our school please visit our website at
<https://benallap12.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 771 students were enrolled at this school in 2024, 357 female and 414 male.

3 percent of students had English as an additional language and 7 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).

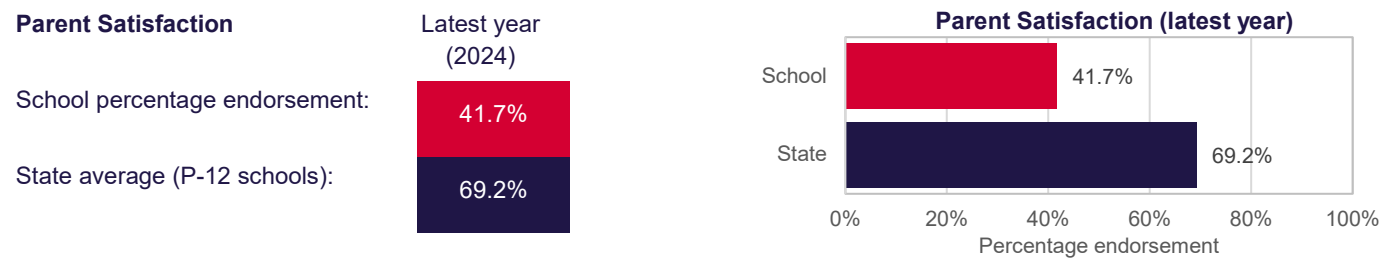
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

Percentage 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.

English Years Prep to 6

School percentage of students at or above age expected standards:

66.2%

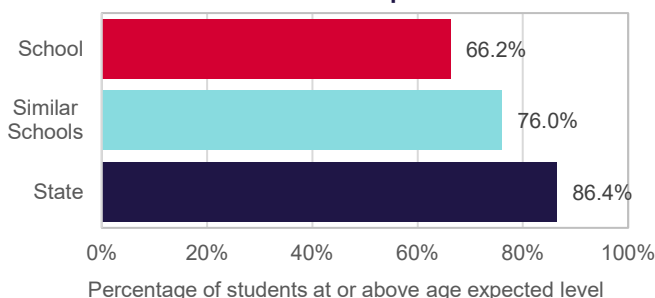
Similar Schools average:

76.0%

State average:

86.4%

English (latest year) Years Prep to 6



English Years 7 to 10

School percentage of students at or above age expected standards:

57.3%

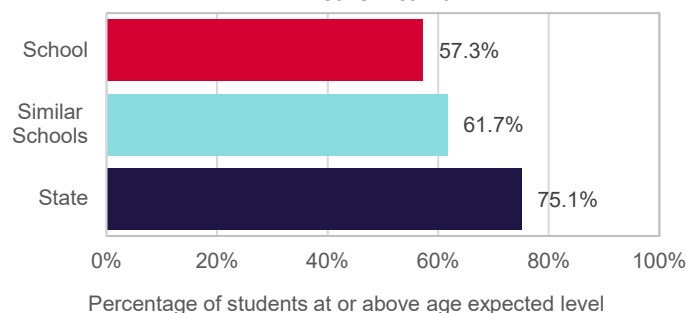
Similar Schools average:

61.7%

State average:

75.1%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

67.9%

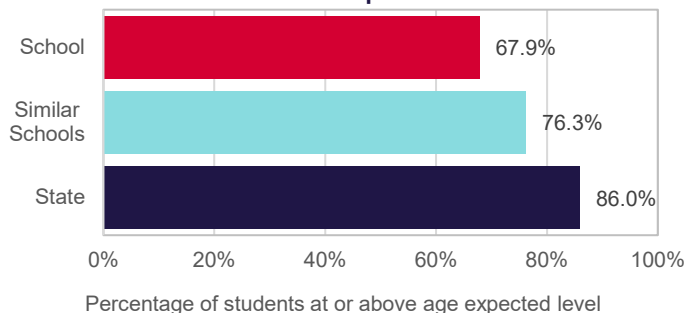
Similar Schools average:

76.3%

State average:

86.0%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

31.4%

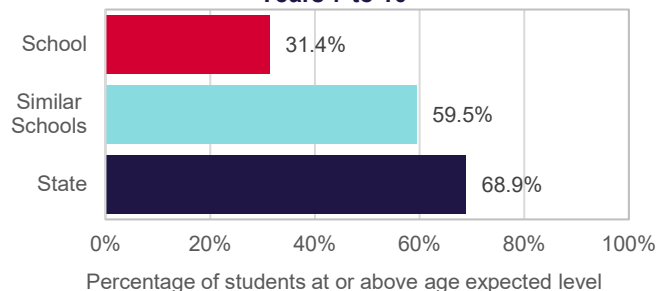
Similar Schools average:

59.5%

State average:

68.9%

Mathematics (latest year) Years 7 to 10



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.

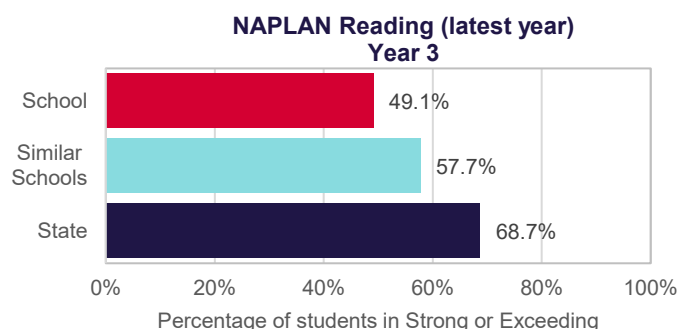
NAPLAN

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.

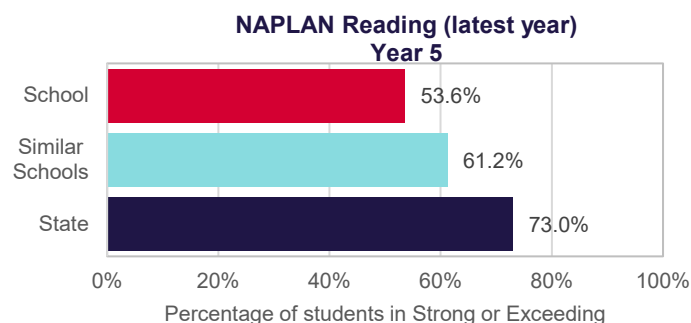
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.1%	45.0%
Similar Schools average:	57.7%	58.0%
State average:	68.7%	69.2%



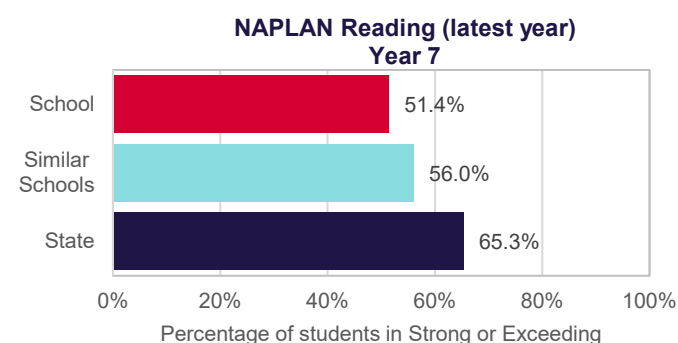
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.6%	57.5%
Similar Schools average:	61.2%	64.3%
State average:	73.0%	75.0%



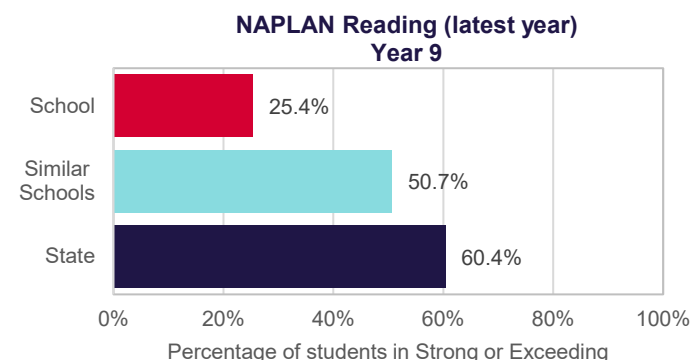
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.4%	55.3%
Similar Schools average:	56.0%	56.4%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.4%	29.8%
Similar Schools average:	50.7%	51.2%
State average:	60.4%	60.2%

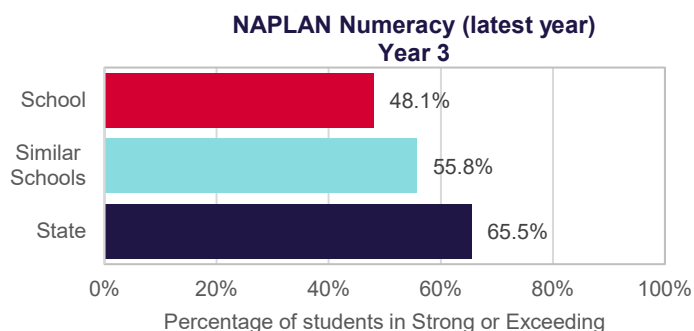


LEARNING (continued)

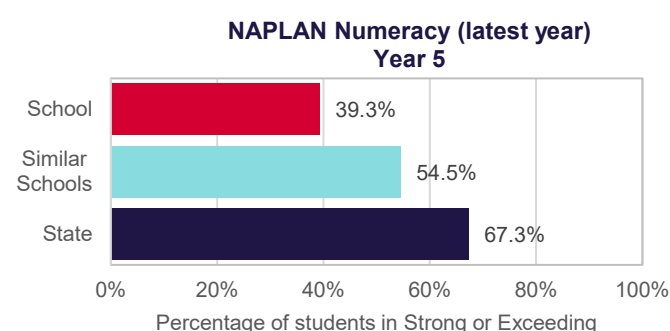
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

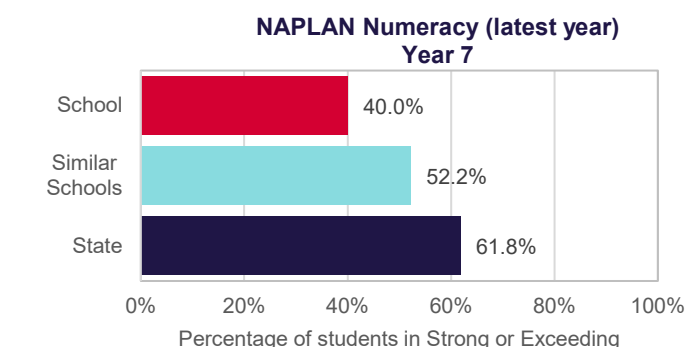
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.1%	51.6%
Similar Schools average:	55.8%	56.2%
State average:	65.5%	66.4%



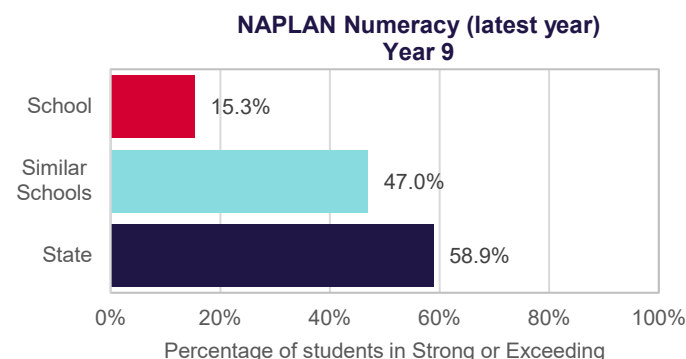
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	39.3%	50.4%
Similar Schools average:	54.5%	53.9%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.0%	40.2%
Similar Schools average:	52.2%	52.6%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	15.3%	25.0%
Similar Schools average:	47.0%	47.9%
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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

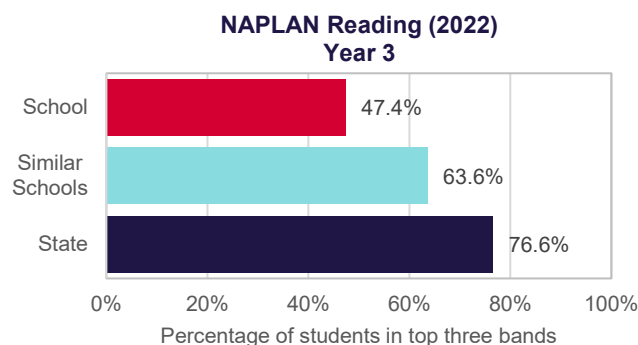
47.4%

Similar Schools average:

63.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

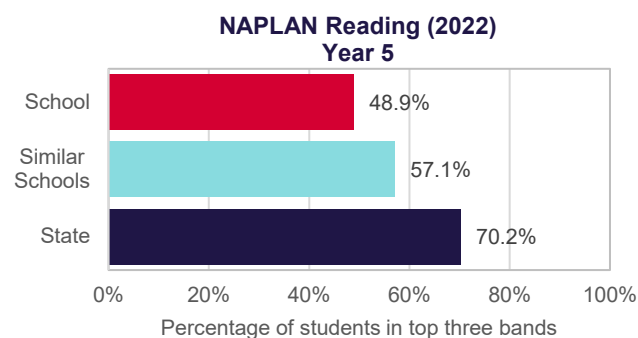
48.9%

Similar Schools average:

57.1%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

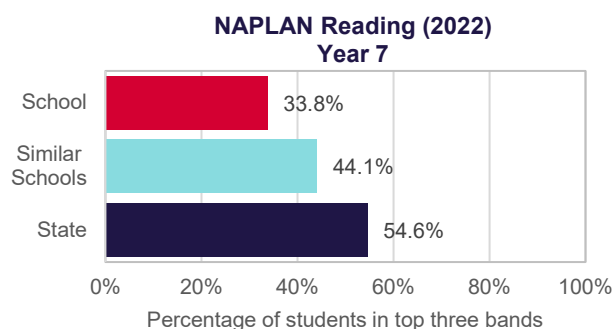
33.8%

Similar Schools average:

44.1%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

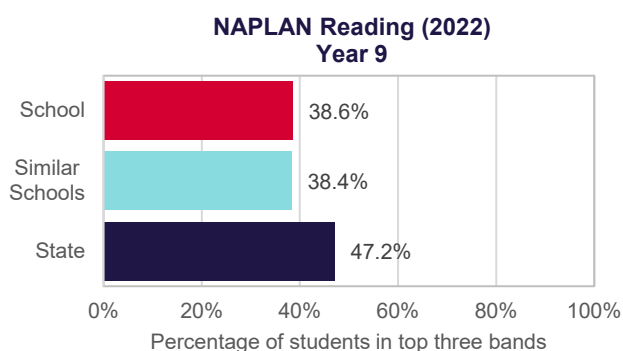
38.6%

Similar Schools average:

38.4%

State average:

47.2%



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)

Numeracy Year 3

(2022)

School percentage of students
in the top three bands:

33.3%

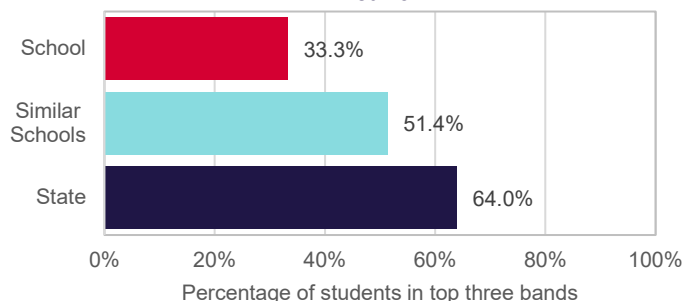
Similar Schools average:

51.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

29.8%

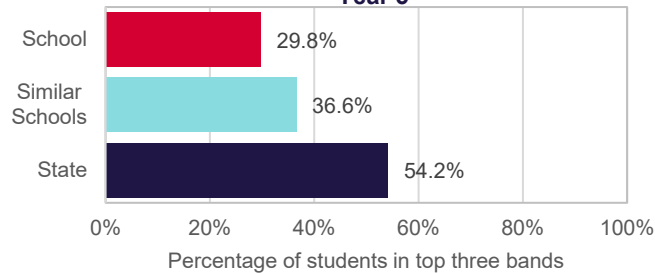
Similar Schools average:

36.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

26.5%

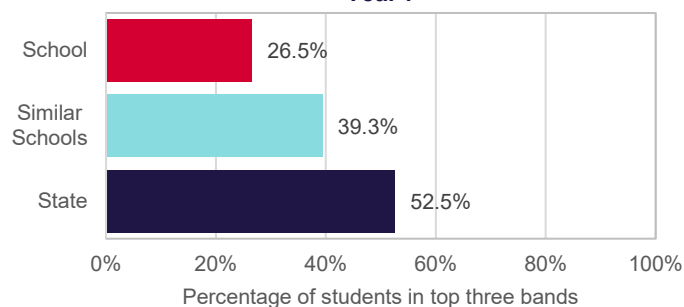
Similar Schools average:

39.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

39.2%

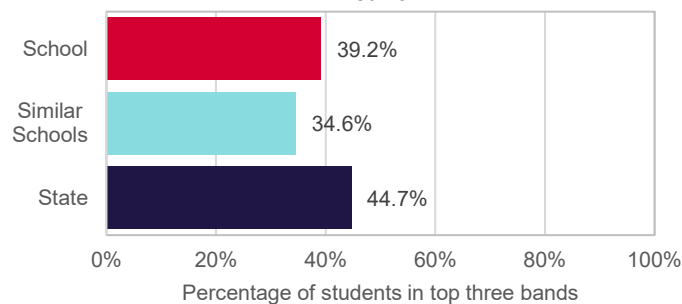
Similar Schools average:

34.6%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



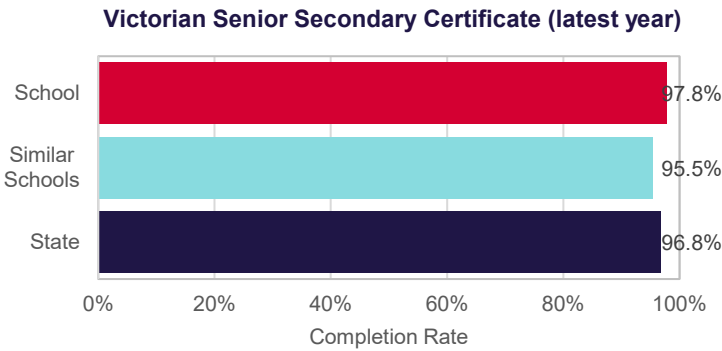
LEARNING (continued)

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.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	97.8%	94.0%
Similar Schools completion rate:	95.5%	95.5%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	24.1
Number of students awarded the VCE Vocational Major	13
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:	57%
Percentage VET units of competence satisfactorily completed in 2024:	70%



WELLBEING

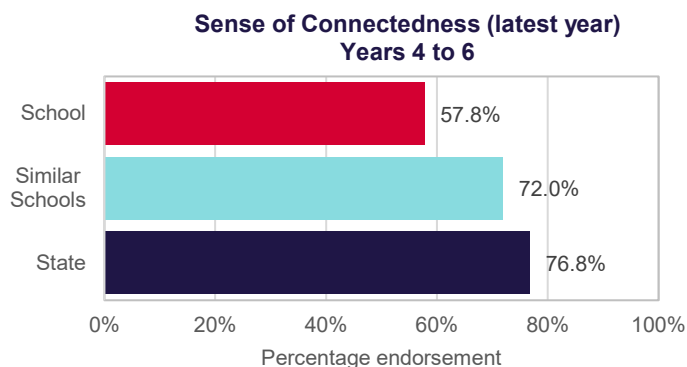
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

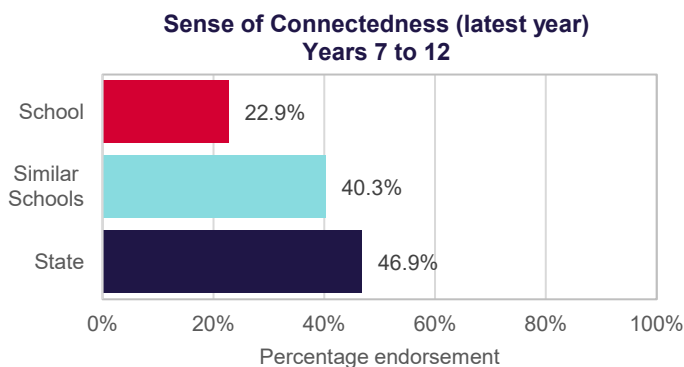
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	57.8%	67.5%
Similar Schools average:	72.0%	75.3%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	22.9%	25.2%
Similar Schools average:	40.3%	42.3%
State average:	46.9%	48.0%

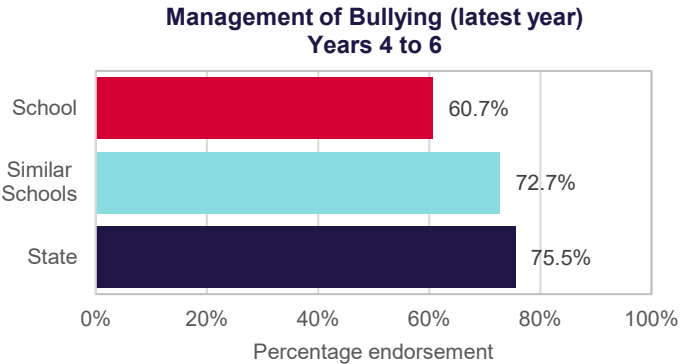


WELLBEING (continued)

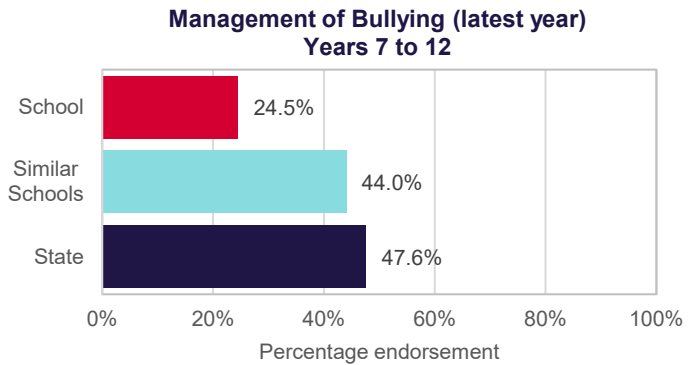
Student Attitudes to School – Management of Bullying

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 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	60.7%	68.6%
Similar Schools average:	72.7%	75.7%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	24.5%	28.7%
Similar Schools average:	44.0%	45.3%
State average:	47.6%	49.1%

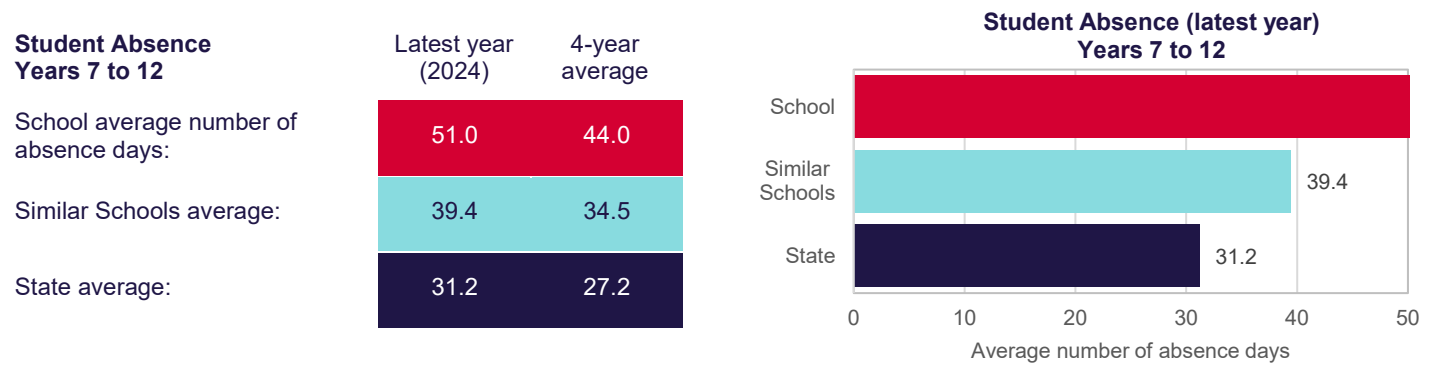
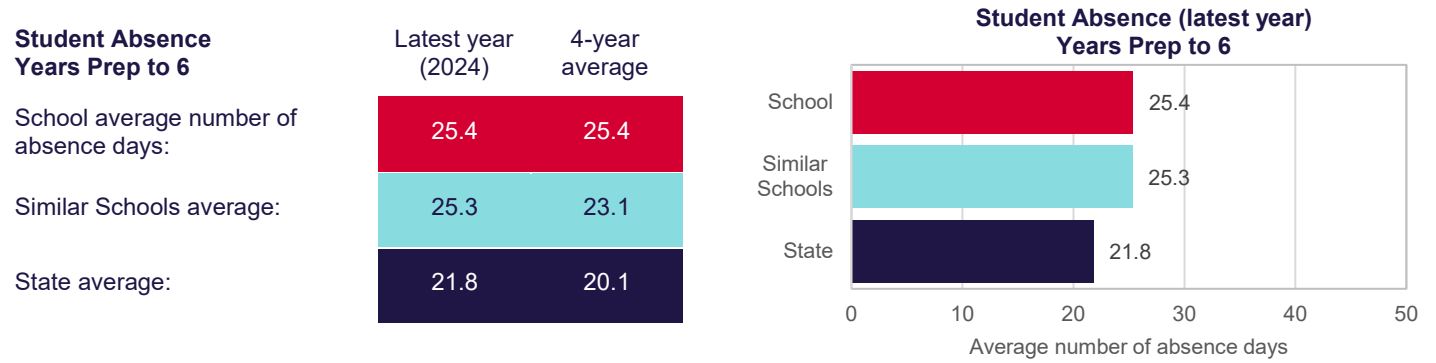


ENGAGEMENT

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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	89%	90%	88%	85%	86%	86%	86%

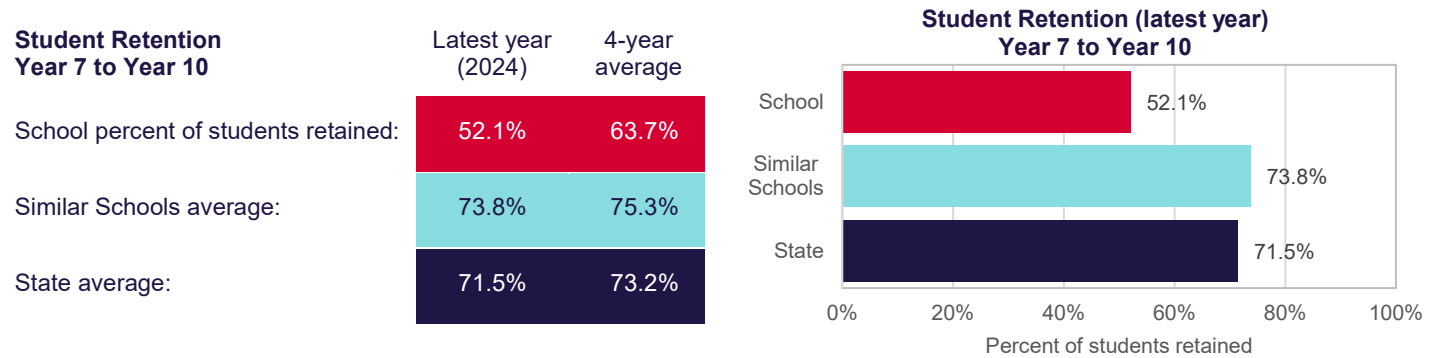
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	77%	76%	72%	70%	73%	82%



ENGAGEMENT (continued)

Student Retention

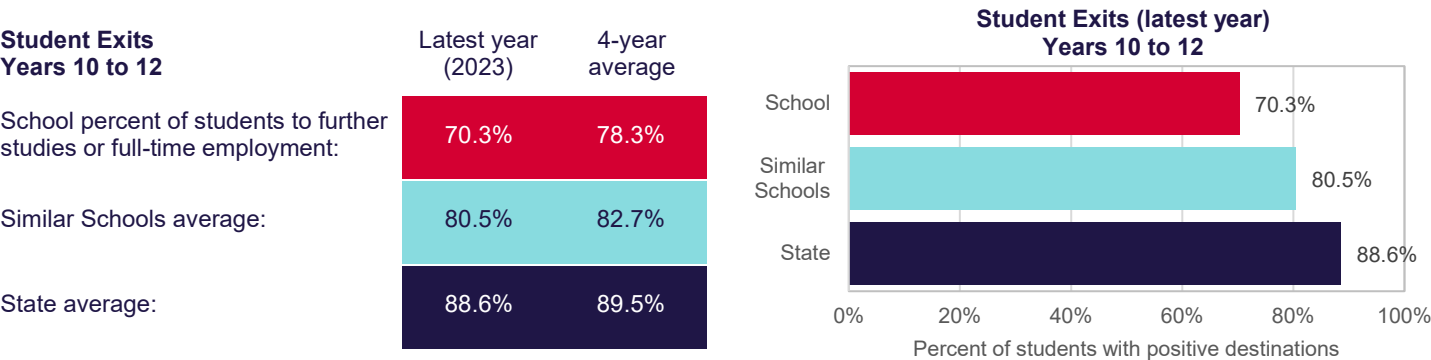
Percentage of Year 7 students who remain at the school through to Year 10.



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'.



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$11,814,207
Government Provided DET Grants	\$2,891,521
Government Grants Commonwealth	\$218,359
Government Grants State	\$43,113
Revenue Other	\$154,072
Locally Raised Funds	\$585,699
Capital Grants	\$0
Total Operating Revenue	\$15,706,970

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,106,023
Equity (Catch Up)	\$48,694
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,154,717

Expenditure	Actual
Student Resource Package ²	\$11,294,712
Adjustments	\$0
Books & Publications	\$41,023
Camps/Excursions/Activities	\$111,262
Communication Costs	\$45,024
Consumables	\$419,878
Miscellaneous Expense ³	\$155,568
Professional Development	\$28,706
Equipment/Maintenance/Hire	\$482,651
Property Services	\$561,349
Salaries & Allowances ⁴	\$833,534
Support Services	\$531,226
Trading & Fundraising	\$179,678
Motor Vehicle Expenses	\$11,157
Travel & Subsistence	\$30,638
Utilities	\$278,073
Total Operating Expenditure	\$15,004,479
Net Operating Surplus/-Deficit	\$702,491
Asset Acquisitions	\$71,201

- (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	\$2,191,585
Official Account	\$77,888
Other Accounts	\$38,652
Total Funds Available	\$2,308,125

Financial Commitments	Actual
Operating Reserve	\$619,548
Other Recurrent Expenditure	\$2,754
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,142,491
Beneficiary/Memorial Accounts	\$38,652
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,042
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$361,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,185,487

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.

