

# 2024 Annual Report to the School Community

School Name: Brighton Secondary College (7650)



- 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 30 April 2025 at 03:58 PM by Peter Langham (Principal)

- 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

To be attested by the 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

Brighton Secondary College (BSC) is a co-educational school situated approximately 15 km south-east of Melbourne. The school is strongly guided by its vision, mission, and values.

Vision: BSC is a safe place where all have the opportunity to achieve personal excellence through collaboration based on respect, empathy, and integrity.

Mission: Our mission at BSC is to develop future-ready global citizens. We strive to prepare young people to thrive and contribute to the world beyond school. We do this by creating responsible, empathetic citizens who are adaptable, life-long learners, and critical thinkers.

We live by the values of Respect, Excellence, Curiosity, Integrity, Teamwork, and Empathy (RECITE).

Because of this ethos, the school prides itself on its inclusive enrolment and promotion practices. Student enrolments in 2024 were 947 students, 82 were international students.

The school had 93.48 effective Full-Time employees in 2024. The leadership structure consisted of a Principal, two Assistant

Principals, and **seven Leading Teachers, and 3 Learning Specialists.**

The school delivers the Victorian, VCE, VCE (VM) and VET curriculum. It offers a range of other enhanced curriculum offerings

including the SEAL accelerated learning program with 3 streams- EHLES (English, Humanities, Literature Enhancement Studies),

STEM and Innovation and Enterprise streams. It also is an accredited International Baccalaureate World School offering the

Diploma Program.

Additionally, the school has a very successful International Student Program. We are regarded as a model program by the DE and

are proud of our international students, and the very positive, cultural, personal, and academic richness which they bring to our

school community. We have an enrolment cap for international students of 120.

The school continues to attract very reasonable patronage from our local community, but competition for enrolments in our zone has

become fierce, with local independent schools offering record numbers of student scholarships, many of which have been accepted

by students who either attended Brighton or would have.

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

### Learning

In 2024, our school made significant progress towards our strategic goals, achieving strong outcomes that reflect our commitment to continuous improvement in student learning. Learning data from the School Performance Report rated our Learning Domain performance as High, the highest category available, affirming the impact of our targeted strategies and high-quality teaching practices.

A notable academic highlight was that 15% of our graduating cohort achieved an ATAR above 90, with seven students attaining perfect subject scores. These outstanding results were recognised in the media, which acknowledged our school as one of the top 20 performing Victorian Public Schools. Additionally, our VCE and International Baccalaureate achievements were celebrated, further affirming the strength of our senior secondary programs.

The school's focus on building foundational skills also delivered strong outcomes in earlier year levels. In NAPLAN 2024, 74% of Year 9 students achieved 'Strong' or 'Exceeding' benchmarks in Reading, and 79% achieved similar levels in Numeracy. Furthermore, 85% of students demonstrated high or medium relative growth in Numeracy, significantly outperforming Similar Schools.

In line with our commitment to providing rich learning opportunities, every Year 10 student was offered the chance to undertake a VCE subject, extending academic challenge and engagement. We also continued to strengthen our curriculum planning, achieving 100% documentation of Curriculum Outlines across all learning areas, ready to be shared with families in 2025.

Leadership structures were redefined to better prioritise both learning and wellbeing, ensuring that student success remains at the centre of all strategic decisions. Our commitment to excellence was further reflected in broader achievements, such as a Product Design student receiving a VCE Premier's Award, and one of our international students being named a finalist for the International Student of the Year 2024.

### Wellbeing

In 2024, our school continued to prioritise student wellbeing, progressing key goals to foster a safe, supportive and inclusive environment for all learners. A major focus was placed on strengthening proactive practices, ensuring students were well-supported both in their learning and their personal development.

We implemented a whole-school approach to behavioural processes, providing greater consistency across classrooms and reducing incidents of dysregulation. Professional learning on restorative practices was delivered to all staff, enhancing their capacity to manage classroom behaviour positively and maintain strong, respectful relationships. Staff were also upskilled to

respond to low-level wellbeing concerns in the moment or refer appropriately, strengthening the school's early intervention strategies.

Student voice remained central to our approach. Through the Teach the Teacher program, College Captains unpacked Attitudes to School Survey (AtoSS) data and provided professional learning sessions to staff, ensuring that student perspectives informed both classroom practices and broader wellbeing strategies. Additionally, we increased opportunities for student connection, expanding lunchtime and after-school clubs to build stronger relationships between staff and students.

A number of systemic improvements were also introduced. All student diagnoses and documentation were pinned to Compass, providing teachers with greater clarity around required adjustments and supports, complemented by targeted professional learning. The wellbeing building and referral processes were upgraded to streamline access to support services and promote timely responses to emerging needs.

In recognition of the pressures faced by students, exam processes were revised to reduce cognitive load and promote healthier approaches to academic challenges. The RAISE mentoring program was also expanded, offering additional layers of connection and support for students across multiple year levels.

Collectively, these initiatives reflect a deeply embedded culture of care at our school, ensuring that every student is known, valued, and supported to thrive.

## Engagement

In 2024, our school maintained a strong focus on fostering student engagement, recognising it as a critical enabler of learning and wellbeing. Attendance remained a priority area, with Year Level Coordinators meeting every four weeks to analyse data and develop targeted Attendance Improvement Plans. These proactive measures led to significant turnarounds in individual attendance patterns, ensuring more students remained connected to their learning. Our students were absent for an average of 22.6 days, ahead of Similar Schools, 24.6 days and the State 31.2 days.

Student voice continued to be actively promoted through the Student Representative Council (SRC), which met every week across the year. This provided students with a direct avenue to express their views and influence decision-making at the Senior Leadership level. Student agency was further strengthened through initiatives such as the revised exam feedback process, where students collaborated with staff to shape more effective and meaningful feedback practices.

Leadership development opportunities expanded, with 52 students attending a Leadership Camp at Brighton Beach, building confidence, teamwork, and school pride. Student leadership groups also forged strong community partnerships, raising significant funds for local charities through themed House Days, enhancing students' sense of contribution and social responsibility.

The school's engagement strategies also extended into careers and pathways planning. Through our partnership with HeadStart, students were supported to access School-Based Apprenticeships and structured work experience placements, helping them make informed decisions about their futures. Careers and Parent Information Evenings were well attended across Years 9, 10, and 11, offering families a clearer insight into options and opportunities available.



Additional initiatives such as the introduction of the Basketball Academy, the Year 10 Peer Support Program for Year 7 students, and the highly successful School Production provided diverse opportunities for students to connect with their peers and the broader school community. The consistent delivery of the BSC Weekly and Student Bulletin videos also enhanced communication and strengthened school culture.

## Other highlights from the school year

2024 was a year of great pride for our school community, marked by achievements and initiatives that strengthened both internal capacity and external connections. Staffing remained highly stable throughout the year, with the school fully staffed across all learning and support areas. A restructure of the Leadership Team was completed, establishing clearer role descriptions and ensuring programs across the school were fully resourced and effectively led.

Student agency continued to be valued, with students actively involved in the selection process for student leadership positions, further strengthening student voice and ownership within the school community. Greater consistency of practice was achieved across key areas of operation, contributing to a more cohesive and supportive learning environment for all students.

Our engagement with the broader community deepened through partnerships with groups such as Brighton Secondary College Community Connect (BSCCC), enhancing collaboration between families and the school. International and interstate opportunities also enriched the student experience, including a STEM tour to Europe, a visit from our Japanese sister school, and the Central Australia school trip. These experiences provided students with opportunities to broaden their horizons, develop intercultural understanding, and strengthen their connection to both local and global communities.

## Financial performance

*Under the guidance of new leadership in 2024 and supported by school council, the school delivered a balanced cash budget and 'managed' workforce budget deficit of \$730K (reduced from \$2.1MIL in 2023). This 'managed', or planned deficit is wholly attributable to staffing engaged to deliver curriculum and programs to meet the needs of students and the school's strategic objectives. 2024 and 2025 budgets prioritise investment in the school's learning environment and specialist learning facilities and ensures wellbeing, inclusion and academic programs are well resourced.*

*Beyond the Student Resource Package funding, 'school raised' funds are a source of additional income for schools, especially for those located in high-socio demographic areas. School raised funds related to hire of facilities continue to be a significant contributor to revenue in 2024. Investment in the improvement and maintenance of facilities was accelerated in 2024 to ensure the school can continue to, and further leverage sporting and other facilities for our students, community and to continue to deliver a strong return for the school into the future.*

*Parent payment financial contributions increased by approximately \$300K in 2024 due to improved communication and engagement with the school community. A shared understanding and goals for fundraising resulted in a generous contribution from families to improve sporting facilities that had fallen into disrepair. The new facilities (completed in 2024) are widely enjoyed by students daily and allow us to host school sporting events onsite rather than travel. A sense of collective efficacy from delivery of this successful project has contributed to building school pride and community. Capital investment in the multi-sports precinct in 2024 was approximately \$280K.*

*BSC school council supported the school to make several grant applications for funding through the VSBA Capital Works Program in 2024. Whilst we were not successful this round, ensuring we are across all opportunities to bring additional resources to our school is a priority. Encouragingly, the school was allocated \$600K funding through the VSBA managed, facilities and preventative maintenance program for school buildings. This welcome investment has eased pressure on the school's operational budget in 2025 allowing reallocation of funds to other strategic priorities.*

*With a strong focus on increasing school raised funds, the school will be investing in facilities that not only benefit students but yield a return. The continued momentum of the parents' association, the Brighton Secondary Community Connect, continues to develop strong connections, present opportunities to raise funds and build a proud and united community.*

## 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 961 students were enrolled at this school in 2024, 393 female and 563 male.

17 percent of students had English as an additional language and 1 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.

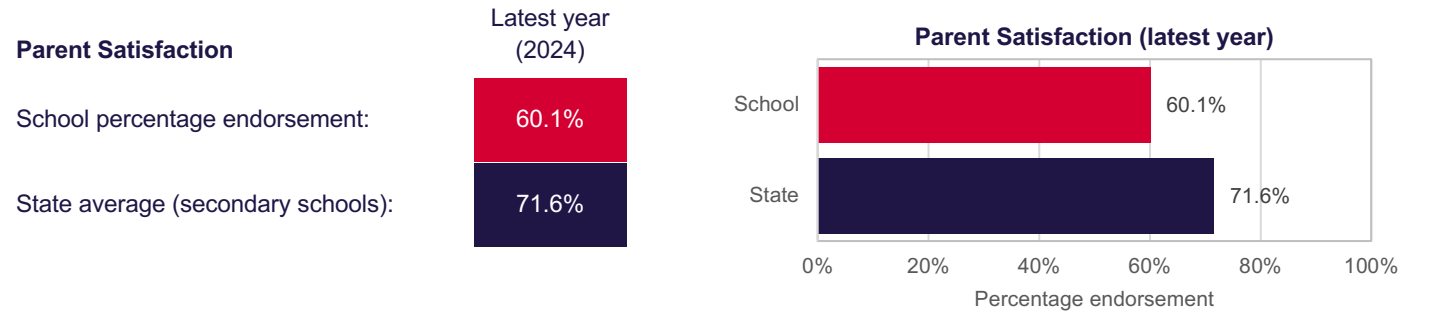
This school's SFOE band value is: **Low**

#### Parent Satisfaction Summary



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

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

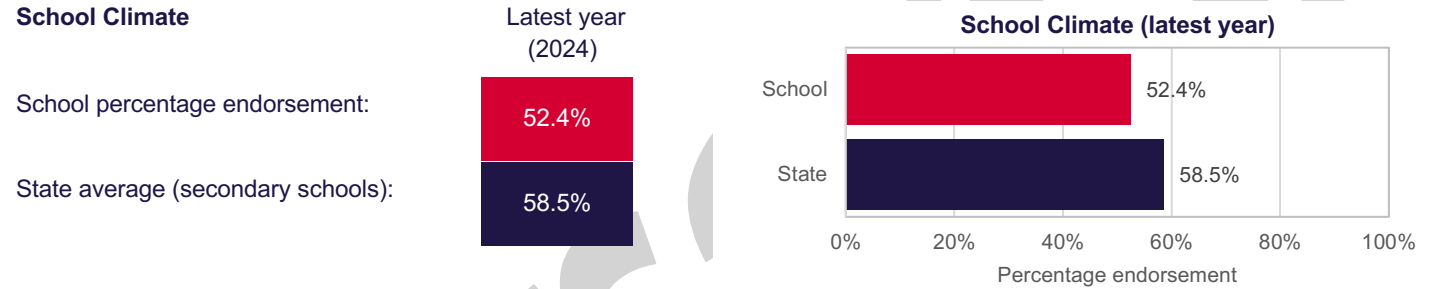


**School Staff Survey**

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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

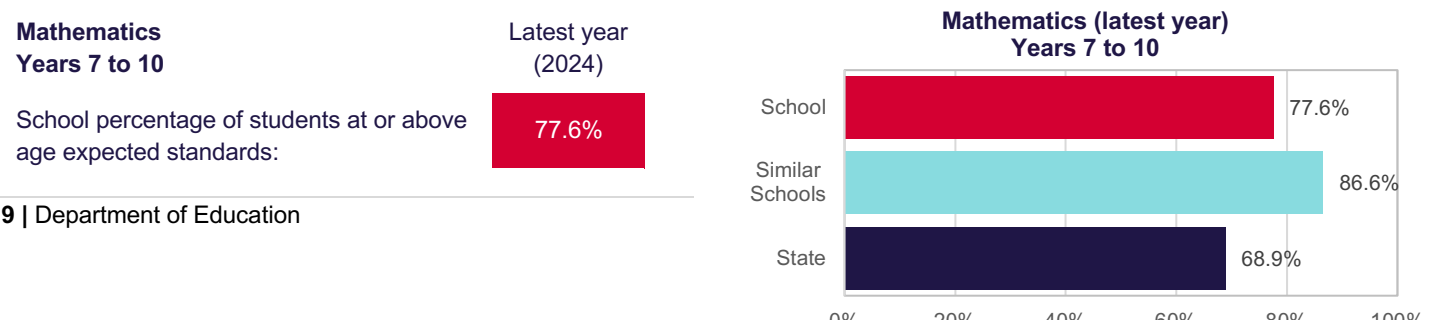
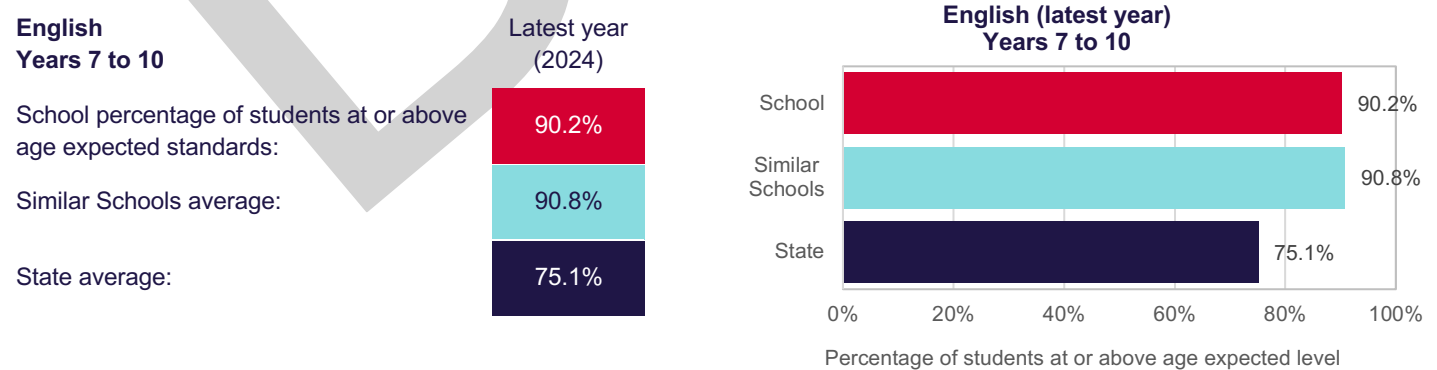


LEARNING

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

**Teacher Judgement of student achievement against the Victorian Curriculum**

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



Similar Schools average:

86.6%

State average:

68.9%

Draft



## 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.

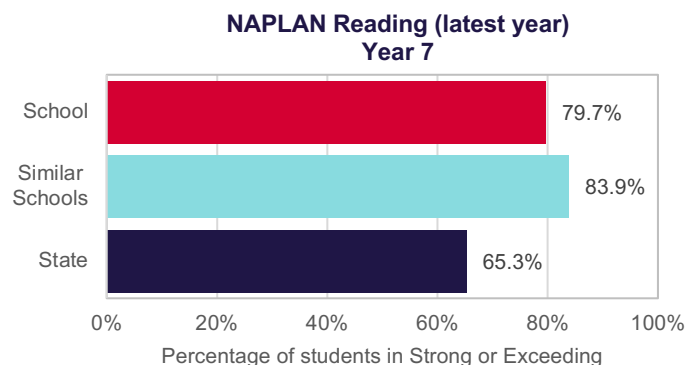
### NAPLAN

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.

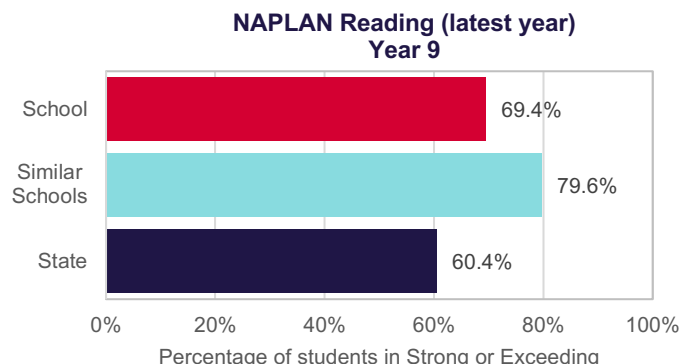
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.7%	82.1%
Similar Schools average:	83.9%	84.4%
State average:	65.3%	65.7%



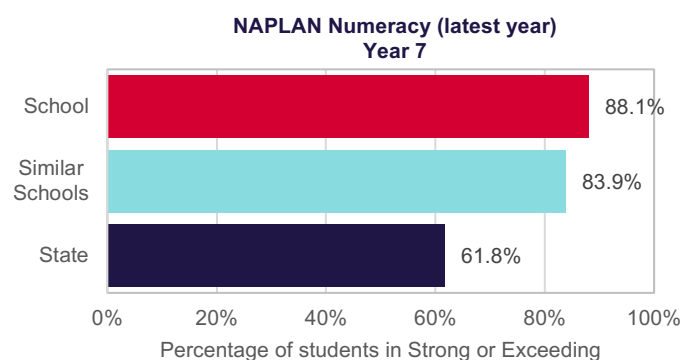
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.4%	76.2%
Similar Schools average:	79.6%	79.8%
State average:	60.4%	60.2%



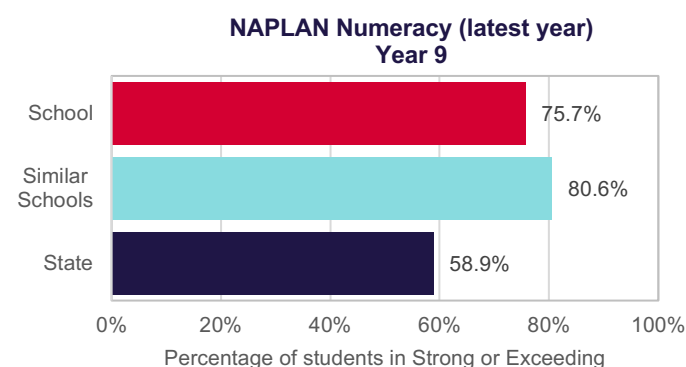
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.1%	90.4%
Similar Schools average:	83.9%	84.0%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.7%	79.7%
Similar Schools average:	80.6%	81.0%
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:

70.0%

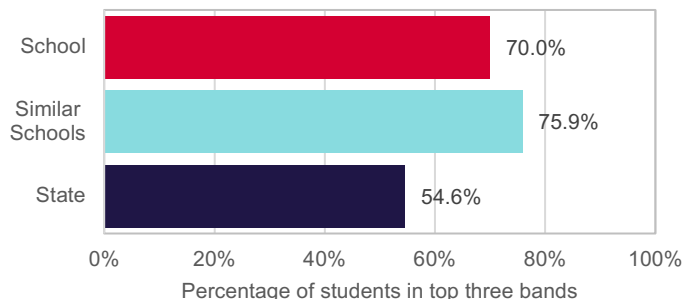
Similar Schools average:

75.9%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

70.9%

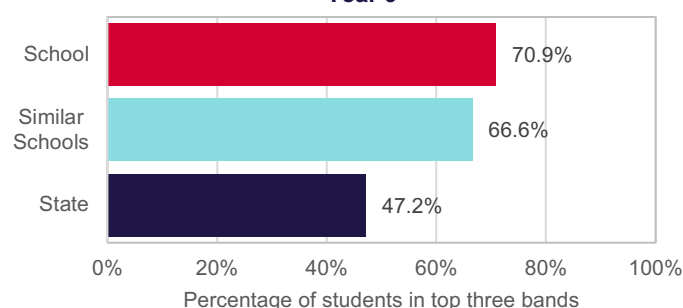
Similar Schools average:

66.6%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

74.6%

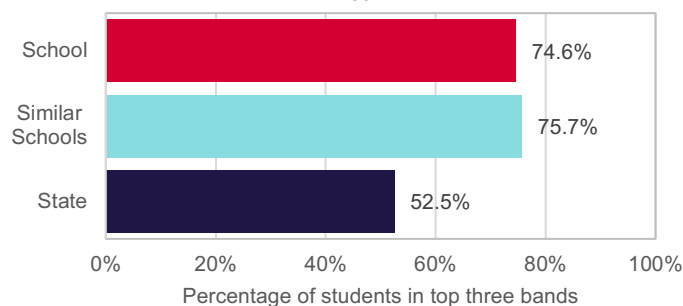
Similar Schools average:

75.7%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

77.7%

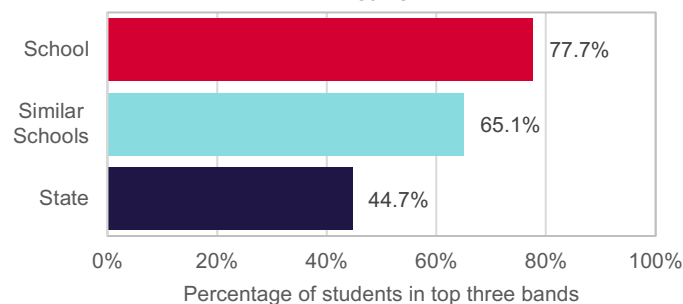
Similar Schools average:

65.1%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

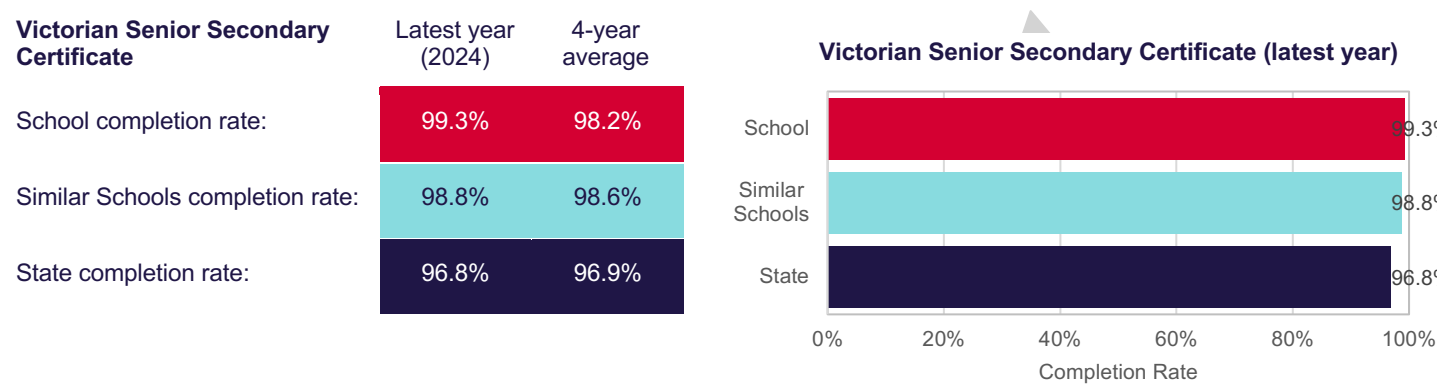


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



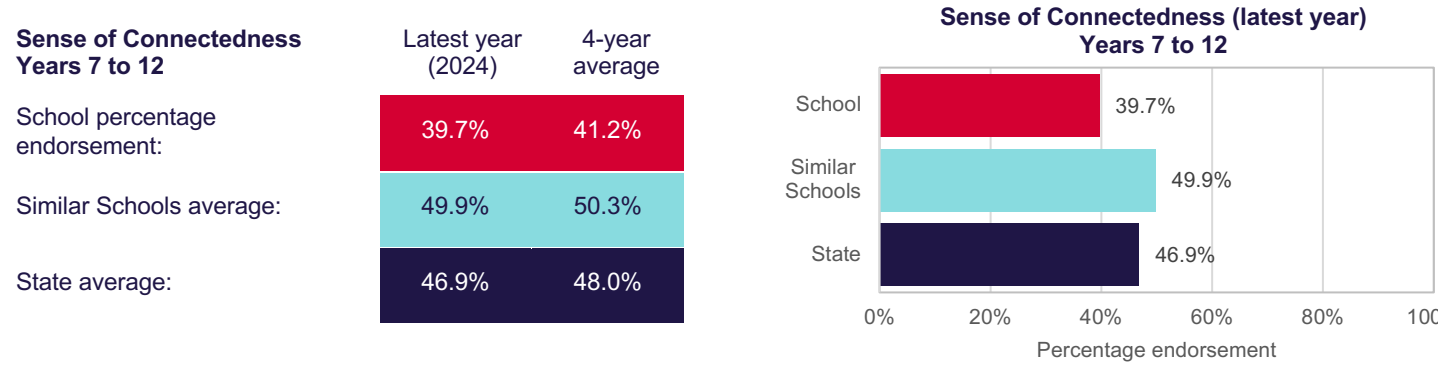
Mean study score from all VCE subjects:	30.1
Number of students awarded the VCE Vocational Major	4
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	19%
Percentage VET units of competence satisfactorily completed in 2024:	89%

WELLBEING

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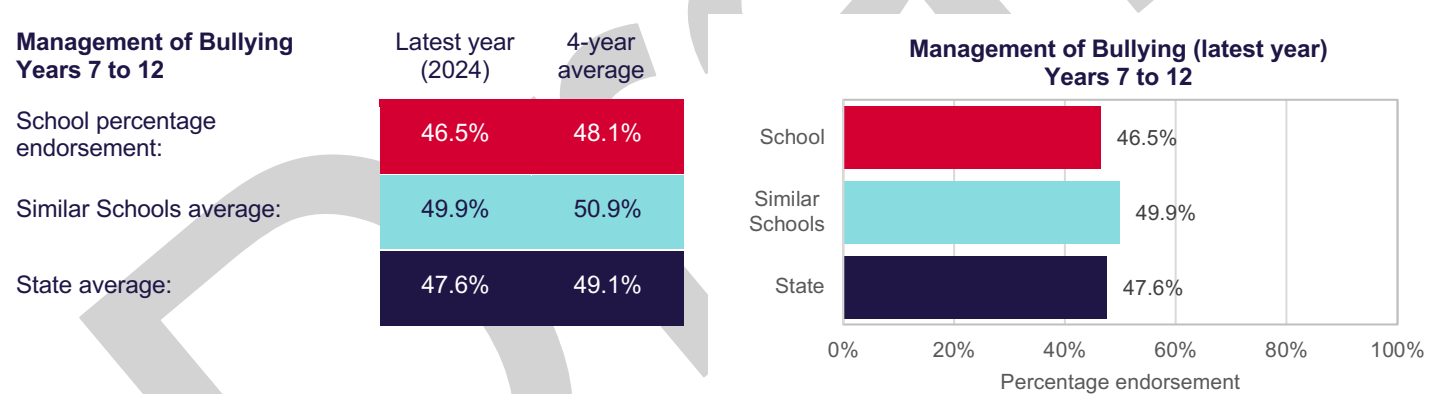
Student Attitudes to School – Sense of Connectedness

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).



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).



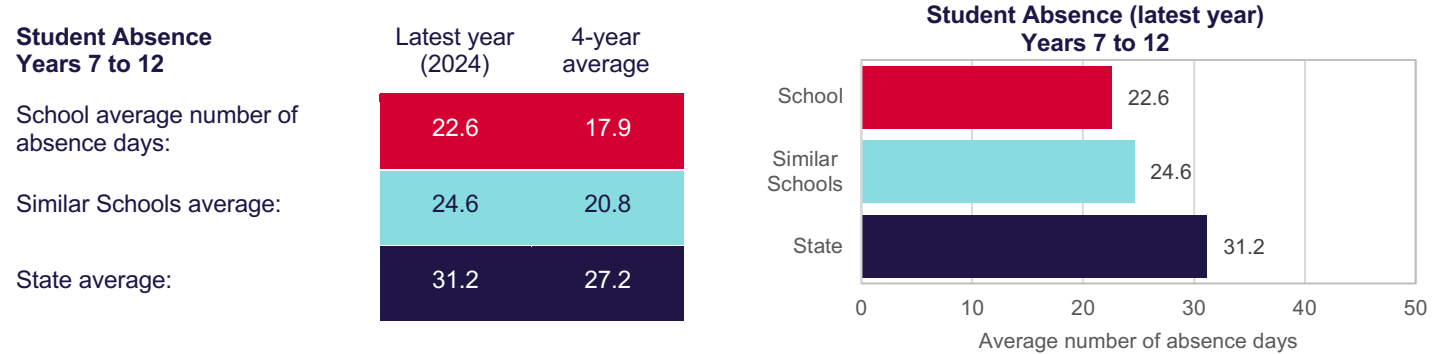


ENGAGEMENT

**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.

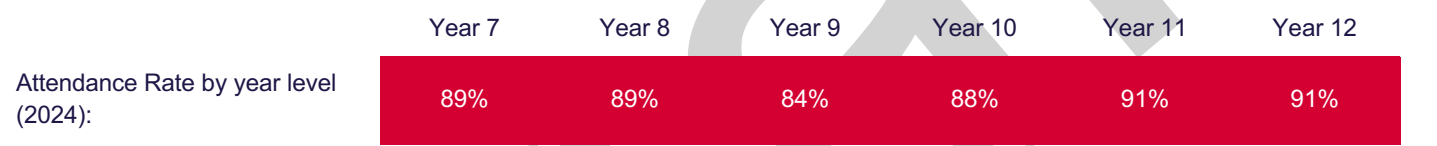
Average Number of Student Absence Days

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



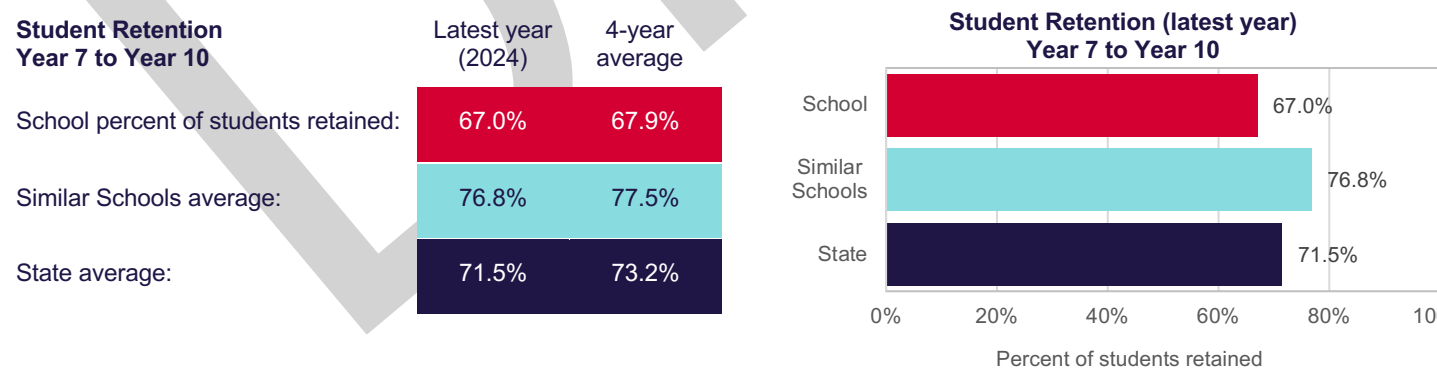
Attendance Rate (latest year)

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



Student Retention

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



ENGAGEMENT (continued)

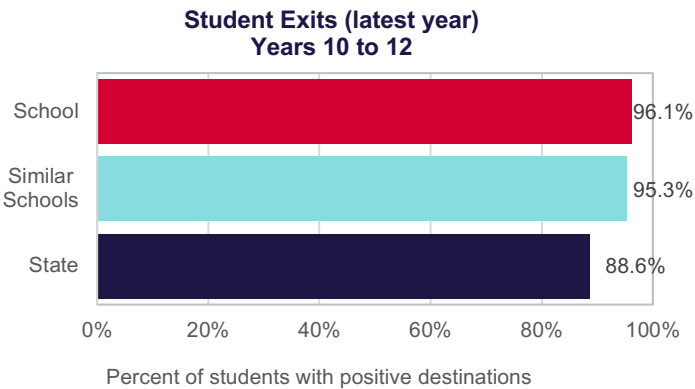
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	96.1%	96.9%
Similar Schools average:	95.3%	95.7%
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	\$10,499,036
Government Provided DET Grants	\$1,530,712
Government Grants Commonwealth	\$26,356
Government Grants State	\$14,735
Revenue Other	\$95,955
Locally Raised Funds	\$1,871,726
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$14,038,519</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$36,068
Equity (Catch Up)	\$14,192
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$50,260</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,493,562
Adjustments	\$0
Books & Publications	\$5,435
Camps/Excursions/Activities	\$625,380
Communication Costs	\$21,994
Consumables	\$320,047
Miscellaneous Expense <sup>3</sup>	\$192,758
Professional Development	\$53,654
Equipment/Maintenance/Hire	\$245,737
Property Services	\$460,139
Salaries & Allowances <sup>4</sup>	\$567,494
Support Services	\$476,624
Trading & Fundraising	\$7,535
Motor Vehicle Expenses	\$4,801
Travel & Subsistence	\$183,629
Utilities	\$112,502
<b>Total Operating Expenditure</b>	<b>\$14,771,291</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$732,772)</b>
<b>Asset Acquisitions</b>	<b>\$294,579</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	\$1,426,295
Official Account	\$121,394
Other Accounts	\$289,312
<b>Total Funds Available</b>	<b>\$1,837,002</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$546,288
Other Recurrent Expenditure	(\$146)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$937,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$1,500,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$270,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,253,142</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.*