

# 2024 Annual Report to the School Community

School Name: Walcom Ngarrwa Secondary College (7996)



- 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 24 March 2025 at 01:26 PM by Bradley Moyle (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 March 2025 at 04:21 PM by Bradley Moyle (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

Walcom Ngarrwa Secondary College is a new school that opened in Werribee in January 2024. On opening Walcom Ngarrwa, welcomed 177 Year 7 students to the school community. Over the coming years, the school will add a new year level every year through until 2029, when they will have students from Year 7-12.

At Walcom Ngarrwa we are on a mission to provide the best education we can for our students by delivering high impact, evidence-based practices in learning and wellbeing, within a culture of high expectations for success. **Healthy, happy and curious students** and staff bring our vision and values to life.

Walcom Ngarrwa Secondary College builds bright futures for the young people of the local communities. **Achievement, Belonging and Curiosity** underpin the development of an aspirational and inclusive school community that supports each student on their learning journey to a pathway through and beyond school. We foster strong connections with community to ensure today's learners can thrive as generous, active and informed citizens.

In 2024 our school community was made up of 177 students in total, comprising 86 female and 91 male students. Four percent of our students identify as Aboriginal or Torres Strait Islander and 32 percent of students had English as an additional language. Our staff team comprised 1 Principal, 2 Assistant Principal, 3 Leading Teachers, 2 Learning Specialists, 11 Classroom Teachers and 13 Education Support Staff.

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

#### Learning

In 2024, Walcom Ngarrwa Secondary College worked strategically to develop and review routines, systems, practices, and processes that support student achievement and learning outcomes.

As a new school, some of the initial steps included refining and developing consistency around the instructional model SOLVE, ensuring that all classes experienced clear and consistent routines. Significant time was dedicated by middle leaders to further develop this model and align it with VTLM 2.0. Progress was made in defining all elements of the instructional model, allowing for focused coaching and staff development.

Significant time was also spent developing a collaborative approach to planning, assessment, and moderation to support consistency in teaching and learning opportunities. Considerable effort was made to improve the effectiveness of PLC leaders and teaching and learning documentation to support the creation of an effective curriculum. A whole-school curriculum map was developed to

ensure the curriculum was effectively planned, tracked, and shared, allowing for the development of more reflective teaching and learning practices.

As a College, our 2024 data sets provide us with a platform to measure future student growth and achievement. In 2024, the schools achievement data sets in English and Mathematics, for both teacher judgements and NAPLAN, were below the state average, as illustrated in our performance summary graphs.

Throughout 2024, several other systems were developed and implemented, with further refinement planned for 2025, including:

- A four-point differentiation model to support the development of an effective curriculum for all students
- The implementation of an intervention program based on MacqLit and QuickSmart
- The development and embedding of Learning Mindsets to support effective classroom learning
- The development and implementation of school-wide assessment and identification processes based on teacher judgment and PAT data
- The refinement of curriculum documentation to ensure consistency and alignment with the SOLVE instructional model
- The development of an assessment and reporting calendar
- The development of consistent assessment practices including community communication protocols.

## Wellbeing

Over 2024, Walcom Ngarrwa undertook a significant series of actions to build the wellbeing outcomes of students, with significant success in certain areas. These centred around establishing systems and practices that would support the needs within our cohort and create a sustainable base for future improvement.

As an establishing school, there was a considerable challenge in early identification of student need around wellbeing and developing responsive programs to meet these needs. The first key success came in forming a wellbeing team that could be proactive in developing approaches to support student wellbeing and reactive to the critical needs of the student cohort. The practice of this team developed and evolved rapidly during the year and resulted in a clear structure and defined roles within the team to address the multitude of needs within the cohort. This was implemented through all staff receiving focused professional learning on key priorities including:

- Trauma informed practice
- Unconditional positive regard
- Restorative practice
- Functional behaviours and de-escalation
- Understanding neurodiversity and disability.

The practices and systems developed over the year were captured in the revised student support handbook published at the end of the year which captured the comprehensive practices and approaches of the college.

The second key success came in the implementation of the Disability Inclusion reforms. All staff were introduced to the reforms early in the year, becoming active participants in the development of student IEPs and adjustments. The documentation of this work and the focused application resulted in a 100% success rate in Disability Inclusion Profile applications, significantly boosting the school's capacity to support students with disabilities to be included in their education.

Additional highlights include the positive reinforcement approaches towards student behaviour, including positive impressions and BrightCoin. These were developed from the SWPBS framework and built upon feedback from students. This is reflected in a reduction in both major and minor behaviours from students as the year progressed.

The key measures used by the Department to compare schools wellbeing data includes students' Sense of Connectedness to School and students perception of the Management of Bullying. In both cases, our Year 7 Student Survey data results for these variables, was below both similar schools and the state average.

## Engagement

In 2024 the College focused on the engagement of students being an enabler of both student learning and wellbeing. This translated into a number of activities and strategies that supported students to engage with their learning and our school values of Belonging, Curiosity and Achievement.

Each morning our students are supported to engage with their learning and day ahead through their involvement in our Belonging Program. This runs at the commencement of each day and is a scheduled and documented approach to building Belonging, connectedness and school pride. Each Belonging Teacher is responsible for welcoming students to the new day with unconditional positive regard, delivering important news items to students and in delivering a short, sharp lesson or student activity that reinforces our school values.

Our overall student attendance rate in 2024 was 83%, which translates to students having an average number of 33.7 days absent for the year. This figure is lower than the similar schools average at 38.1 days but considerably above the state figure of 31.2 days. Over 74 students had more than 30 days absent in 2024, in some cases involving significant assistance and support to re-engage or connect them with school. Over the next two years we aim to support students and families to raise our attendance rate to a minimum of 90% across all year levels.

## Other highlights from the school year

In our inaugural year of operation we were delighted to be able to provide a number of whole school events to help connect our community and also connect our students and staff. The first of these highlights was our first day of operations and welcoming students, staff and families to our

amazing new school. This was further enhanced with our official school opening by the Hon. Minister of Education, Mr Ben Carroll, in early February 2024.

Other highlights include a Year 7 Camp in Term 2, numerous teams representing our College in the School Sport Victoria competitions and the development of student voice, agency and leadership at the College. This include a small team working with Wyndham City Council and other external parties to craft an Active Travel Policy and approach for the community.

Highlights to stretch, extend and support our students also included commencing the year with a series of workshops to support their engagement and achievement, delivered by international speak Darren Pereira. In Term 4, we partnered with Dr Zach Greig, in delivering the Stand Up Project to our entire Year 7 cohort as part of our Tier 1 response to building a positive school culture and managing bullying.

## Financial performance

Walcom Ngarrwa Secondary College is committed to efficiently allocating resources to enrich the academic achievement, engagement, and wellbeing of all students. Our College places significant importance on investing in school development and ongoing professional growth for our staff, focusing on areas that align with our core priorities and objectives. We allocate equity and tutor learning funding to provide extra assistance and resources aimed at fostering student learning and aiding individuals requiring additional support.

In 2024, a considerable amount of our cash expenditure was utilised to establish our schools' programs and equipment. This included establishing and fitting out Technology Classrooms, commencing the resourcing of classroom libraries and building a supply of Health & Physical Education equipment. In an effort to ensure equity and access to learning for all of our students, College Council has supported the development of a school provisioned laptop program, ensuring all students are provided with a laptop to support their learning.

At the conclusion of 2024 we have entered into a number of agreements with local community organisations for the use of our facilities out of school hours in 2025. The funding from these hire agreements will be utilised to subsidise student transport costs, particularly for sporting events. Further investment will be made during 2025 in school programs and equipments to support our growing school enrolment and the provision of further subjects across all year levels as we grow to include Years 8-12 in the years ahead.

As a College we implement strong financial and secure financial practices and engage in responsible planning to enhance our educational programs and infrastructure while focusing on building bright futures for all students.

**For more detailed information regarding our school please visit our website at**  
[\*\*https://www.wnsc.vic.edu.au/\*\*](https://www.wnsc.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 177 students were enrolled at this school in 2024, 86 female and 91 male.

32 percent of students had English as an additional language and 4 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.

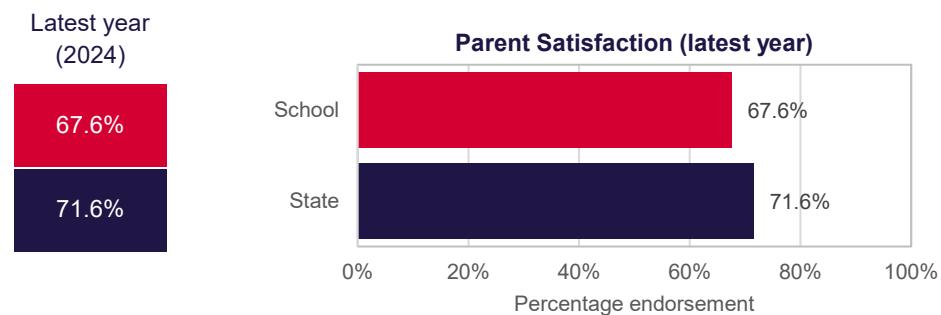
This school's SFOE band value is: **NDA**

### Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	67.6%
State average (secondary schools):	71.6%



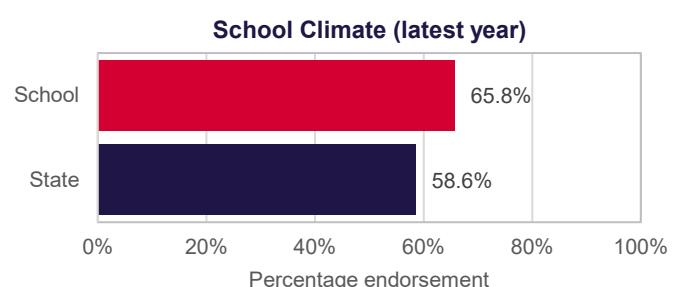
### School Staff Survey

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

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

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

School Climate	Latest year (2024)
School percentage endorsement:	65.8%
State average (secondary schools):	58.6%



## 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:

55.3%

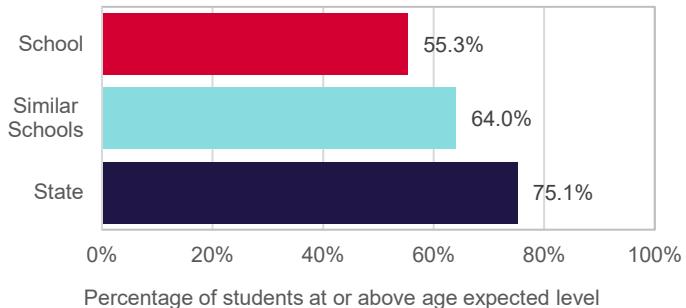
Similar Schools average:

64.0%

State average:

75.1%

#### English (latest year) Years 7 to 10



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

62.4%

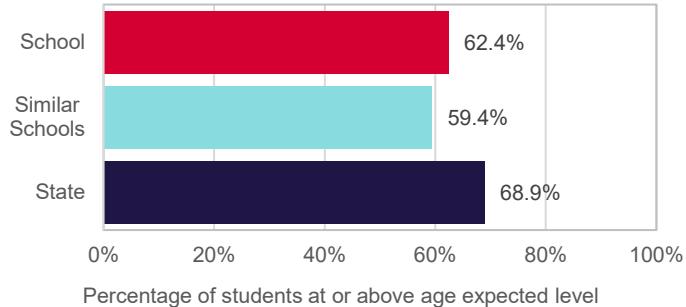
Similar Schools average:

59.4%

State average:

68.9%

#### Mathematics (latest year) Years 7 to 10



## LEARNING (continued)

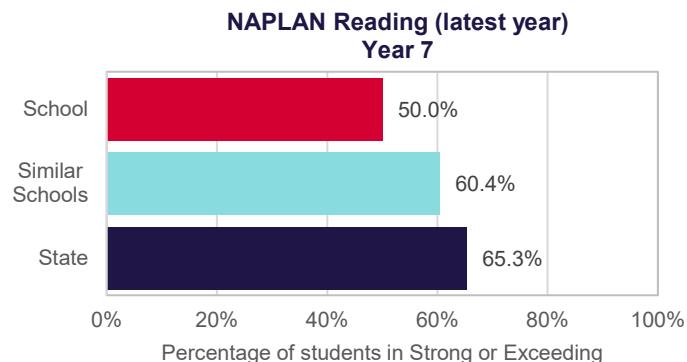
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN

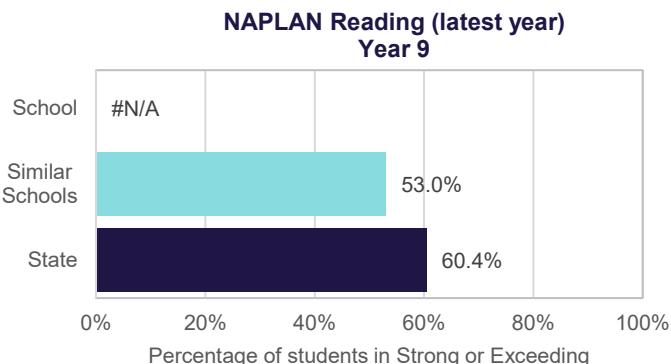
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

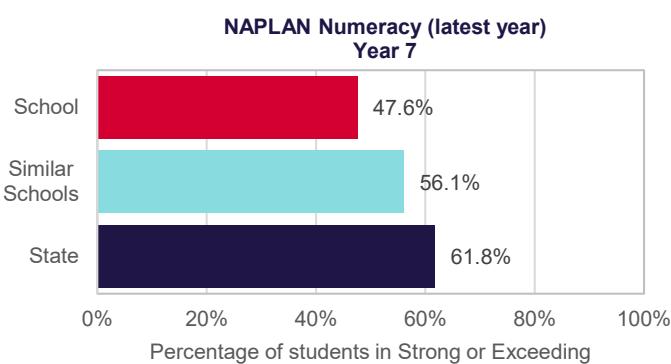
Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	50.0%
Similar Schools average:	60.4%	60.5%
State average:	65.3%	65.7%



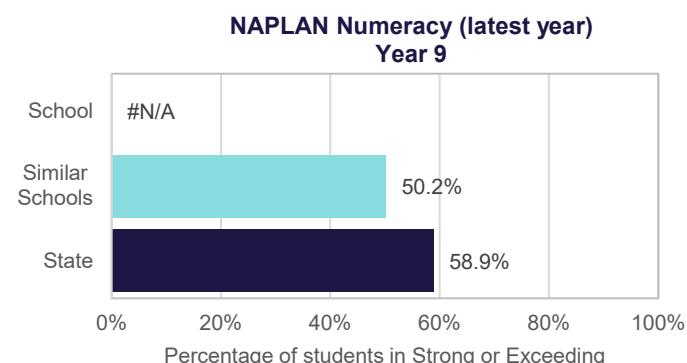
Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	53.0%	53.3%
State average:	60.4%	60.2%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.6%	47.6%
Similar Schools average:	56.1%	56.2%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	50.2%	50.9%
State average:	58.9%	59.4%

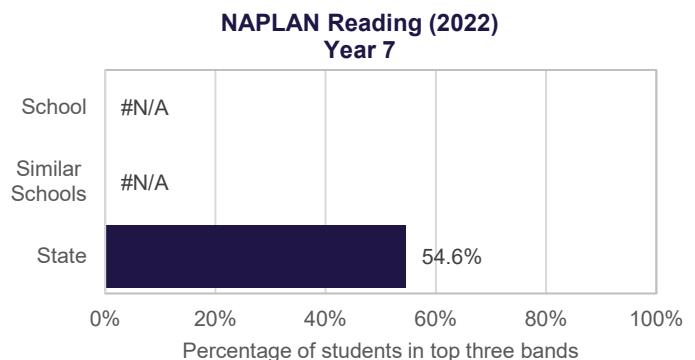


## LEARNING (continued)

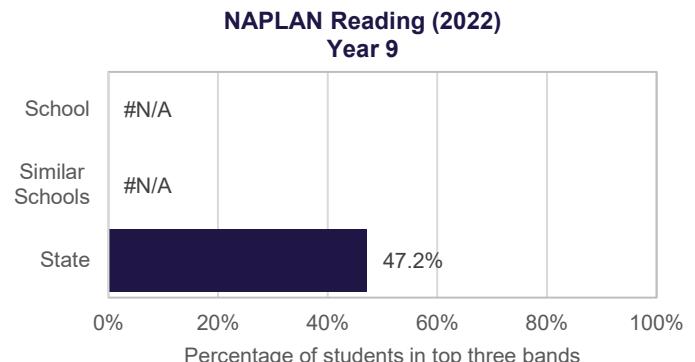
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN (continued)

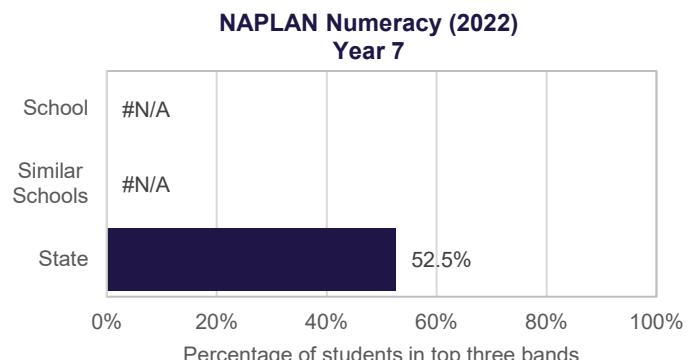
Reading Year 7	(2022)
School percentage of students in the top three bands:	NDA
Similar Schools average:	NDA
State average:	54.6%



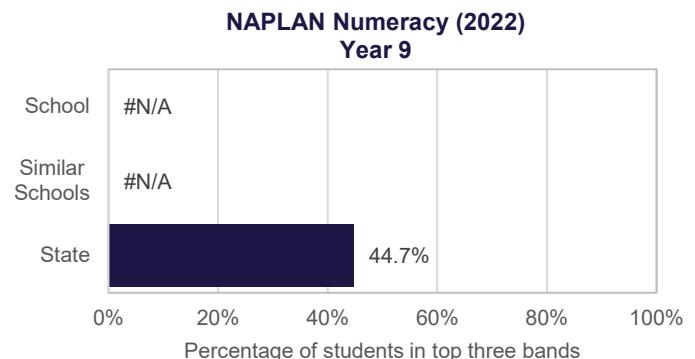
Reading Year 9	(2022)
School percentage of students in the top three bands:	NDA
Similar Schools average:	NDA
State average:	47.2%



Numeracy Year 7	(2022)
School percentage of students in the top three bands:	NDA
Similar Schools average:	NDA
State average:	52.5%



Numeracy Year 9	(2022)
School percentage of students in the top three bands:	NDA
Similar Schools average:	NDA
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:

NDA      NDA

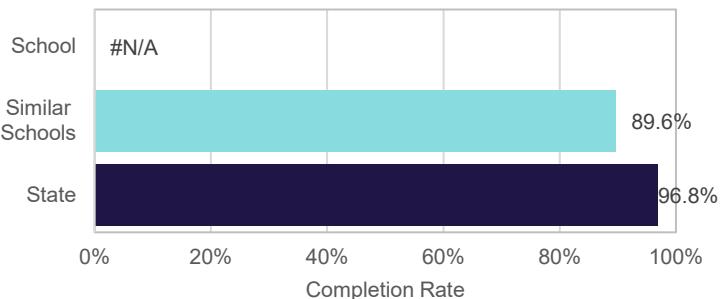
Similar Schools completion rate:

89.6%      94.6%

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:

NDA

Percentage VET units of competence satisfactorily completed in 2024:

NDA

## 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.

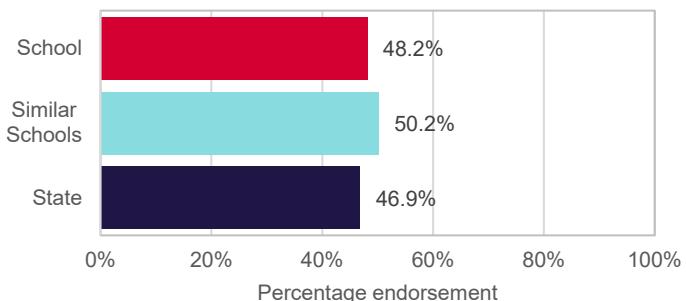
### Student Attitudes to School – Sense of Connectedness

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:	48.2%	48.2%
Similar Schools average:	50.2%	48.2%
State average:	46.9%	48.0%

#### Sense of Connectedness (latest year) Years 7 to 12



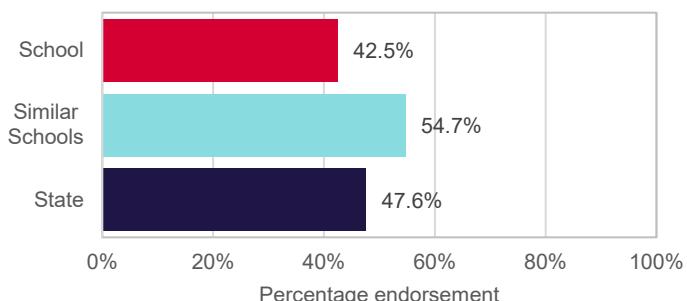
### Student Attitudes to School – Management of Bullying

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:	42.5%	42.5%
Similar Schools average:	54.7%	52.8%
State average:	47.6%	49.1%

#### Management of Bullying (latest year) Years 7 to 12



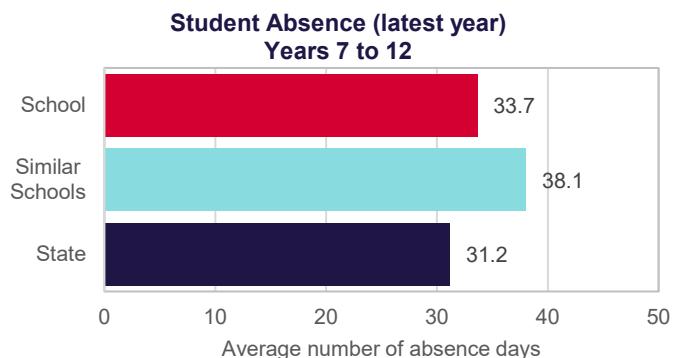
## ENGAGEMENT

**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:	33.7	33.7
Similar Schools average:	38.1	34.4
State average:	31.2	27.2



### Attendance Rate (latest year)

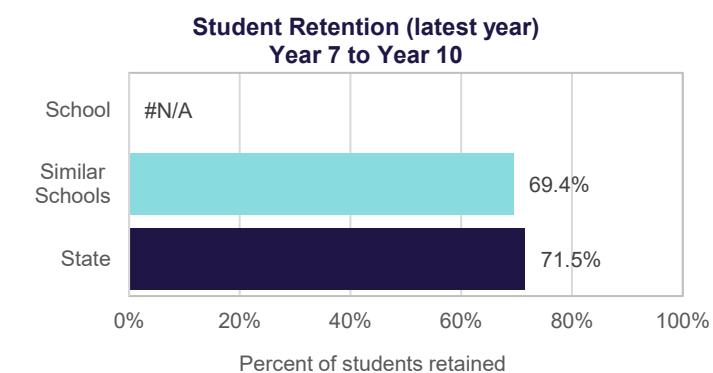
Attendance rate refers to the average proportion of formal school days students in each year level attended.

Attendance Rate by year level (2024):	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	83%	NDA	NDA	NDA	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:	NDA	NDA
Similar Schools average:	69.4%	68.9%
State average:	71.5%	73.2%



## ENGAGEMENT (continued)

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

### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

Latest year  
(2023)      4-year  
average

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

NDA      NDA

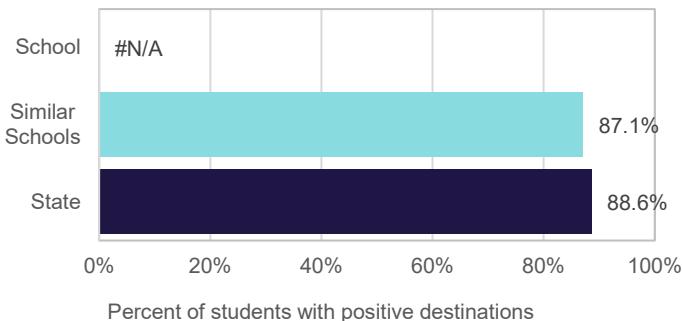
Similar Schools average:

87.1%      87.6%

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	\$3,577,466
Government Provided DET Grants	\$934,561
Government Grants Commonwealth	\$6,163
Government Grants State	\$0
Revenue Other	\$24,723
Locally Raised Funds	\$67,902
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,610,816</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$18,840
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,840</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,118,835
Adjustments	\$0
Books & Publications	\$10,280
Camps/Excursions/Activities	\$64,168
Communication Costs	\$7,553
Consumables	\$143,889
Miscellaneous Expense <sup>3</sup>	\$22,076
Professional Development	\$10,696
Equipment/Maintenance/Hire	\$183,396
Property Services	\$45,738
Salaries & Allowances <sup>4</sup>	\$111,203
Support Services	\$54,995
Trading & Fundraising	\$1,623
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$91,457
<b>Total Operating Expenditure</b>	<b>\$3,865,912</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$744,904</b>
<b>Asset Acquisitions</b>	<b>\$0</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 20 Mar 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	\$423,306
Official Account	\$15,512
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$438,818</b>

Financial Commitments	Actual
Operating Reserve	\$126,645
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$126,645</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.*