

2023 Annual Report to the School Community

School Name: John Fawkner Secondary College (8894)



- 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 2024 at 03:52 PM by Lisa Vinnicombe (Principal)

- This 2023 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 01 May 2024 at 03:59 PM by Vinnie Lonigro (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

John Fawkner College is the only state secondary school in Fawkner and currently has an enrolment of about 271 students. In 2024, the school will see the beginnings of significant change as a \$14.5 building grant is projected into new STEM, Science, Art/Tech and Food tech/hospitality buildings. This is the start of a gradual whole school overhaul, long overdue, representing confidence in the school's future as the school of choice in the north. A partnership with Melbourne Victory Football and a proposed development on the school site of a home for the soccer club affirms the positive future of the college.

The school's mission is to provide the students in the area with the skills they will need to become productive and successful adults when they leave the college. Our values of respect, commitment, ongoing learning and high achievement continue to inform our daily processes and we work with our students within the DET endorsed School Wide Positive Behaviours Program. A recent addition is our inclusion of a Human Rights Approach to working with our diverse, multi-cultural community.

Geographically, we are 12 KM directly north of the CBD, serviced by a train line into the city. The demographic of the suburb of Fawkner is changing as development moves further north of the city and focuses on the attractive natural features of the area such as the Merri Creek.

At the end of 2023, there was again a significant turnover of staff which meant the leadership team would be redeveloped for 2024. The staffing profile in 2024:

Principal team - principal and two assistant principals.

Learning Specialist - High Achievers

Leading teachers x 4 - Senior sub school, Junior sub school, Student Voice and Agency, Learning.

A total of around 35 teaching staff and 10 Education Support (ES) staff.

In January 2024, we were still understaffed by three, including Maths, Science and PE.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, we continued to prioritise a safe and learning environment for our students. To achieve our goals of a greater connection to the learning and higher achievement, we focussed on differentiating the curriculum to enable all students to access the work at their level. We also emphasized a more engaging curriculum and stimulating learning as these were areas identified in the Attitudes to School Survey (ATOSS) data that needed improvement.

We appointed a data manager for 2024, and employed a new Learning Specialist for High Achievers, also to start in 2024.

We appointed a new Assistant Principal - Learning to start at the beginning of 2024, with a focus on revising the Instructional Model, and strengthening the Domain Teams. We agreed to end PLCs and focus more on a consistent and rigorous classroom approach across all domains.

LOTE was discontinued mid year (exempt by DET due to lack of teachers) and students in Years 7 & 8 received extra tuition each week in Numeracy and Literacy. At the end of the year, we agreed to proceed with Spanish as the LOTE and were successful in hiring a native speaker, to start in 2024.

In 2023, we started our partnership with SCOE - the Science Centre of Excellence at Melbourne University. Many students benefited from this partnership, especially in Science and STEM, with several excursions into the centre. Staff also participated in a Design Thinking workshop at the centre on a Curriculum Day. We held the first Year 12 graduation at the centre at the end of the year and this will become an annual event.

We benefited from the input of DSSI this year - the School Improvement team from region, and two teaching partners worked at JFC each week, with the leadership team and various teachers, in a coaching and mentoring capacity.

Highlights in 2023 included:

- VCE score increased from 18 in 2022 to 21.8 at the end of 2023.
- VM Year 11 in its first year, students selected for the program based on interview and team challenges set by year 12 students
- Students from JFC enrolled in the first shared subject in the Education Plan for the North

New space for Year 11 was created in the old library, which included three classrooms and an open area for private study and whole cohort classes. This would also be the VCE exam centre for 2024.

Wellbeing

In 2023 a focus of the Wellbeing Team was increasing student's opportunities for participation in wellbeing programs as a cohort, with existing wellbeing programs evolving and continuing. With the support of Foodbank Victoria, the School Breakfast Club program increased from two to three mornings. John Fawkner College received a \$2000 School Breakfast Club Grant and hosted weekly afterschool Cooking Classes for participating families over four weeks.

Wellbeing referrals demonstrated a decrease for students being referred for mental health concerns, from 38% (2022) to 27.5% (2023) and suicidal ideation/self-harm 5.8% (2022) and 3% (2023). The referral rate for bullying did not increase, 7.7% (2022), 7.1% (2023). School engagement and school attendance remained one of the leading reasons for referrals. The Wellbeing Team worked in collaboration with the Year Level Coordination team to implement the use of Attendance Improvement Plans. A notable success was supporting a year 9 student's attendance their increase from 58% to 80% across two terms.

Students in Year 9 and 10 participated in whole cohort Health Days to encourage a holistic approach to physical and mental health. The Year 9 Cohort participated in a presentation by the Pat Cronin Foundation to mark the commencement of the Week Without Violence (WWV) awareness campaign. Students across year 7 – 9 participated in WWV Connect classes which saw 21 students sign up to participate in the Clothesline Project. The Respectful Relationships Love Bites Program was also provided to a senior school cohort.

A notable highlight, supported by the Art Therapy program, was the addition of a mural to an Assistance Principal's office space with further murals planned for 2024.

To support John Fawkner College's 2024 focus of a safe, orderly and inclusive learning environment, in 2023 all staff at John Fawkner college participated in professional development focused on 'Effective communication and LGBTIQ+ Inclusion'. It is a goal of the wellbeing team in 2024 to provide further opportunities for professional learning to the wider teaching staff to promote student engagement and wellbeing.

Engagement

Student attendance continued to be a major issue throughout 2023 and a number of plans were put in place to address this, including attendance plans, ILPs, (Individual Learning Plans), Behaviour Plans, meetings with the Navigator (DET attendance) team, parent meetings, and discussions with teachers on how to best engage students at their level. Attendance was recognised as a crucial indicator of a child at risk, and therefore, the wellbeing and engagement team continue to focus on ways of improving this factor.

Highlights in 2023 included the revised student voice and agency program, launched in term 4. This saw the development of a whole new leadership structure for students and those awarded leadership positions for 2024 were celebrated at the final assemblies. We continued in 2023 to try and run as many camps and excursions as were feasible, to make up for the covid years. The Outdoor Ed class went to the Grampians for a camping and hiking trip, as well as a surf camp at Philip Island. Both year 7 & 8 students benefited from the last of the free camps provided by DET and small groups attended those camps. Every year level had at least one full day excursion, including a day at the snow for Year 11 students. We will continue to offer these experiences in 2024, hoping to build on numbers each year. The focus of the camps and excursions program is to try and increase student engagement and participation.

In school, we ran many sporting competitions between year levels and between staff and students, which were immensely popular with the students.

Other highlights from the school year

Significant highlights for 2023:

An agreement with Melbourne Victory to start a soccer program at JFC.

The finalising of the plans for the rebuild of the school, both to commence in 2024.

The Year 12 Graduation ceremony at the Science Centre for Excellence at Melbourne University.

Financial performance

Financial position at the end of 2023: We had not fully staffed the school at the end of 2023, and numbers had not increased, so the

financial position was still in a managed deficit. We are slightly hampered in our efforts to grow by the high number of private, religious schools nearby.

Equity funding: will be used to enable intervention for the students most at risk of falling further behind academically.

Facilities: the buildings are old and in continual decline and for safety, require consistent maintenance. This severely impacts our budget. We have considerable problems with plumbing and drainage and consistently pay excess water bills for waste which can be attributed to old and damaged drainage systems that are in urgent need of upgrade. New building starting in 2024 will alleviate some of these issues. Handyman - the contract of the current handyman ended in Dec 2023 and we were successful in hiring a new person which has enabled a better management of maintenance expenditure.

For more detailed information regarding our school please visit our website at
<https://www.jfc.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 285 students were enrolled at this school in 2023, 100 female and 185 male.

53 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

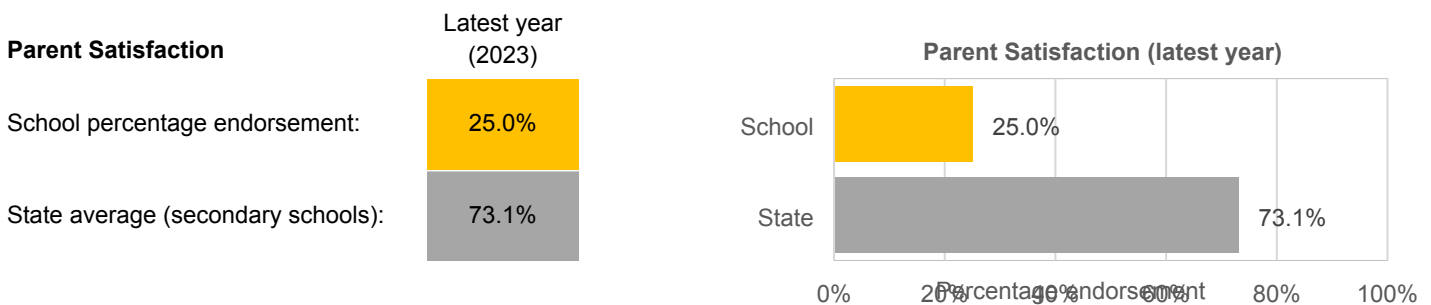
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

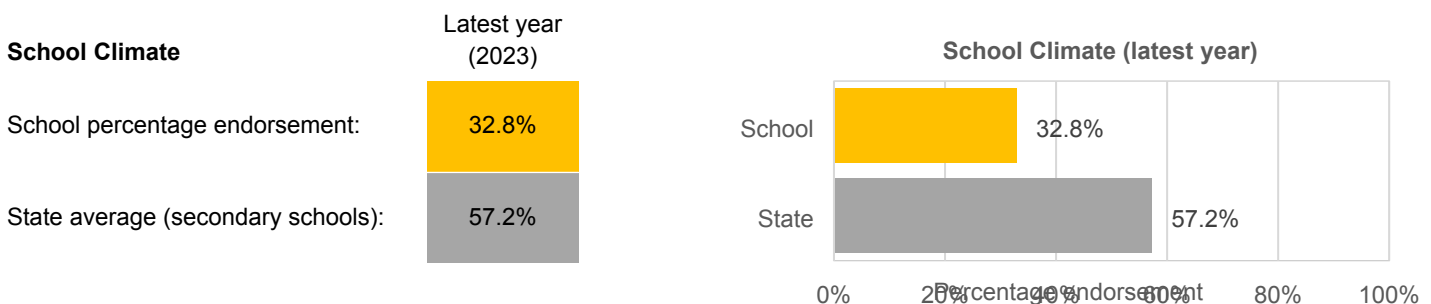


School Staff Survey

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

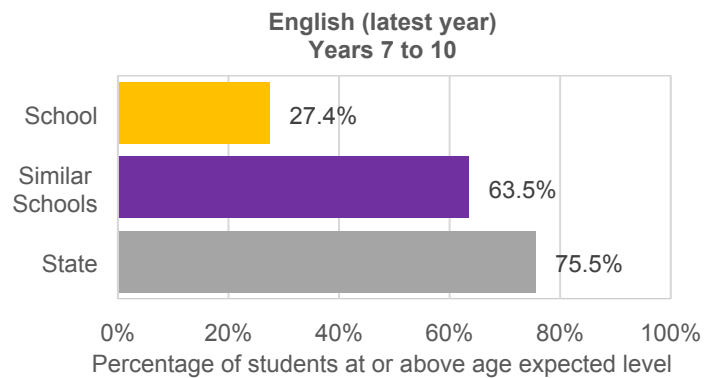
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

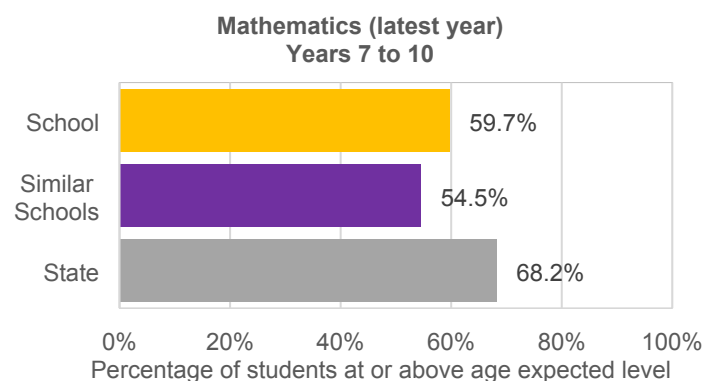
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	27.4%
Similar Schools average:	63.5%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	59.7%
Similar Schools average:	54.5%
State average:	68.2%



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

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

25.7%

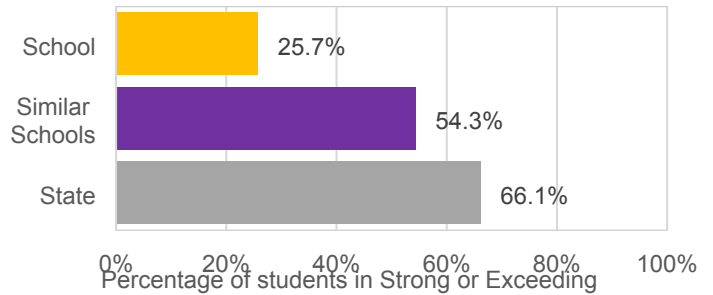
Similar Schools average:

54.3%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

27.9%

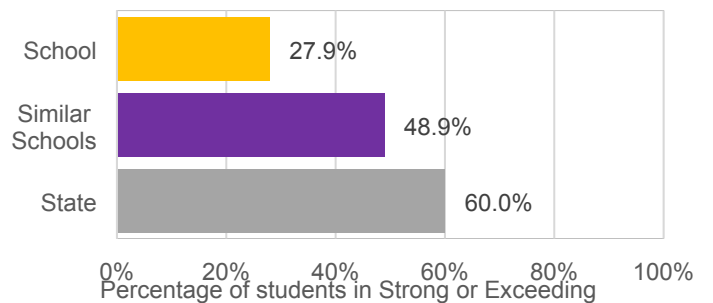
Similar Schools average:

48.9%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

30.3%

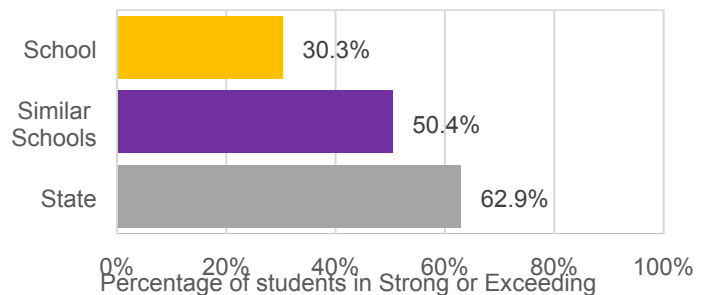
Similar Schools average:

50.4%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

31.1%

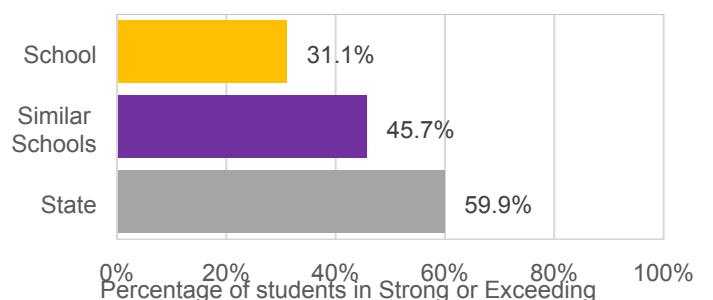
Similar Schools average:

45.7%

State average:

59.9%

NAPLAN Numeracy (latest year) 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.

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

4.8%

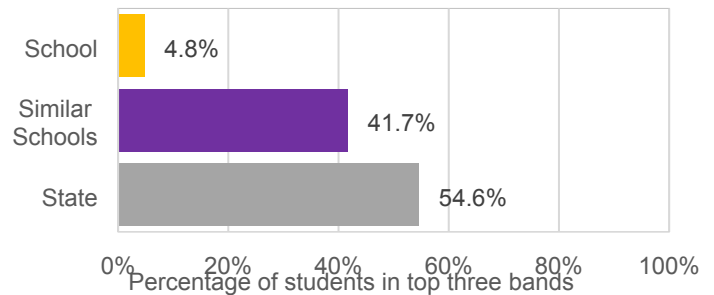
Similar Schools average:

41.7%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

33.3%

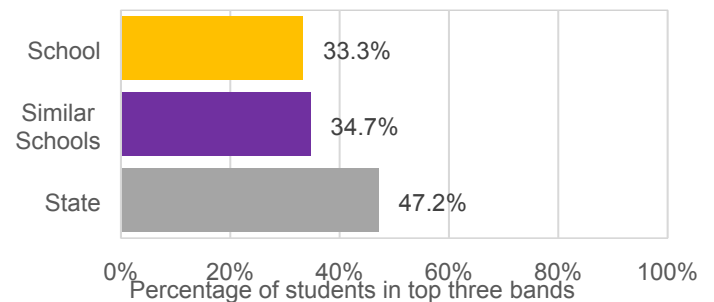
Similar Schools average:

34.7%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

11.9%

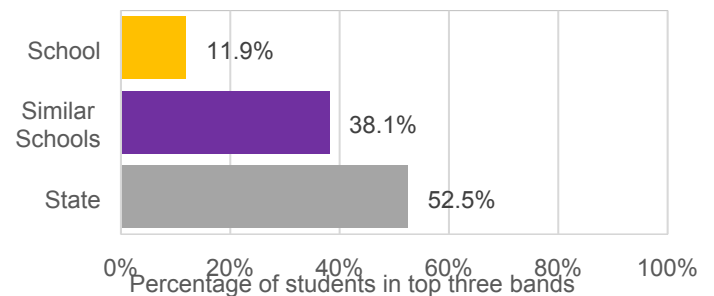
Similar Schools average:

38.1%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

33.3%

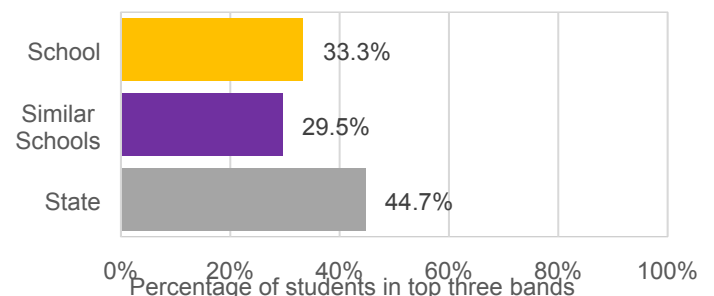
Similar Schools average:

29.5%

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

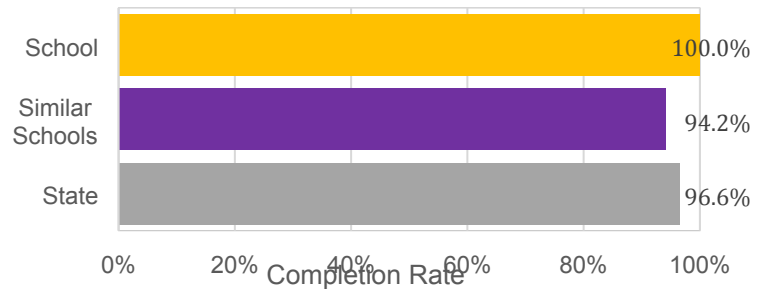
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	100.0%	97.5%
Similar Schools completion rate:	94.2%	95.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

22.0

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

32%

Percentage VET units of competence satisfactorily completed in 2023:

67%

WELLBEING

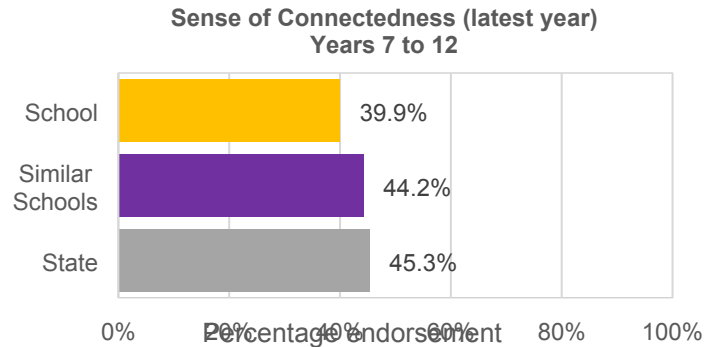
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	39.9%	46.1%
Similar Schools average:	44.2%	47.0%
State average:	45.3%	49.9%

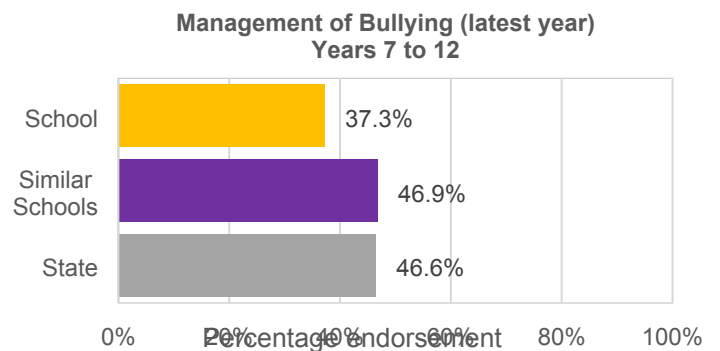


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	37.3%	47.9%
Similar Schools average:	46.9%	49.3%
State average:	46.6%	51.0%



ENGAGEMENT

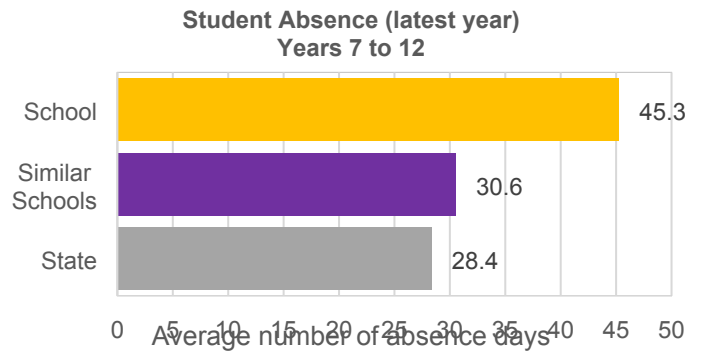
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	45.3	40.5
Similar Schools average:	30.6	26.5
State average:	28.4	23.8



Attendance Rate (latest year)

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

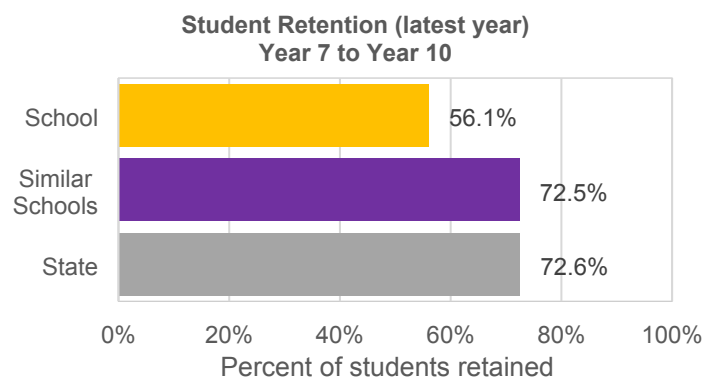
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	79%	72%	73%	74%	85%	87%

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 (2023)	4-year average
School percent of students retained:	56.1%	54.8%
Similar Schools average:	72.5%	70.9%
State average:	72.6%	73.8%



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.

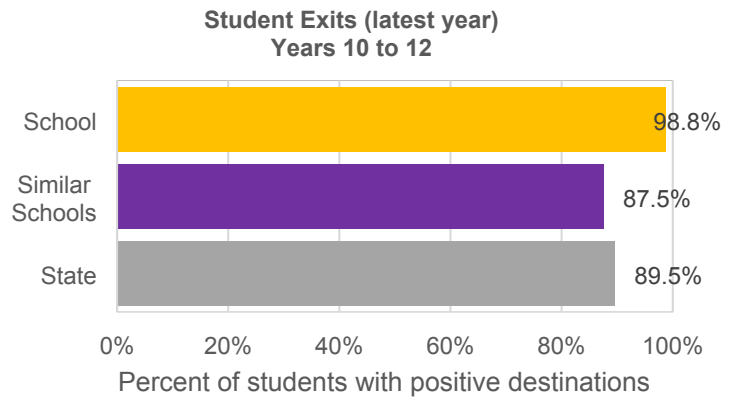
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	98.8%	92.0%
Similar Schools average:	87.5%	86.7%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$4,720,597
Government Provided DET Grants	\$702,562
Government Grants Commonwealth	\$38,042
Government Grants State	\$9,800
Revenue Other	\$41,186
Locally Raised Funds	\$53,456
Capital Grants	\$5,000
Total Operating Revenue	\$5,570,644

Equity ¹	Actual
Equity (Social Disadvantage)	\$393,482
Equity (Catch Up)	\$45,581
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$439,063

Expenditure	Actual
Student Resource Package ²	\$5,268,900
Adjustments	\$0
Books & Publications	(\$47)
Camps/Excursions/Activities	\$27,568
Communication Costs	\$7,558
Consumables	\$71,855
Miscellaneous Expense ³	\$36,267
Professional Development	\$18,971
Equipment/Maintenance/Hire	\$83,235
Property Services	\$124,902
Salaries & Allowances ⁴	\$101,052
Support Services	\$248,584
Trading & Fundraising	\$3,942
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,370
Total Operating Expenditure	\$6,041,158
Net Operating Surplus/-Deficit	(\$475,514)
Asset Acquisitions	\$0

- (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 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$557,785
Official Account	\$8,707
Other Accounts	\$0
Total Funds Available	\$566,493

Financial Commitments	Actual
Operating Reserve	\$109,192
Other Recurrent Expenditure	\$3,366
Provision Accounts	\$0
Funds Received in Advance	\$59,380
School Based Programs	\$65,040
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
Total Financial Commitments	\$236,978

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.