

2023 Annual Report to the School Community

School Name: Elevation Secondary College (7082)



- 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 28 March 2024 at 07:59 AM by Colin Burke (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 26 April 2024 at 04:06 PM by Joanne Hardie (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

Elevation Secondary College is an inclusive and outward facing school that values improving student learning, social emotional outcomes and educational attainment for all students. We aim for our students to be prepared with the academic and life skills to gain high levels of educational attainment and better outcomes in life. We aspire to be known as a school of academic excellence, orderly learning environments, inclusiveness and the outstanding opportunities it provides its students. Elevation Secondary College teaches a broad and rigorous academic program that allows students to build skills and knowledge in all areas of the curriculum. Elevation Secondary College has four values and three Behavioural Expectations. Our Behavioural Expectations give our community guidance on how to put our values into action. Our values are Achievement, Responsibility, Acceptance and Community. Our Behavioural Expectations are Aim High, Work Hard and Be Good. The school has grown rapidly in its first four years, with enrolments and enrolment applications far outstripping capacity.

In 2023, Elevation Secondary College had 713 students in Years 7, 8, 9 and 10. Approximately 64% of students in 2023 had English as an Additional Language background and 2 % of students were ATSI.

In 2023 the school established its Year 10 curriculum programs as well as introducing 2 accelerated VCE subjects in preparation for the full VCE implementation in 2024. Reflective of the schools continuously changing context is the overall level of disadvantage (SFOE) which changed bands again – increasing to a high level of disadvantage. In 2023 Elevation Secondary College displayed high levels of parent satisfaction and staff satisfaction as reported in the Parent Opinion Survey and Staff Opinion survey. The parent endorsement remained higher than state averages for secondary schools in Victoria, while the Staff Opinion survey dropped to slightly below.

In 2023 the school was able to take advantage of completed Stage 2 facilities, meaning that students and staff were able to enjoy a fully completed school with new facilities including a Gym, specialist music and Food Technology classrooms, an oval and other general learning spaces

Progress towards strategic goals, student outcomes and student engagement

Learning

A highlight of 2023 was the introduction of the College's Senior School program for our founding cohort of students. We began teaching our first VCE studies, with a significant percentage of students opting to accelerate their studies and undertake a VCE subject in Year 10. 2024 will see the introduction of the College's VCE and VCE Vocational Major programs. Our 7-10 curriculum was developed with a deliberate and explicit focus on preparing students for senior-secondary, and post-secondary pathways. It was with great pride that we saw our community navigate careers counselling, the inaugural Senior Pathways Expo night and subject selection for the first time with a such a sense of agency, resolve and excitement.

Literacy and Numeracy outcomes remain a critical concern at the College. A significant challenge for our school is that more students are testing in the lower bands of literacy and numeracy when they arrive in Year 7 at Elevation Secondary College than students commencing at similar schools and the rest of Victoria. In 2023, the NAPLAN scale was reset, so a measure of our learners' growth from Years 7 to 9 cannot be made. However, historical NAPLAN results from the College track alongside the similar schools' and Victorian data, with an overall decline in the percentage of students achieving in the top three bands in Year 9 compared to Year 7. With so many of our students starting behind, halting and reversing this statewide trend is of particular importance to our community. In 2023, our Literacy and Numeracy support programs were developed and differentiated further. In addition to the intensive MacqLit and Numeracy interventions undertaken as part of the MYLNS and the Tutoring initiatives, support was increased to a greater number of students by embedding 'pre-loading', priming and practice workshops into their timetables to ensure better access and achievement in their mainstream English, Maths and EAL classes. The College has also employed more Literacy and Numeracy tutors for 2024 than we were provisioned for by the Department of Education.

Despite these challenges, many of our students excelled academically in 2023. We were particularly proud of our school's excellent Australian Maths Competition results, exemplar student performance in the La Trobe Creative Writing Workshop and supporting a Year 8 student to win the Victorian and National Maths Talent Quest.

Wellbeing

In 2023 we increased both our wellbeing and inclusion team to meet the wellbeing needs of our students. Another social worker was

added to the wellbeing team, and a Leading Teacher of Inclusion was hired to lead the team and continue to move the College across to the new Disability Inclusion funding model. The College continued work on moving eligible students across from PSD to DI and learning with many successful funding outcomes, including students who were not previously eligible under the previous PSD model. As the only secondary college in the HUMA region moving to this model well ahead of other College, this is a massive achievement and Elevation Secondary College continues to be a school that others look forward to as they begin their journey for 2025.

Another highlight was the conclusion of the four-day Berry Street Education Model training (two days in 2023, two days in 2024) around trauma informed education for the entire staff, inclusive of education support staff as well as teachers. It was also done alongside two of our close feeder primary schools in order to have greater consistency from Prep-Year 12 in our community. Our College continues to embed BSEM strategies to create a calm environment and resilient, self-regulating young people. Other noteworthy items are the funding gained to host a whole week of RUOK? Day activities, gaining significant funding to work with Sexual Health Victoria in regards to Respectful Relationships across 2024-2025.

Engagement

2023 was another successful year for promoting student engagement at Elevation Secondary College.

The College implemented a range of measures to continue its proactive approach to improving student attendance. Strategies of note include the continuation of an increased number of attendance awards in assemblies and resilience building through the school's bespoke Personal Development Program.

The school also identified the importance of engaging school activities and were led strongly by staff and SRC to implement RUOK activities, Harmony Day activities, the inaugural futsal and Spelling Bee competitions, along with engaging incursions, sports competitions, camps and excursions.

Mentor Group teachers continued to play an important role as the primary contact for students and families, who are then supported by Year Level Coordinators and the wellbeing team. Mini School Administration staff also take a lead role in making contact daily with families of absent students.

The number of days students were absent on average decreased by 2.6 days in comparison to 2022 data, resulting in Elevation Secondary College achieving an improved attendance rate of 84.4%. The lowest attendance rate was that of Year 8 students (82.7%), whereas the highest attendance rate was that of Year 7 students (86.5%).

Students were further supported through a range of programmes and initiatives including bespoke transition sessions, assemblies, School Wide Positive Behaviour Support (SWPBS) initiatives, Personal Development class, trauma informed staff practice, Student Representative Council (SRC), Athletics Carnival, university partnerships, Australian Business and Community Network (ABCN) and a range of incursions and excursions.

Students were actively encouraged to participate and lead relevant events throughout the school year, leading to an increased sense of responsibility and student purpose. Feedback from the community indicated that there is an increase appetite for even more engagement opportunities, prompting the College to invest in a review and subsequent development of the House points system, which was devised in principle and will be implemented in the 2024 academic year.

Financial performance

2023 saw the opening of the Stage Two buildings. With the opening of these new buildings, the school has now fully exhausted its establishment grant. The school made significant setup purchases including tables, chairs and staff desks. The school has also installed fully waterproof outdoor lockers, with some new locker shelters having been installed as well. The broad range of purchases within the establishment grant accounts for nearly \$300,000 having been spent. Utilities, ongoing repairs and improvements and well as a range of minor building work projects accounted for over \$500,000. The school also expended large amounts on replacement teachers (CRT's) to approximately \$401,000 - reflecting both the increasing cost of staffing as the school grows each year and the teacher shortage.

Looking ahead to 2024 and beyond, large sums of funds are held against parent accounts for CSEF \$206,000, and mandated funds that are to be held in reserve, will result in further careful budgeting as the school expands more.

For more detailed information regarding our school please visit our website at
<https://www.elevationsc.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 713 students were enrolled at this school in 2023, 338 female and 375 male.

64 percent of students had English as an additional language and 2 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).

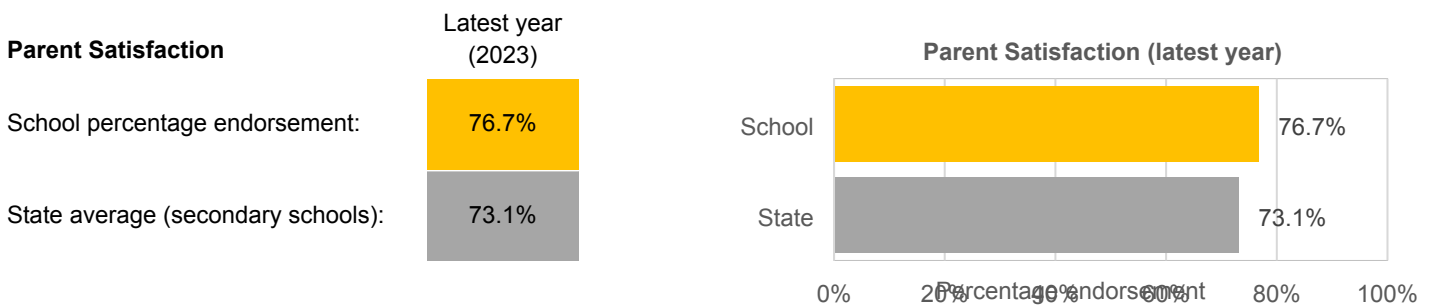
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

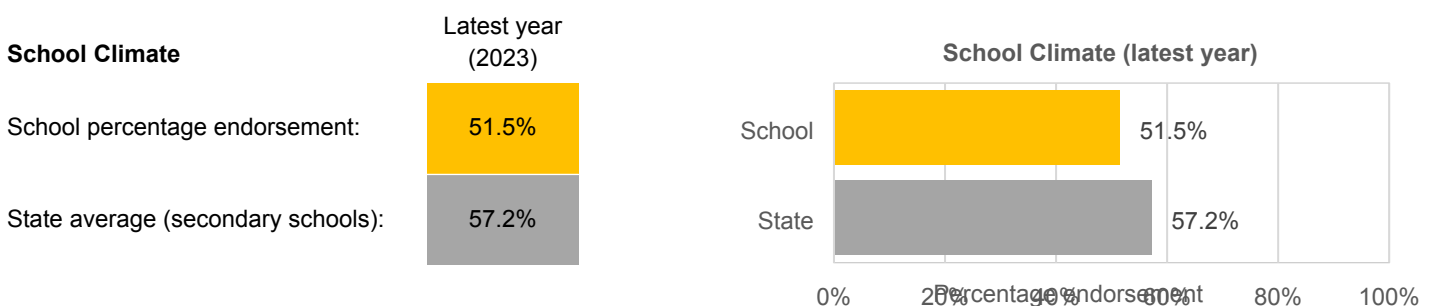


School Staff Survey

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

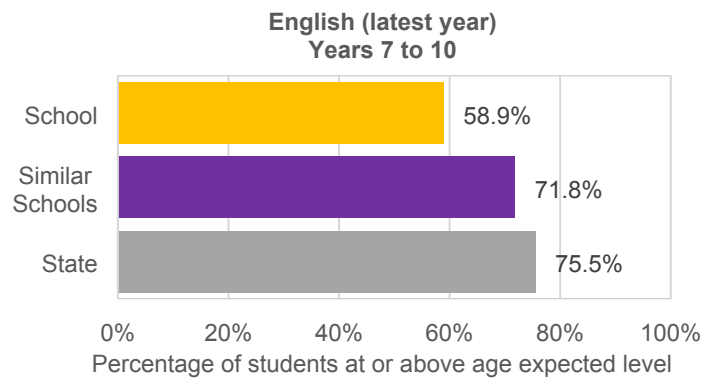
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

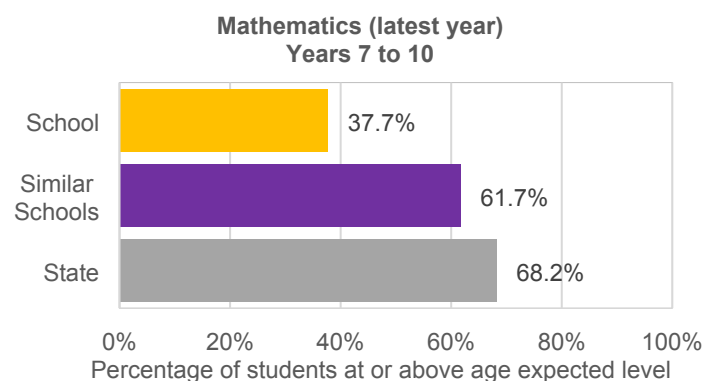
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	58.9%
Similar Schools average:	71.8%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	37.7%
Similar Schools average:	61.7%
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:

47.9%

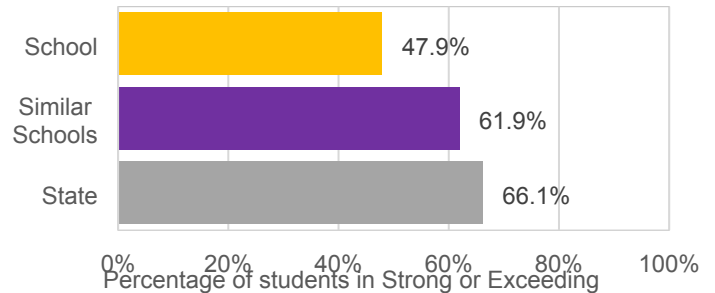
Similar Schools average:

61.9%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

37.8%

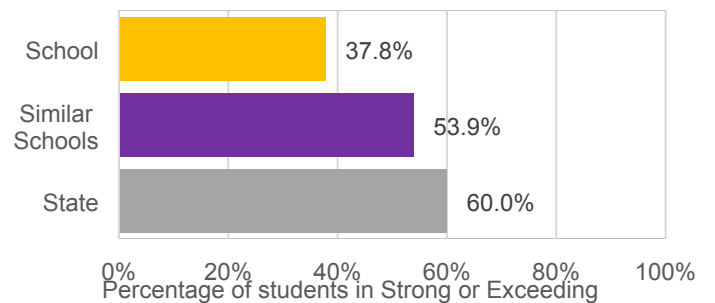
Similar Schools average:

53.9%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.6%

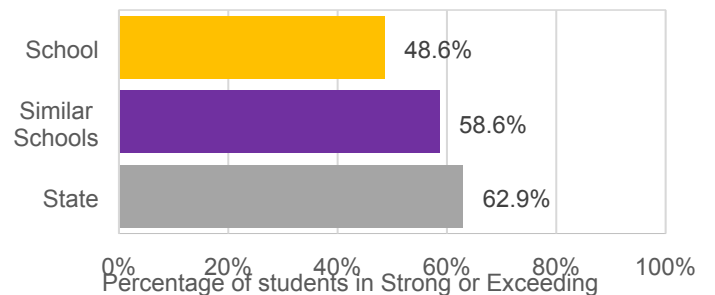
Similar Schools average:

58.6%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.1%

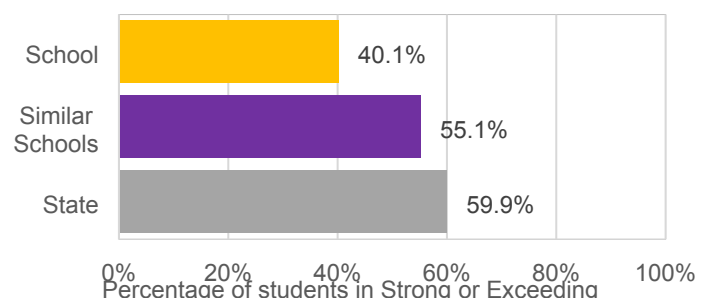
Similar Schools average:

55.1%

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:

31.7%

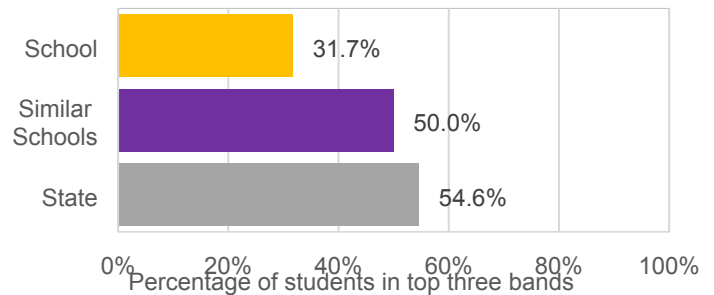
Similar Schools average:

50.0%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

28.8%

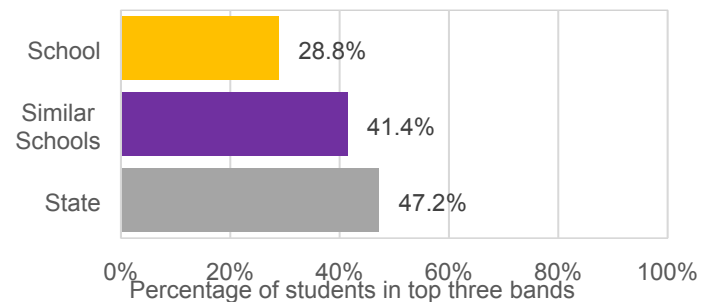
Similar Schools average:

41.4%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

28.2%

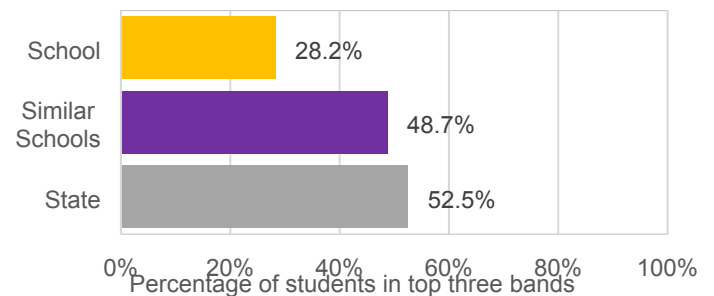
Similar Schools average:

48.7%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

19.4%

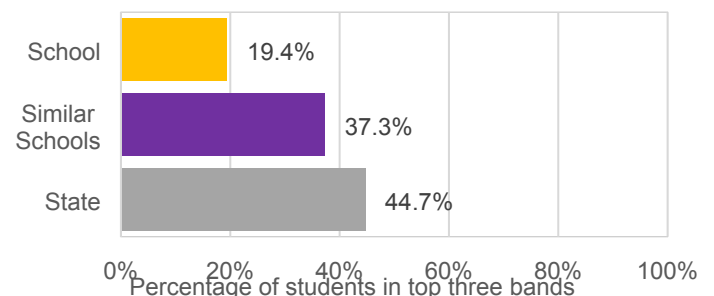
Similar Schools average:

37.3%

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

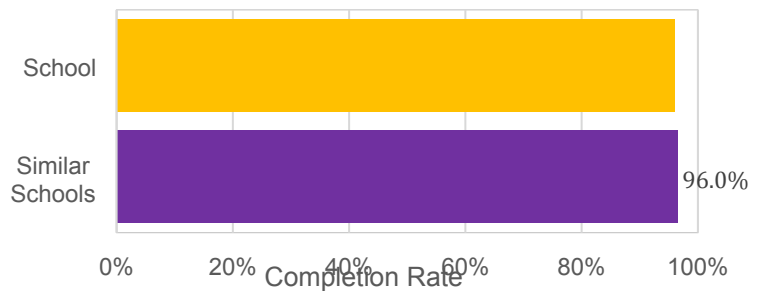
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	NDA	NDA
Similar Schools completion rate:	96.0%	96.8%
State completion rate:	96.6%	97.1%

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 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

Percentage VET units of competence satisfactorily completed in 2023:

NDA

WELLBEING

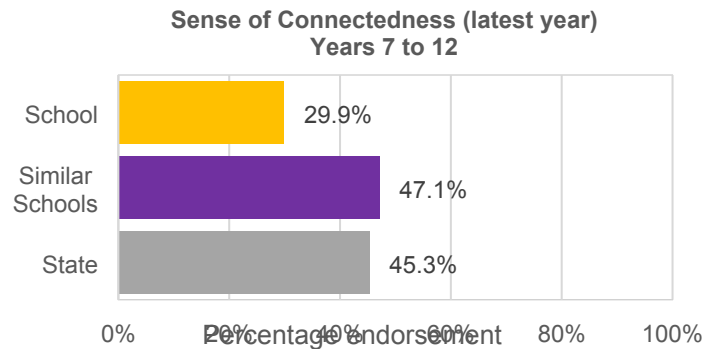
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	29.9%	44.5%
Similar Schools average:	47.1%	51.0%
State average:	45.3%	49.9%

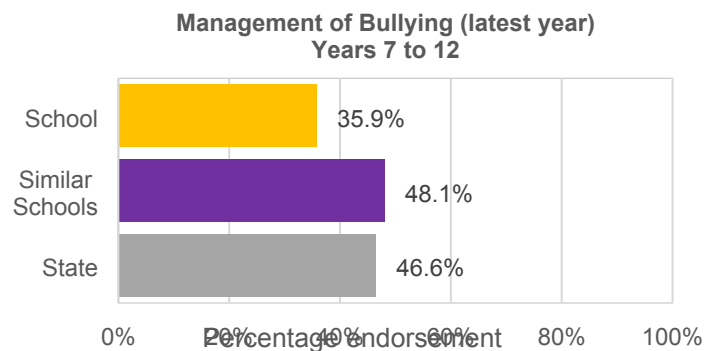


Student Attitudes to School – Management of Bullying

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:	35.9%	48.1%
Similar Schools average:	48.1%	51.7%
State average:	46.6%	51.0%



ENGAGEMENT

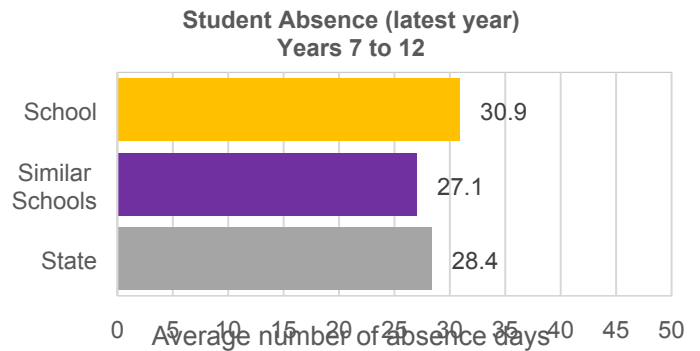
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.9	27.8
Similar Schools average:	27.1	23.8
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.

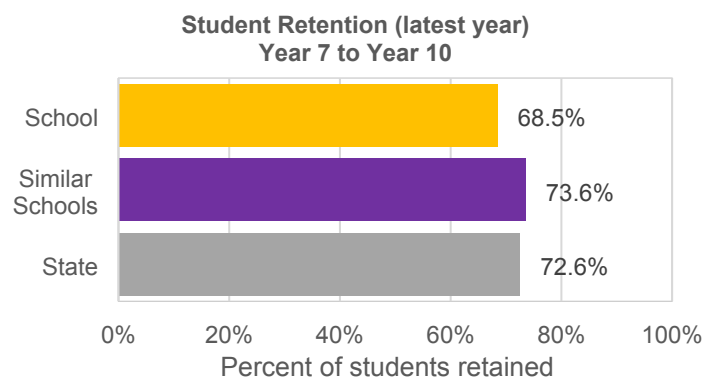
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	83%	83%	85%	NDA	NDA

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 (2023)	4-year average
School percent of students retained:	68.5%	68.5%
Similar Schools average:	73.6%	74.3%
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.

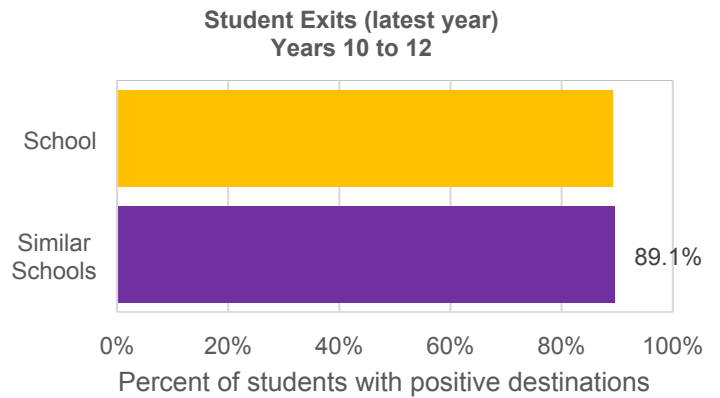
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	89.1%	88.4%
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	\$9,254,443
Government Provided DET Grants	\$1,703,987
Government Grants Commonwealth	\$2,500
Government Grants State	\$0
Revenue Other	\$107,043
Locally Raised Funds	\$141,112
Capital Grants	\$0
Total Operating Revenue	\$11,209,084

Equity ¹	Actual
Equity (Social Disadvantage)	\$424,262
Equity (Catch Up)	\$96,321
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$196,617
Equity Total	\$717,200

Expenditure	Actual
Student Resource Package ²	\$8,836,275
Adjustments	\$0
Books & Publications	\$21,803
Camps/Excursions/Activities	\$80,747
Communication Costs	\$12,180
Consumables	\$202,346
Miscellaneous Expense ³	\$71,145
Professional Development	\$19,480
Equipment/Maintenance/Hire	\$298,670
Property Services	\$354,020
Salaries & Allowances ⁴	\$53,507
Support Services	\$867,759
Trading & Fundraising	\$18,086
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$15,172
Utilities	\$160,064
Total Operating Expenditure	\$11,011,253
Net Operating Surplus/-Deficit	\$197,830
Asset Acquisitions	\$576,411

- (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 19 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	\$686,261
Official Account	\$79,881
Other Accounts	\$0
Total Funds Available	\$766,142

Financial Commitments	Actual
Operating Reserve	\$310,234
Other Recurrent Expenditure	\$136,345
Provision Accounts	\$0
Funds Received in Advance	\$206,550
School Based Programs	\$325,000
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	\$978,130

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.