

# 2024 Annual Report to the School Community

School Name: Donald High School (7775)



- 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 07 March 2025 at 01:41 PM by Paul Aikman (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 07 March 2025 at 01:46 PM by Paul Aikman (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').

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## 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

Donald High School is located within the Buloke Shire in North Central Victoria approximately 300 kilometres North-West of Melbourne. Donald High School is a co-educational secondary school that strives to provide many holistic educational opportunities for approximately 100 students in Years 7 - 12. The school offers a broad range of subjects and extra-curricular activities throughout all Year levels for all students. The school operates under the values of Respect, Responsibility, Resilience and Learning which staff, students and parents have agreed on as part of our school review in 2019. Students that attend the school live within the township of Donald or are transported in by bus from many farms within a 30 kilometre vicinity of the town. In 2024, the school had 30 staff working within it - 2 Principal Class, 2 Leading Teachers, 13 Classroom Teachers (10.7 FTE in total), 9 Educational Support Staff (7 part-time), 1 part-time Mental Health Practitioner (0.2), 1 part-time Tutor (0.2) and 2 part-time Information Technology Technicians / Specialists, making up a 1.0 I.T. support role. The School SFO is 0.43 and we use our equity funding for the employment of some of our education support staff who support students and various learning programs, to implement a specialist Literacy Program in Years 7 & 8 and for alternative programs and other supports for students. In 2024, the school continued with its more traditional style of schooling, where students were attending face-to-face classes every day. Despite this, the student cohort are still suffering the impacts of the Covid-19 pandemic, due to some of the learning gaps and break in routine they have had, which has had an impact on teaching, student learning and student engagement levels with their schooling. The results of the school staff survey from 2024 indicate that despite some of the difficulties students still face, the level of endorsement by staff on school climate was quite positive (62.9%) which is just above the state average (58.5%).

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

#### Learning

Donald High School had a goal of striving for improvements in Literacy and Numeracy with a focus on Reading in 2024. Teacher judgement of student achievement against the Victorian Curriculum in Years 7 - 10 English has 87.9% of our students at or above expected standards (the state average was 75.1%). For Maths in Years 7 - 10, 78.3% of our students were at or above expected standards (the state average was 68.9%) which are also results that are well above similar schools across the state, and a VCE mean study score of 29.4, which is a good result. Year 7 and 9 Naplan results from 2024 were also very pleasing with a high percentage of students performing in strong or exceeding proficiency levels in Year 7 and 9 for Reading and Numeracy. Year 7 Reading had 64.7% of students performing in the strong or exceeding proficiency levels which is just below the State average of 65.3%. We also had 60% of our Year 7 students in the top 3 bands for Reading with the State average being 54.6%. Year 7 Numeracy had 70.6% of

students performing in the strong or exceeding proficiency levels which is well above the State average of 61.8%. We also had 65% of our Year 7 students in the top 3 bands for Numeracy with the State average being 52.5%. Year 9 Numeracy had 68.4% of students performing in the strong or exceeding proficiency levels which is well above the State average of 58.9%. We also had 58.3% of our Year 9 students in the top 3 bands for Numeracy with the State average being 44.7%. An area for improvement is in Year 9 Reading which had only 55.6% of students performing in the strong or exceeding proficiency levels which is below the State average of 60.4%. However, we had 66.7% of our Year 9 students in the top 3 bands for Reading with the State average being 47.2%. Most of these results are positive endorsements for our literacy program in Years 7 & 8 and reading program for Years 7 - 10, as well as the MYLNS and TLI tutoring initiatives some of our students have experienced over the last 5 years. We have also identified some improvements to be made to our reading and literacy programs to assist in improving the reading data at Year 9. The school had 100% of VCE students satisfactorily complete their VCE studies in 2024, with 62% of VET units of competence satisfactorily completed in 2024, and 5 students being awarded the VCE Vocational Major.

## Wellbeing

Donald High School had a goal of improving the wellbeing of all students in 2024. There is some school wide concrete evidence to suggest that student wellbeing is doing reasonably well. All students completed the Attitudes to School Survey in 2024 with some varied results. The endorsement of the Management of Bullying area is very positive at 59.8%, which again is much higher than the similar schools and state average for this year. Some anecdotal evidence in the form of comments from the students, parents and staff indicates that most of the school community were satisfied with the level of wellbeing support and communication being offered to everyone throughout 2024. Our school delivered a wide variety of health and wellbeing supports to students and their families throughout the year including the Backflips Against Bullying incursion, the Flourish Girl and Man Cave programs and other general support actions in the form of counselling and coping techniques for anxiety. This included regular contact with their Year level Coordinator and teachers and access to further student services and wellbeing support as needed through our Student Wellbeing Coordinator and Mental Health Practitioner. There was also regular contact from leadership team members who touched base on a regular basis with students identified as needing mental health and wellbeing support. The results in the endorsement of Sense of Connectedness area on the Attitudes to School Survey were a little disappointing with only 45.7% endorsement compared with 46.9% as the State average and 48.4% as the Similar Schools average. The school will continue to work hard in 2025 by providing many opportunities and programs for students to get involved in to improve their sense of connectedness to school. We will also be providing our students with a greater opportunity for student voice about the school and its programs through the S.R.C., and our student leaders meeting with school leaders more regularly.

## Engagement

Donald High School had a goal of improving the engagement of all students in their learning in 2024. There is some school wide evidence to suggest that student engagement improved in some

areas and dropped off in other areas in 2024, with the average number of student absence days being 27.6 which is less than the state average of 31.2 but higher than our schools 4-year average of 24.7. This data is consistent with anecdotal evidence of student engagement throughout the 2024 school year, where some students have embraced school whilst many others were either challenged to attend or disengaged from school. Some of these outliers may have had a negative effect on our days absent from school. Ironically, our attendance rates in all year levels were very promising with all data above 83% and our senior years (Years 11 & 12) being 89% (Year 11) and 92% (Year 12). Student retention (percentage of students remaining at school from Year 7 through to Year 10) has remained high at 81.8% (well above the state average) and well above the similar schools average of 69.9%. The percentage of students exiting to further studies or full-time employment in Years 10 – 12 (in the latest year data has been received – 2023) is currently higher (100%) than the similar schools (85.7%) and the state average (88.6%) which is very pleasing. To support student engagement our school has continued its promotion and expectation of regular attendance, a strong work ethic in classes, complemented by supporting students with pastoral care classes and a focus on learning, and physical and mental health and wellbeing in 2025.

## Other highlights from the school year

Highlights that have brought positive benefit to the school, our students and the wider school community that we are most proud of to share include: Continuing to provide a variety of curriculum and extra curricular programs on offer for all students; Year 7 - 11 Camps Program and Year 10 & 11 Work Experience weeks; Maintained a focus on Wellbeing programs through pastoral care, incursions and workshops; School Sports Days for Swimming, Cross Country and Athletics; Professional development opportunities for all staff; Student attitudes and most interactions between staff and students; Continued development of student leaders; Willingness of students to be engaged in academic discussion; Opportunity for students to be mindful after lunch and assist their reading literacy through the 10-minute reading program (Years 7 - 10) complemented in Semester 2 with reflective writing on their reading in a writing journal which was a new initiative in 2024; Improved catering for Breakfast Club; The Year 7 & 8 Literacy Program; The MYLNS and TLI Tutoring Initiatives and the continued development of middle level leaders on staff at our school.

## Financial performance

All funds received from the Department, 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. The school continued its cleaning contract agreement with Roberts & Roberts Cleaning Contractors in 2024. The school has used its equity funding to pay for student support staffing and specialist programs for students. Any local fundraising efforts have been put back into the school for the Energy Breakthrough Challenge Camp and equipment or donated to charity.

**For more detailed information regarding our school please visit our website at  
<https://www.donaldhs.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 100 students were enrolled at this school in 2024, 43 female and 57 male.

4 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

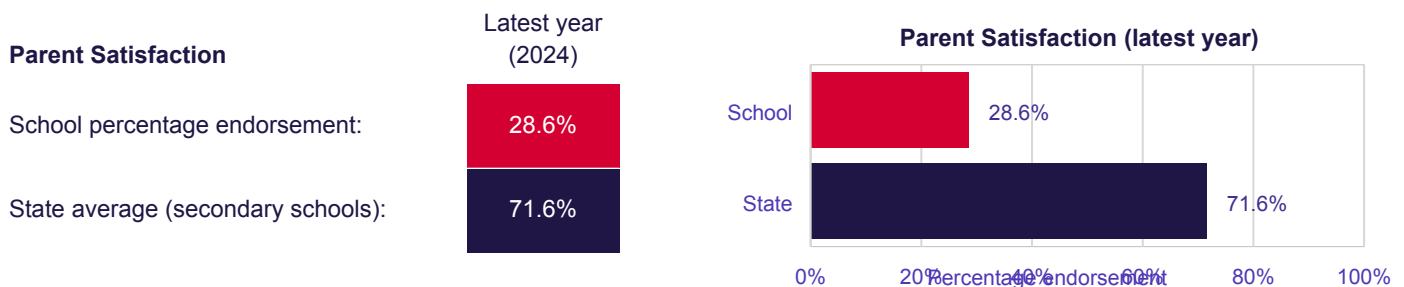
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

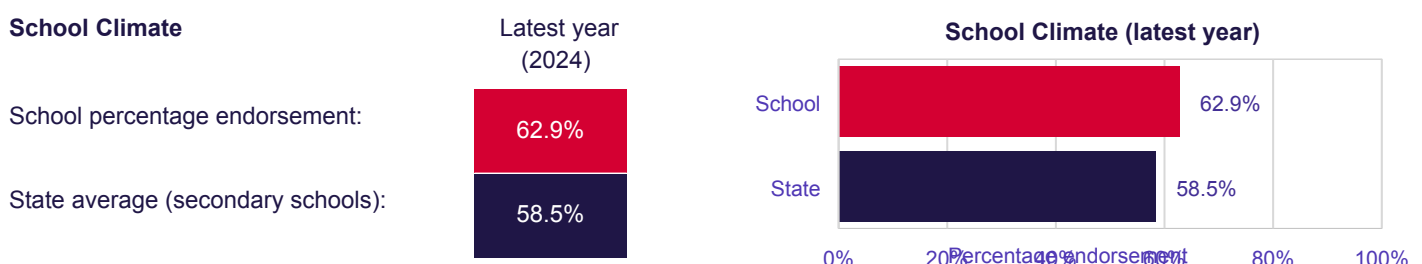


### School Staff Survey

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  
(2024)

School percentage of students at or above age expected standards:

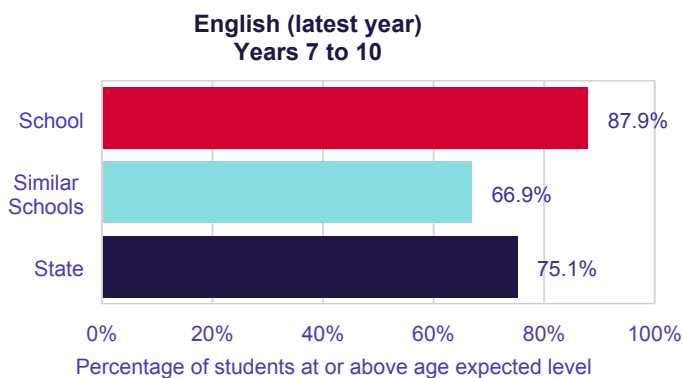
87.9%

Similar Schools average:

66.9%

State average:

75.1%



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

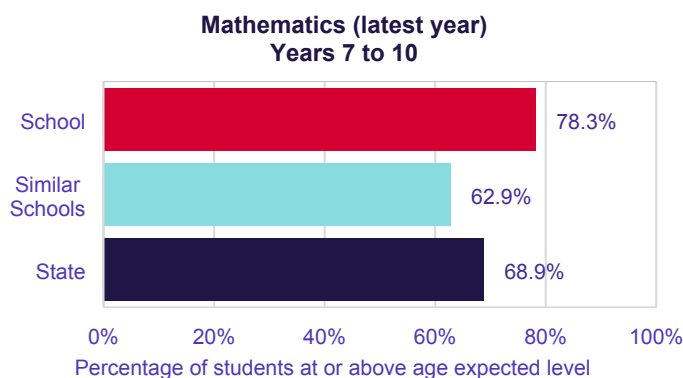
78.3%

Similar Schools average:

62.9%

State average:

68.9%



## 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.

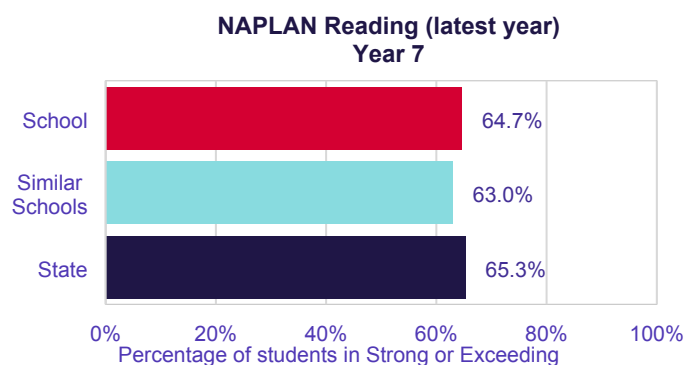
### NAPLAN

Percentage of students in the 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.

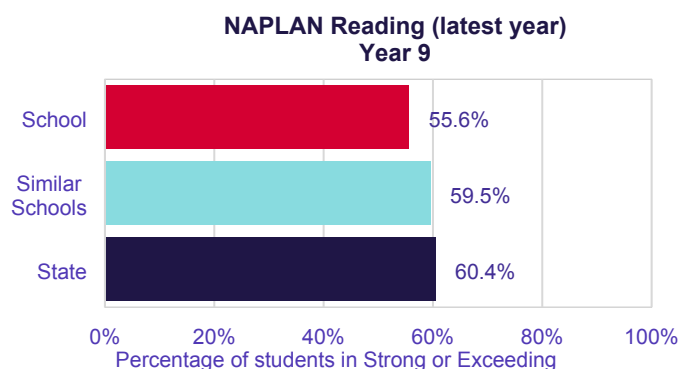
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.7%	70.3%
Similar Schools average:	63.0%	62.4%
State average:	65.3%	65.7%



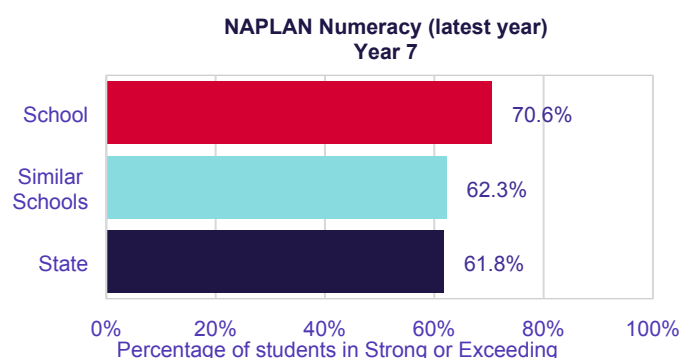
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.6%	51.6%
Similar Schools average:	59.5%	58.8%
State average:	60.4%	60.2%



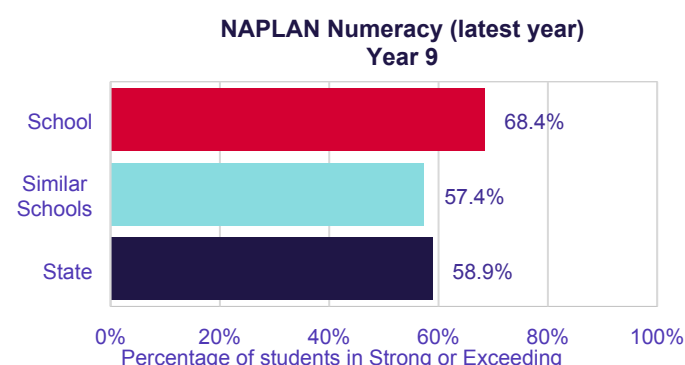
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.6%	70.3%
Similar Schools average:	62.3%	59.4%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.4%	71.9%
Similar Schools average:	57.4%	59.3%
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:

60.0%

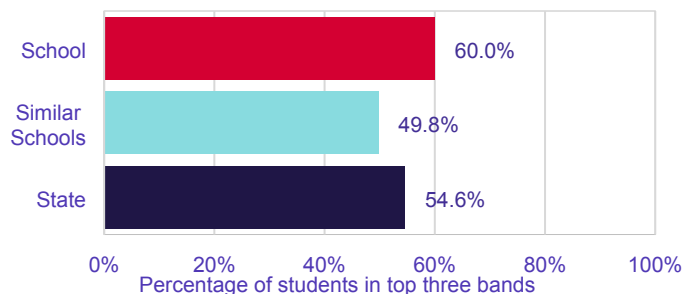
Similar Schools average:

49.8%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

66.7%

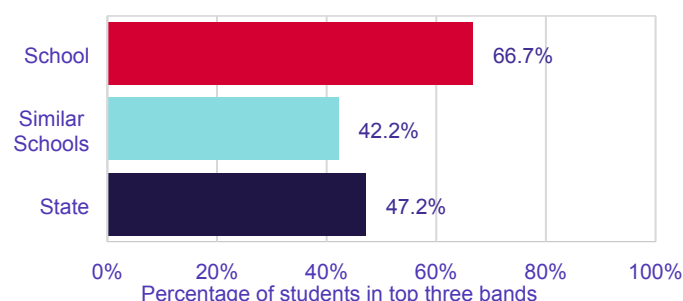
Similar Schools average:

42.2%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

65.0%

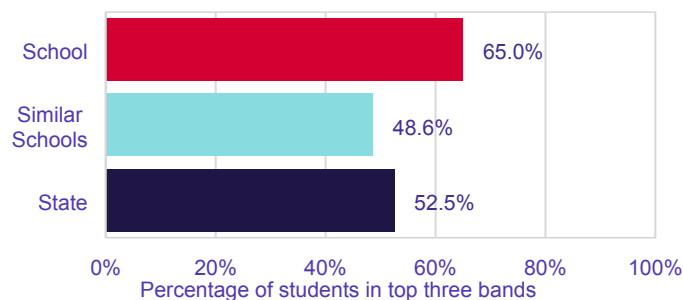
Similar Schools average:

48.6%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

58.3%

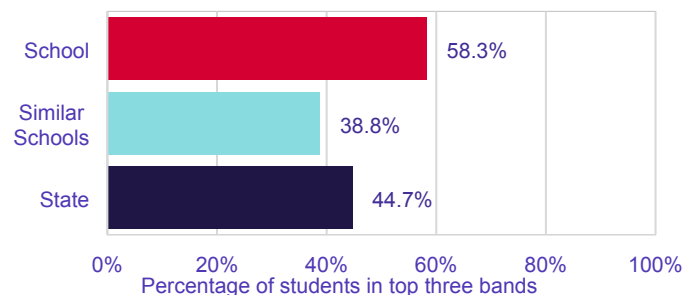
Similar Schools average:

38.8%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9



## LEARNING (continued)

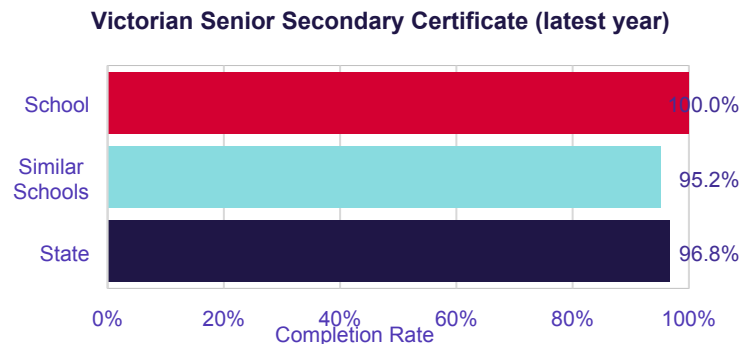
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	100.0%	100.0%
Similar Schools completion rate:	95.2%	96.2%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

29.4

Number of students awarded the VCE Vocational Major

5

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:

40%

Percentage VET units of competence satisfactorily completed in 2024:

62%

## 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.

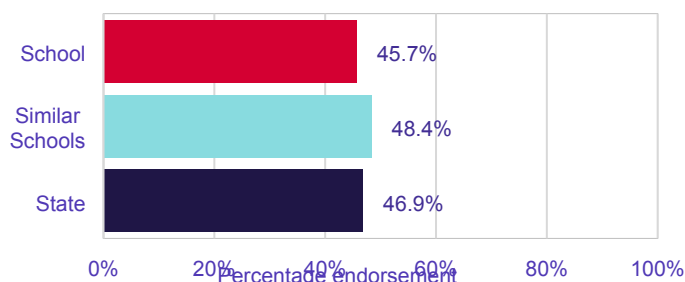
### Student Attitudes to School – Sense of Connectedness

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:	45.7%	47.8%
Similar Schools average:	48.4%	49.5%
State average:	46.9%	48.0%

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



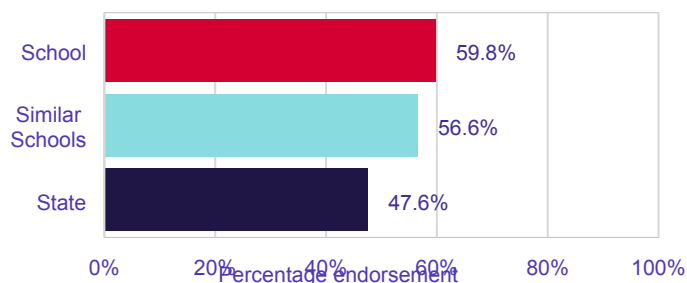
### Student Attitudes to School – Management of Bullying

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:	59.8%	63.7%
Similar Schools average:	56.6%	57.6%
State average:	47.6%	49.1%

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



## ENGAGEMENT

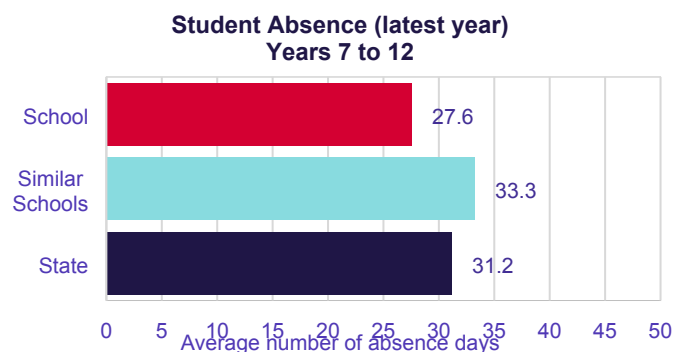
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.6	24.7
Similar Schools average:	33.3	30.0
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.

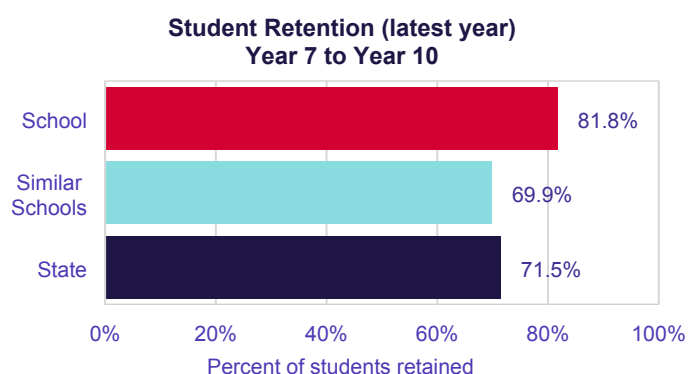
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	85%	83%	83%	87%	89%	92%

### 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:	81.8%	80.4%
Similar Schools average:	69.9%	72.6%
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

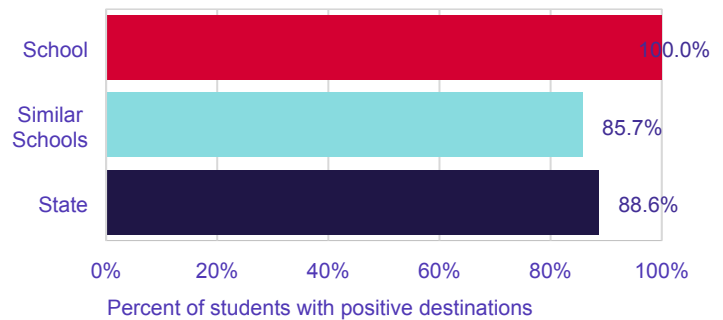
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	100.0%	87.8%
Similar Schools average:	85.7%	86.3%
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	\$2,564,023
Government Provided DET Grants	\$434,832
Government Grants Commonwealth	\$3,033
Government Grants State	\$7,421
Revenue Other	\$70,322
Locally Raised Funds	\$72,022
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,151,654</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$50,894
Equity (Catch Up)	\$734
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$51,628</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,570,544
Adjustments	\$0
Books & Publications	\$4,954
Camps/Excursions/Activities	\$47,402
Communication Costs	\$2,661
Consumables	\$65,795
Miscellaneous Expense <sup>3</sup>	\$5,986
Professional Development	\$8,237
Equipment/Maintenance/Hire	\$54,121
Property Services	\$106,123
Salaries & Allowances <sup>4</sup>	\$20,528
Support Services	\$112,336
Trading & Fundraising	\$8,235
Motor Vehicle Expenses	\$3,842
Travel & Subsistence	\$3,084
Utilities	\$31,451
<b>Total Operating Expenditure</b>	<b>\$3,045,299</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$106,354</b>
<b>Asset Acquisitions</b>	<b>\$69,089</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,348,750
Official Account	\$16,535
Other Accounts	\$11,460
<b>Total Funds Available</b>	<b>\$1,376,745</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$79,409
Other Recurrent Expenditure	\$3,347
Provision Accounts	\$0
Funds Received in Advance	\$24,200
School Based Programs	\$25,798
Beneficiary/Memorial Accounts	\$11,423
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$24,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$260,000
Asset/Equipment Replacement > 12 months	\$55,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$483,176</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.*