

2024 Annual Report to the School Community

School Name: Epping Secondary College (7813)



- 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 21 March 2025 at 03:10 PM by Neil Baillie (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 17 April 2025 at 11:29 AM by Neil Baillie (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

VISION

Epping Secondary College strives to enable and equip all young people to reach their full potential—to be curious and acquire new knowledge and skills; to form strong, valuable, and healthy relationships; to participate in creative expression; and to build strong mental and physical wellbeing.

VALUES

The College values that underpin our behaviours and practices are:

- **Respect** – We treat all individuals with respect. Our relationships are built on trust and mutual understanding. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.
- **Resilience** – We strive to adapt successfully to challenges through emotional, social, academic, and behavioural perseverance.
- **Care** – We value community, build empathy, and act with integrity and compassion.

WORKFORCE

The 2024 staffing profile includes approximately 125 staff, consisting of 3 Principal class members, 12 Leading Teachers, 6 Learning Specialists, and approximately 35 Education Support staff. The school workforce currently contains no identified Indigenous employees.

LOCATION

Epping Secondary College is a co-educational 7-12 college established in 1976. Located in Epping, a northern suburb of Melbourne 20 km from the CBD, the school is part of the City of Whittlesea.

SIZE & STRUCTURE

In 2024, the student population was 1,050, reflecting a declining enrolment trend due to the opening of a new local school and changes to the Epping enrolment zone. Despite this shift, Epping Secondary College remains committed to providing a high-quality, inclusive, and engaging education for all students. The school is structured into year-level units to provide students with targeted support, a sense of belonging, and wellbeing-focused initiatives. The school continues to implement Positive Education, primarily through the "Learning for Life" Curriculum (Years 7-9) and the POD Program (Senior Years), reinforcing personal growth, wellbeing, and resilience.

OVERSEAS STUDENT PROGRAM

Epping SC provides a safe, welcoming, and enriching educational experience for international students. In 2024, the school enrolled 14 international students from India, Sri Lanka, Timor, Pakistan, Vietnam, China, and Fiji. The school has capacity for 20 international students, offering places across Years 7-12 with programs aligned to the Victorian Curriculum and Victorian Certificate of Education (VCE).

SOCIAL & ENROLMENT CHARACTERISTICS

Epping Secondary College is a diverse, multicultural community, with students representing over 35 nationalities. In 2024, the school had:

- 40 Aboriginal and Torres Strait Islander (ATSI) students
 - 43% of students with English as an Additional Language (EAL)
 - 69 EAL-funded students
 - 22 students receiving support under the Program for Students with Disabilities (PSD)
- The school's Student Family Occupation and Education (SFOE) index remained at

This school's SFOE band value is: High, representing a high level of disadvantage and highlighting the need for continued targeted support to address equity and improve student learning and wellbeing outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

Epping Secondary College has continued its commitment to improving student learning outcomes, with a focus on professional learning in literacy, numeracy, and senior secondary achievement. This was supported with the Tutor Learning Initiative and other intervention programs.

One of the key highlights was the improvement in teacher judgements of student achievement, with 55.1% of students in Years 7-10 achieving at or above age-expected standards in English, a increase from 54.0% in 2023. In Mathematics, 53.2% of students reached age-expected standards, showing a notable rise from 40.7% in 2023.

In NAPLAN results, 59.6% of Year 7 students achieved in the 'Strong or Exceeding' bands for Reading, a significant increase from 53.8% in 2023. Although Year 9 Reading declined slightly to 38.8% (from 41.8% in 2023), Year 7 Numeracy showed a positive trend, with 42.7% of students in the 'Strong or Exceeding' bands, maintaining progress in a key focus area.

Despite these improvements, numeracy remains an area requiring targeted support, particularly in Year 9, where only 32.5% of students achieved in the 'Strong or Exceeding' bands—a decline from 37.6% in 2023. This result indicates the need for continued investment in numeracy interventions, including enhanced teacher capacity in mathematical teaching practices and additional support programs for students requiring additional supports. Similarly, while Year 7 Reading outcomes improved, Year 9 Reading continues to lag behind state and similar school averages, highlighting the need for a focus on reading comprehension strategies across all year levels.

Senior secondary achievement remained a strength, with a VCE completion rate of 98.7%, surpassing both the state and similar school averages. The mean study score increased to 28.7, demonstrating steady academic improvement and the number of 40 plus study scores rose significantly to 5.2%. Additionally, 36% of Year 12 students undertook at least one Vocational Education and Training (VET) unit, expanding access to applied learning pathways.

Targeted programs, including the Tutor Learning Initiative, MYLNS, and Learning Support Programs, provided additional assistance to students requiring extra support. Moving forward, the school will prioritise strengthening numeracy instruction, refining literacy interventions in the middle years, and leveraging data-driven teaching strategies to address learning gaps and ensure all students can reach their full potential.

Wellbeing

In 2024, the school continued to prioritise student wellbeing through targeted programs, proactive support structures, and a whole-school approach to positive behaviour and engagement.

A key focus was improving Sense of Connectedness, as measured in the Attitudes to School Survey. In 2024, student endorsement increased to 41.8%, reflecting a steady improvement from 39.7% in 2023. Similarly, the Management of Bullying endorsement rose to 44.1%, demonstrating progress in creating a safer and more supportive school environment. While both measures remain below state averages, these improvements indicate the positive impact of the school's wellbeing initiatives.

One of the most significant achievements in 2024 was the attainment of the SWPBS Blue Award, recognising the school's commitment to a School-Wide Positive Behaviour Support (SWPBS) framework. This initiative provided a clear structure for reinforcing positive behaviours, embedding consistent expectations across the school, and promoting restorative practices to strengthen student relationships and conflict resolution skills.

A highlight of the year was Multicultural Day, where students came together to celebrate the diverse cultures within the school community. The event featured traditional performances, cultural showcases, and food stalls representing the many backgrounds of students and families. This celebration reinforced the school's commitment to inclusivity and respect, fostering a strong sense of pride and belonging among students.

Epping Secondary College also acknowledged Wear It Purple Day, an important event promoting LGBTQIA+ visibility and support within the school community. The day provided an opportunity for students and staff to celebrate diversity, raise awareness about inclusion, and show solidarity for LGBTQIA+ youth. Activities and discussions helped reinforce the message that everyone deserves to feel safe, valued, and supported at school.

The school also expanded its mental health and wellbeing services, increasing student access to counsellors, social workers, and external support agencies as well as using the mental health fund to organise incursions and programs to provide tier one and two supports.

Engagement

Student attendance remained a priority in 2024. The average attendance rate across Years 7–12 was 83.5%, with Year 12 achieving the highest attendance at 90%. While this is a positive trend, the overall number of student absence days increased slightly to 31.8 days on average, in line with similar schools and only slightly above state. To address attendance concerns, the school implemented targeted strategies, including early intervention for at-risk students, regular

communication with families, and personalised support plans for students with ongoing attendance issues. These efforts contributed to strong student retention, with 78.9% of Year 7 students continuing through to Year 10, remaining above the similar school and state averages.

A major highlight in 2024 was the redevelopment and relaunch of the House System, a student-driven initiative designed to foster school spirit and connection. With student-selected names, mascots, and colours, the new system revitalised engagement through inter-house competitions, whole-school events, and community-building activities. This program, alongside the school's commitment to School-Wide Positive Behaviour Support (SWPBS), led to the achievement of the SWPBS Blue Award, recognising the school's progress in embedding a positive and inclusive school culture.

Key programs also played a significant role in strengthening student engagement. The Year 9 City Experience provided students with the opportunity to develop independence and exploring the City as part of our wider community through a week-long immersion in Melbourne's CBD, exploring urban environments and engaging in problem-solving tasks. The Koori and Pasifika programs continued to support cultural identity and connection, offering mentoring, leadership opportunities, and cultural events that celebrated and empowered Aboriginal, Torres Strait Islander, and Pasifika students.

Additionally, extracurricular participation increased with student involvement in performing arts, sports, and academic extension programs. The school's Arts Showcase was a highlight of the year and interschool sports program saw growth, reflecting the importance of offering diverse opportunities to cater to student interests.

Other highlights from the school year

Epping Secondary College celebrated several key events and activities in 2024 that enriched the student experience and strengthened the school community.

One of these was the Athletics Carnival, where students came together to showcase their talents and engage in friendly competition. The event fostered school spirit, teamwork, and a culture of participation, with students proudly representing their houses in a range of track and field events.

The school also provided a variety of camp experiences, support student development and connection:

- The Year 7 Camp gave students an opportunity to bond with their peers, build confidence, and develop resilience as they transitioned into secondary school. Outdoor adventure activities and team-building exercises helped create a strong foundation for positive relationships and engagement in school life.
- The Year 9 Leadership Camp at Bogong challenged students to step outside their comfort zones, develop leadership skills, and build teamwork in an immersive outdoor education environment. This experience played a key role in fostering confidence, independence, and responsibility.
- The Year 10 Camp at Phillip Island was another highlight, offering students a mix of adventure-based activities and social experiences. This camp allowed students to undertake new activities, strengthen friendships, and enjoy memorable outdoor experiences in a stunning coastal setting.

Financial performance

Epping Secondary College maintained a strong financial position in 2024, ensuring resources were strategically allocated to support student learning, engagement, and wellbeing. The school’s revenue came from core government funding, equity funding, Commonwealth and state grants, and locally raised funds through parent contributions, fundraising, and facility hire.

A major investment that was planned for 2024 which was the \$1.5 million redevelopment of the food technology area, undertaken in partnership with the Victorian School Building Authority (VSBA). This project has now extended into 2025. Additional funds were directed towards building and grounds maintenance, ICT upgrades, digital learning resources, and wellbeing programs, including the Tutor Learning Initiative, MYLNS, and School-Wide Positive Behaviour Support (SWPBS) programs.

A significant investment was made into facilities including the upgrade of fencing and gates around the College and the redevelopment of two basketball courts and surface for student use both in PE lessons and for recreation.

We maintain financial stability and engage in responsible planning to enhance our educational programs and physical infrastructure while adhering to sound financial management.

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 1,072 students were enrolled at this school in 2024, 508 female and 562 male.
43 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

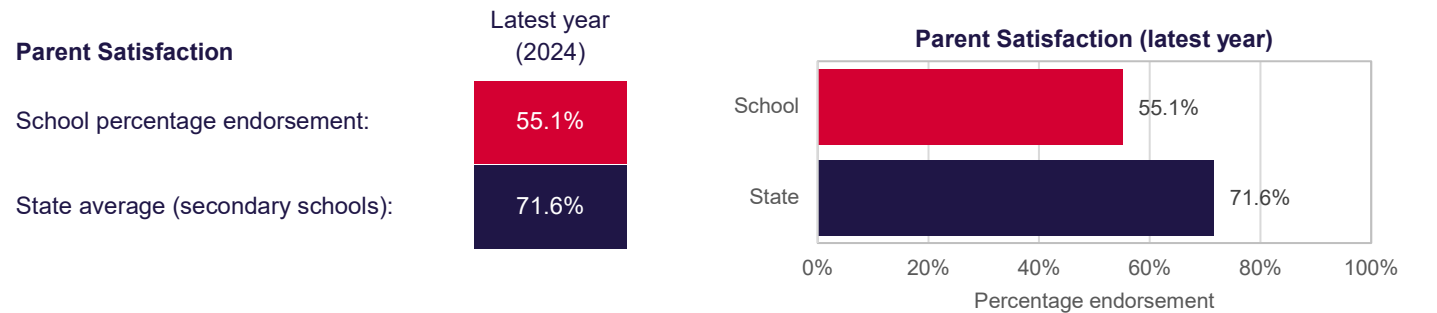
Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school’s Student Family Occupation and Education index (SFOE).
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.
This school’s SFOE band value is: **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.

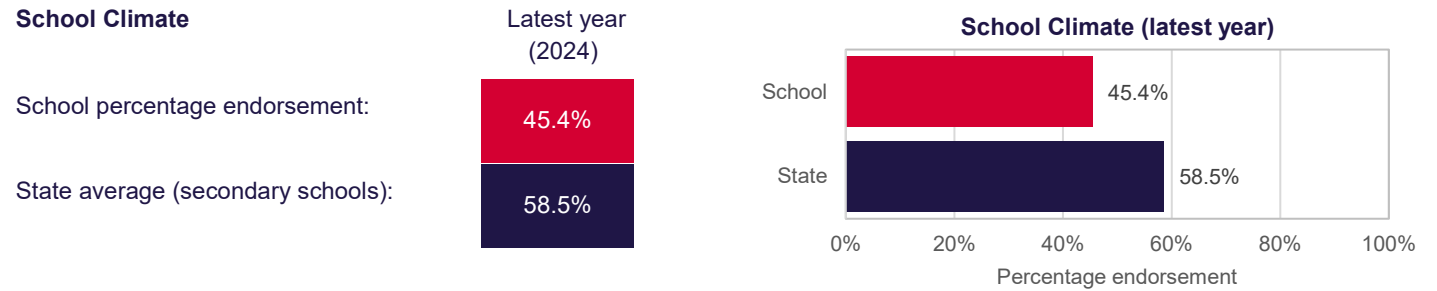


School Staff Survey

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.

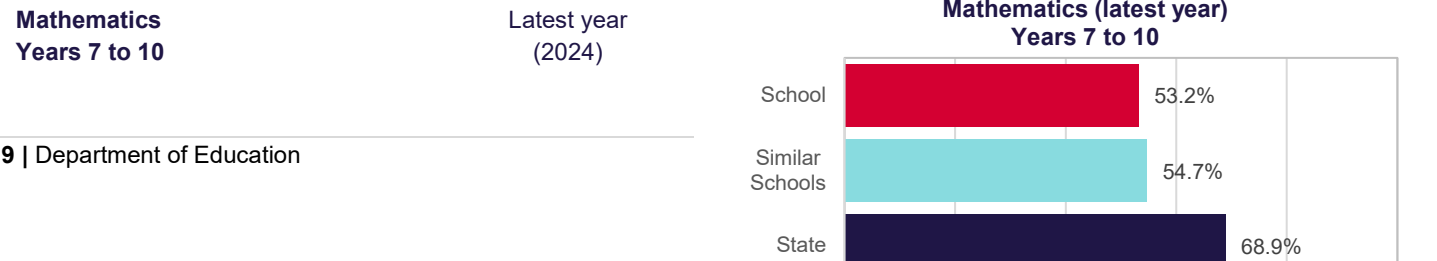
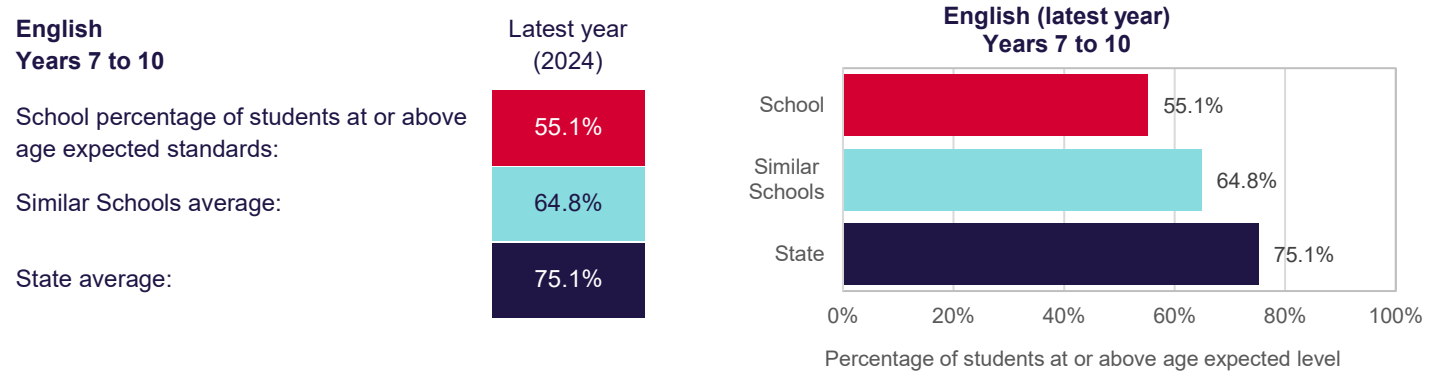


LEARNING

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.



School percentage of students at or above
age expected standards:

53.2%

Similar Schools average:

54.7%

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.

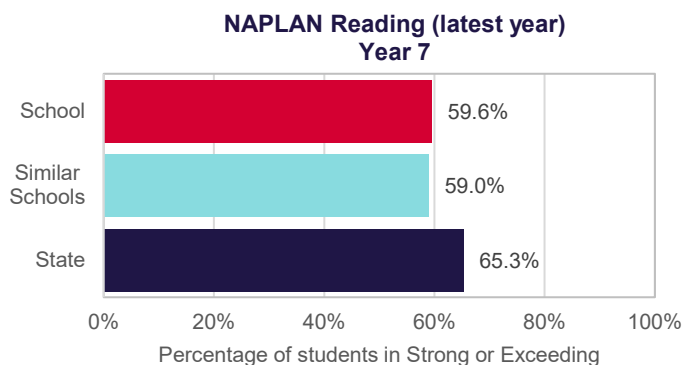
NAPLAN

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.

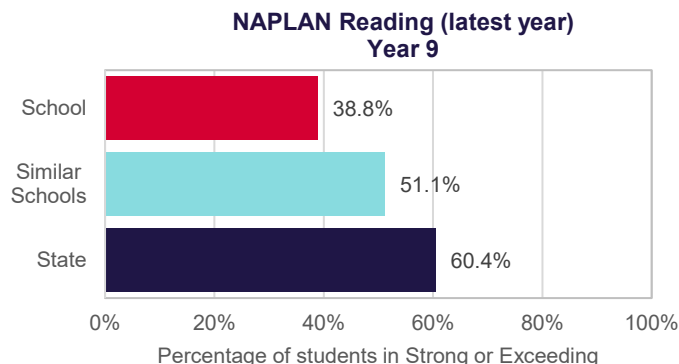
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.6%	56.6%
Similar Schools average:	59.0%	58.1%
State average:	65.3%	65.7%



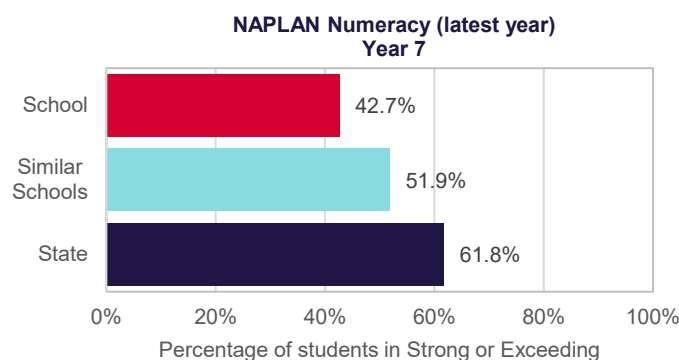
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.8%	40.2%
Similar Schools average:	51.1%	50.7%
State average:	60.4%	60.2%



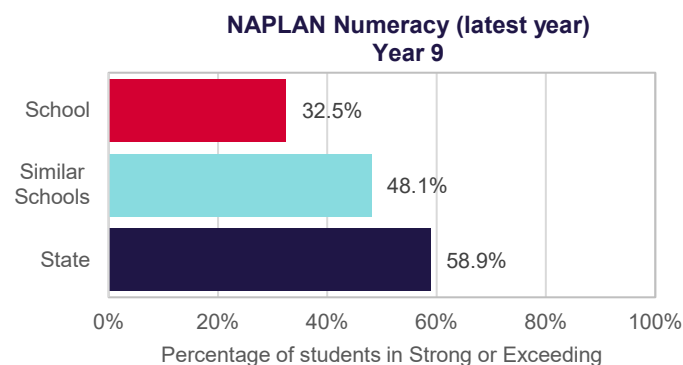
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.7%	45.8%
Similar Schools average:	51.9%	52.2%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	32.5%	34.9%
Similar Schools average:	48.1%	48.3%
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:

38.2%

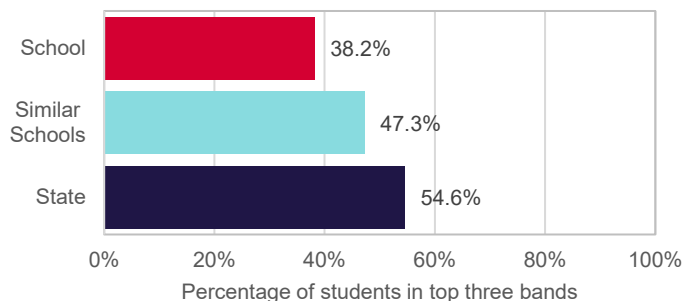
Similar Schools average:

47.3%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

23.5%

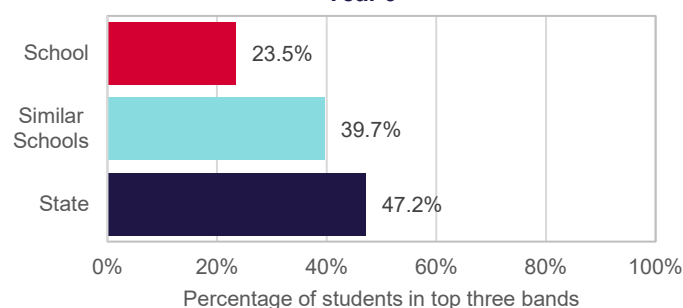
Similar Schools average:

39.7%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

35.6%

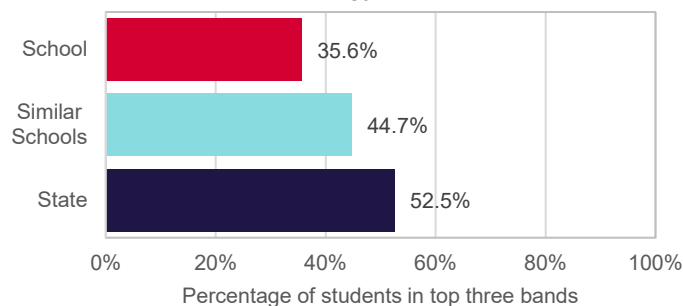
Similar Schools average:

44.7%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

23.3%

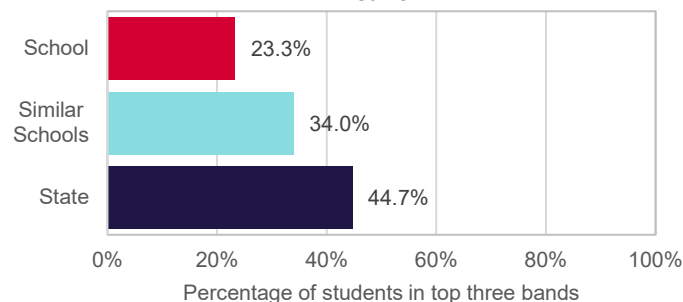
Similar Schools average:

34.0%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

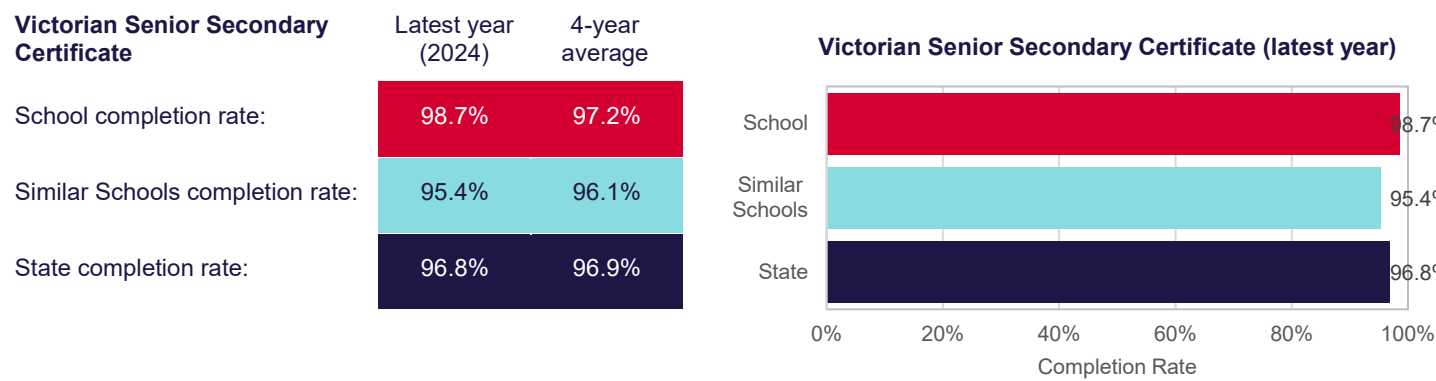


LEARNING (continued)

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

Victorian Senior Secondary Certificate

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



Mean study score from all VCE subjects:	28.7
Number of students awarded the VCE Vocational Major	53
Number of students awarded the Victorian Pathways Certificate	17
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	36%
Percentage VET units of competence satisfactorily completed in 2024:	83%

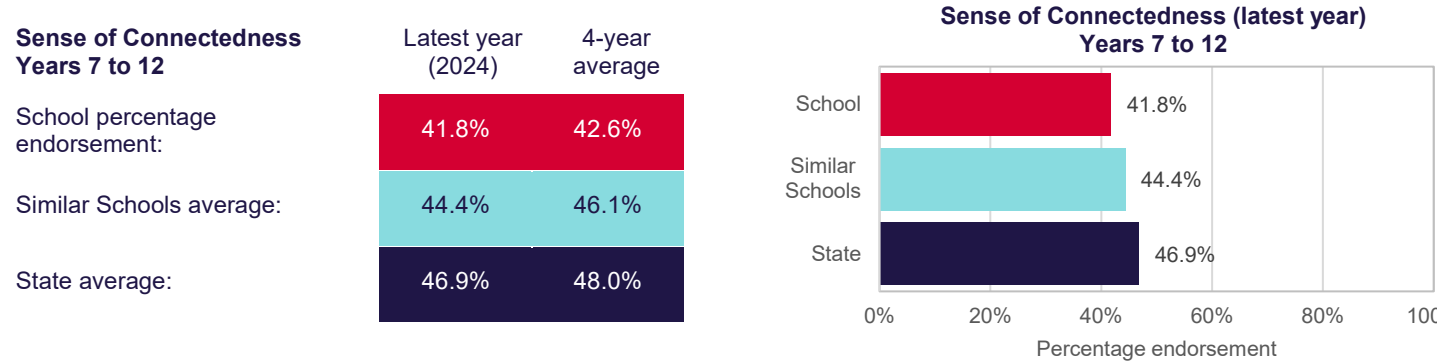


WELLBEING

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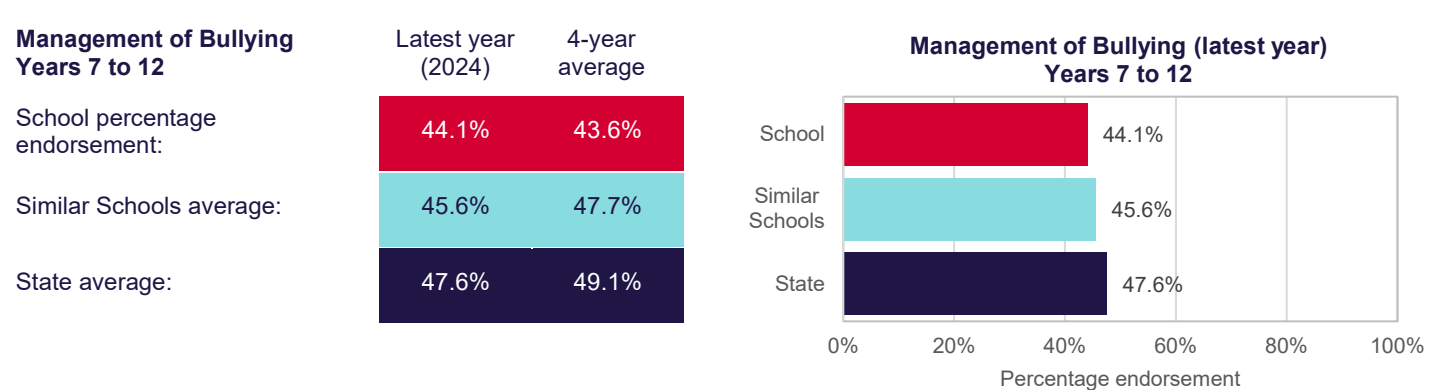
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

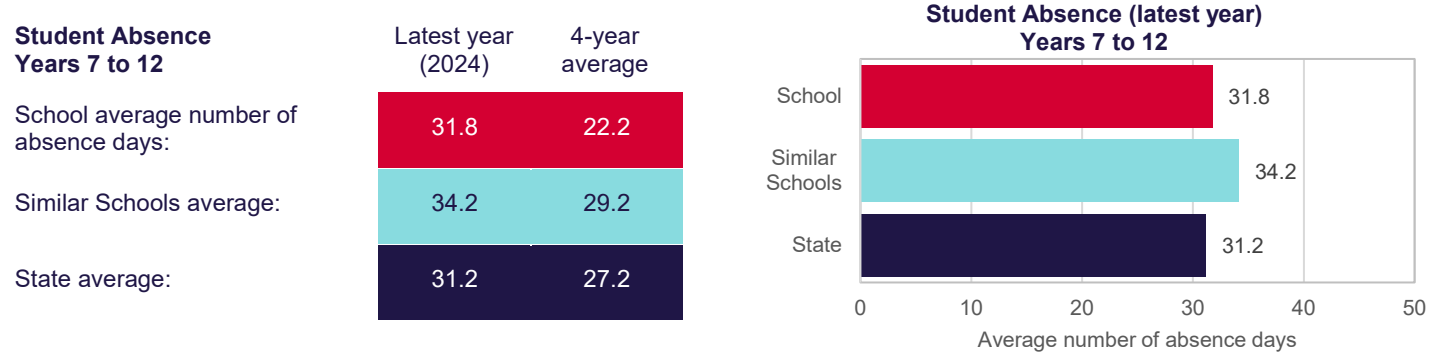


ENGAGEMENT

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

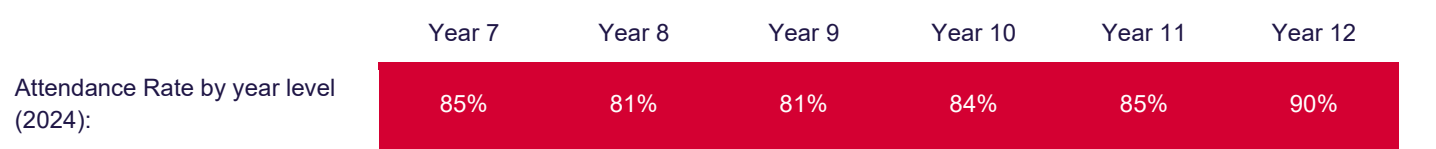
Average Number of Student Absence Days

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



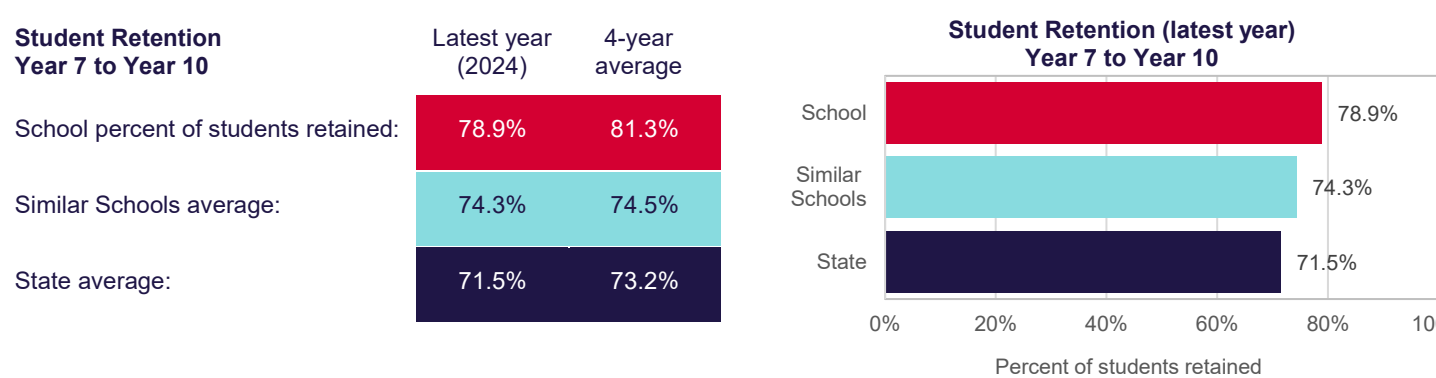
Attendance Rate (latest year)

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



Student Retention

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



ENGAGEMENT (continued)

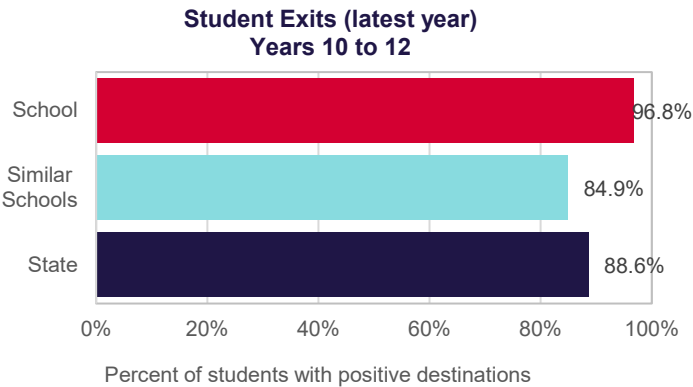
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	96.8%	96.5%
Similar Schools average:	84.9%	87.3%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$14,212,640
Government Provided DET Grants	\$3,558,914
Government Grants Commonwealth	\$78,168
Government Grants State	\$18,361
Revenue Other	\$258,917
Locally Raised Funds	\$318,121
Capital Grants	\$0
Total Operating Revenue	\$18,445,120

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,173,173
Equity (Catch Up)	\$88,580
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,261,753

Expenditure	Actual
Student Resource Package ²	\$13,577,321
Adjustments	\$0
Books & Publications	\$10,798
Camps/Excursions/Activities	\$181,776
Communication Costs	\$38,637
Consumables	\$293,565
Miscellaneous Expense ³	\$48,369
Professional Development	\$42,235
Equipment/Maintenance/Hire	\$394,503
Property Services	\$425,134
Salaries & Allowances ⁴	\$294,429
Support Services	\$680,336
Trading & Fundraising	\$10,207
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$157,103
Total Operating Expenditure	\$16,154,413
Net Operating Surplus/-Deficit	\$2,290,707
Asset Acquisitions	\$603,963

- (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

Funds available	Actual
High Yield Investment Account	\$6,239,743
Official Account	\$36,694
Other Accounts	\$0
Total Funds Available	\$6,276,437

Financial Commitments	Actual
Operating Reserve	\$436,075
Other Recurrent Expenditure	\$224
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,050,000
Capital - Buildings/Grounds < 12 months	\$1,500,000
Maintenance - Buildings/Grounds < 12 months	\$930,000
Asset/Equipment Replacement > 12 months	\$750,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$650,000
Total Financial Commitments	\$5,316,299

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.