

2024 Annual Report to the School Community

School Name: Maffra Secondary College (8005)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 24 March 2025 at 07:21 PM by Jennifer Roep (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 24 March 2025 at 07:37 PM by Jennifer Roep (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

Maffra Secondary College is a rural 7-12 college, situated in the town of Maffra, which is located two and half hours from Melbourne but within an hours drive of both the sea and the mountains. Our enrolment numbers are 532 students and a majority of our students travel to and from our school by bus from neighbouring towns. This number of students makes it small enough to allow positive relationships to be formed, but large enough to provide a wide range of options for our students.

Our over-arching school goals are to improve the three broad areas of student learning, student engagement and student wellbeing. Maffra Secondary College provides learning and leadership opportunities for all students both within the school and the wider community. We strive to recognise and develop the individual talents and skills each student possesses, while promoting opportunities that allow students to collaborate as a strong, engaged and empowered student cohort. Our students are encouraged to be actively involved in their learning and through student voice and agency, contributing to not only the development of the curriculum but also to improving the school environment and working with neighbouring cluster schools and the local community. In 2024 we continued to focus our professional learning on our Explicit Instructional Model, particularly focused on differentiation of assessments and the classroom environment and we introduced staff to Disability Inclusion which is replacing PSD (Program for Students with Disability) in 2025 and introduced a whole school approach to writing.

Everything we do at Maffra Secondary College encompasses our values: Learning, Community, Resilience and Respect. Learning is our key driver, and we strongly believe learning extends well beyond the four walls of a classroom. We strive to develop students who know how to learn, and are equipped with the skills to take on a lifetime of opportunities and challenges. We instill a strong sense of community and compassion in our students, by means of connecting with our local primary schools, hospital and aged care facilities, our local business and our local community groups.

We have continued our use of the School Wide Positive Behaviour Support framework where positive behaviour is explicitly taught and acknowledged. We work closely with our students to build resilience and enhance wellbeing with a key focus this year on embedding a culture of respect and equality across the whole school community. Respect defines our relationships within the school, which is fundamental to everything we do. We believe this needs to be mutual between staff, students and families, and we pride ourselves on the positive and supportive culture we are able to create with each and every cohort of students.

There is a broad range of opportunities and pathways offered in the senior school. In 2024 we offered a wide range of electives across Year 9 and 10, reviewed our Learn 2 Learn program and offered the VCE and VCE-VM pathways for students in the senior school. We continued to see students undertake School-Based Apprenticeships and Traineeships through the Head Start program, and we continue to offer the opportunity to access first year university courses for those students who are ready. Our senior school provides individualised careers support to tailor the available options to each individual student, catering for the diverse interests, needs and abilities of our student cohort.

Maffra Secondary College has an SFOE of 0.5167 and a staff EFT of 70.4. This consists of three principal class, 41.1 EFT teachers and 29.3 EFT Education Support Officers.

Progress towards strategic goals, student outcomes and student engagement

Learning

A major highlight of 2024 was the improvement in our VCE results. Our mean all studies score for 2024 was 28, along with the median all studies score, which was our 4 year target for the school strategic plan. We also saw a significant improvement in our English mean study score, which was also 28. These results placed us in the top 25% of all schools across Gippsland, including government and non-government schools. Our VCE completion rate is above similar schools and above the state average, and our student retention rate between years 7-10 is also above similar schools and the state average, which is another highlight.

While NAPLAN scores placed our year 7 and 9 students below similar schools, on average, we note that learning growth for the year 9 cohort from their year 7 results (not shown on the annual report) was at or above similar schools and also at or above the state average. This demonstrates that while students are entering secondary school with lower literacy and numeracy scores than similar schools and state average, Maffra Secondary College is facilitating strong learning growth in these areas between year 7 and 9. We see this as another highlight of 2024.

2024 saw progress towards implementation of a literacy intervention program for students who need tier 2 and 3 support. We trialed an evidence-based, small group approach to literacy intervention which is being scaled up in 2025. We also continued with our tutoring program in VCE English, and tutoring for English and Mathematics at year 9 (term one) and year 8 (terms 2-4).

A major focus of our professional learning program in 2024 was disability inclusion and differentiation. This work allowed teachers to implement additional learning support for those who need it, along with extending students who need extra challenge in their learning.

Wellbeing

Throughout 2024, our focus was around embedding a culture of respect and equality across the whole school community. The positive work that we have done throughout the year is reflective of our excellent data sets. Our sense of connectedness and management of bullying data has gone from being just above like schools and below state in the previous year, to well above like schools in both areas and above state percentages in both areas. Building positive relationships and the implementation of the Live4Life program across all Wellington schools has seen Year 8 and Year 10 students undertake Teen Mental Health First Aid Training which has contributed to our positive data sets.

Through the continued implementation of staff developed non-negotiables for both students and staff, we have seen a consistent approach to key classroom routines such as entering and exiting

a classroom, coming organised for class and making up time when late. Staff meetings and professional learning has been privileged to explicitly teaching classroom expectations and we have had a focus on teaching social and emotional learning skills within our Learn-to-Learn class time.

To embed a culture of respect and equality across the whole school community, celebrating cultural diversity was paramount to developing a culture of respect within our school community. With this we saw the development of an anti-racism policy and an extremely positive professional learning day which was supported by our Koorie Liaison Officer.

At the end of term 1 our focus turned to providing professional learning around celebrating cultural diversity. This included the development of a Anti-Racism Policy and professional learning which allowed staff to develop a consistent whole school approach when responding to racism and discrimination. This also provided staff with a range of consistent messages to communicate back to their students.

During 2024, staff on our Positive Climate team completed professional learning modules focused on classroom systems and this will be our learning focus for 2025.

Engagement

Developing and implementing a consistent student voice and agency strategy across the college, including goal setting and two-way feedback has contributed to our extremely positive data sets, particularly those aligned with building a sense of connectedness across the college.

The employment of a TESO (Targeted Education Support Officer) to work with our most vulnerable students and those who exhibit Tier II behaviours has seen the workload on our Year 7 & 8 leaders decrease as the TESO addresses the busy day to day questions from students and helps them to problem solve. This also links with our work around building positive teacher / student relationships. Through this work we have seen a rise in the number of students who can identify an adult who is an advocate within the school.

Attendance data continues to be an area of focus. This year we had an ES staff member overseeing attendance which was supported by our invaluable Admin Assistants. As a way of addressing chronic attendance issues, we have implemented a new Flexible Learning Intervention Program – FLIP. This program has seen 15 students at any one time, work on their learning tasks from home whilst getting wellbeing support on a weekly basis. The FLIP, has been a positive program which has seen most of its participants reintroduced back into their normal school program. The FLIP will continue to be part of our extensive wellbeing supports & processes to re-engage the disengaged. When recording absences, we also identified several issues with COMPASS and how it delineates absences from school. Through meetings with network leaders and problem-solving conversations with COMPASS we will hopefully see improvements in the tracking of our attendance data in 2025.

Building on from the VicSRC's Teach the Teacher Program, our student leaders ran some professional learning for our staff based around Student Voice and Agency in the classroom. During these sessions, students communicated there own thinking around how students learn and how they can be given agency in the classroom. They worked with staff to create ideas and opportunities for students to contribute when assessing and identifying strategies staff could use when learning.

The implementation of the Year 9 CONNECT program has seen students connecting with the community, assisting various people and organisations. This has been further enhanced through the participation of subjects such as VCE - Vocational Major and Ag & Hort where students have given their time to raise awareness and support community organisations.

Financial performance

Maffra Secondary College continues to be situated in a sound financial position, with \$1,550,476 total funds available. The funds available are inclusive of \$1,401,066 of financial commitment, reserved in accordance with DE guidelines and future Capital Projects including a significant redevelopment of the Upper Quadrangle and student toilet facilities. The school's financial performance was impacted by the additional resourcing in the Wellbeing team, a unexpected drop in Tutor funding and lower than anticipated student numbers resulting in a net operating deficit of \$609,767. Despite this we were able to carry out a number of improvements to the school facilities throughout the year including the installation of new hot water system in our F Wing, refurbishment of a number of classrooms and final preparation of plans for the redevelopment of the Upper Quad.

The school continued to deliver targeted initiatives such as Tutoring Learning Initiative, Middle Years Literacy and Numeracy Support (MYLNS), Teach Today and Teach Tomorrow Program and the Victorian High Ability Program (VHAP). Our self-funded Hands on Learning Program continued in 2024 enabling space for young people to build confidence and support them to stay connected and engaged at school by finding a sense of meaning and purpose in the tasks undertaken. We continued to fund a dedicated Koorie Liaison Officer this year to work directly with Aboriginal and Torres Strait Islander students and their families to encourage active engagement and participation in their education and school community. This role also supports staff by providing Indigenous perspectives within curriculum areas and assists with developing an awareness of cultural protocols. Minor grant activities such as Doctors in Secondary Schools (DiSS) and Schools Mental Health Fund continued to provide targeted and individualised support for students who may have needed it.

We secured \$799,249 for the refurbishment of student toilets through the Schools Upgrade Fund Round 2 in April 2024. This project is well underway with the commencement of building works to begin in 2025. The school continues to be committed to the ongoing maintenance and improvement of facilities for our students and the delivery of high quality learning opportunities, in a technologically enhanced environment.

**For more detailed information regarding our school please visit our website at
<https://www.maffrasc.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 532 students were enrolled at this school in 2024, 256 female and 275 male.

2 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).

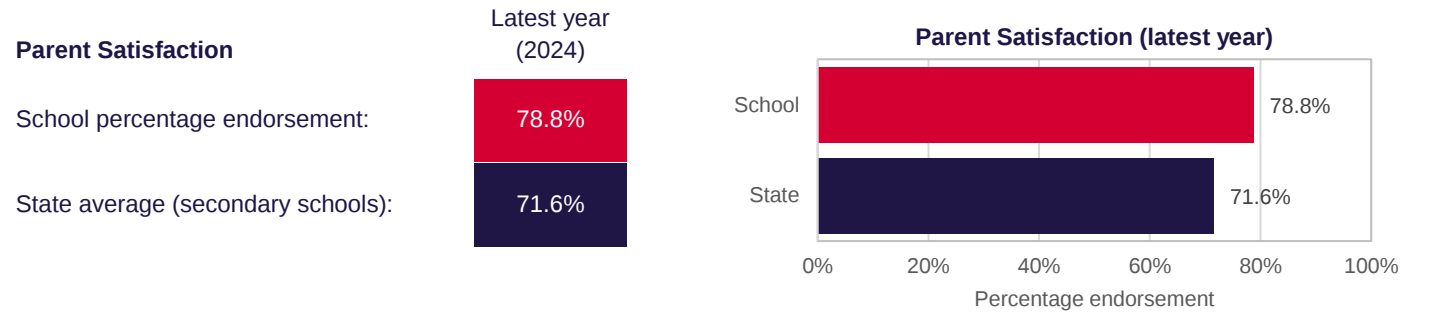
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

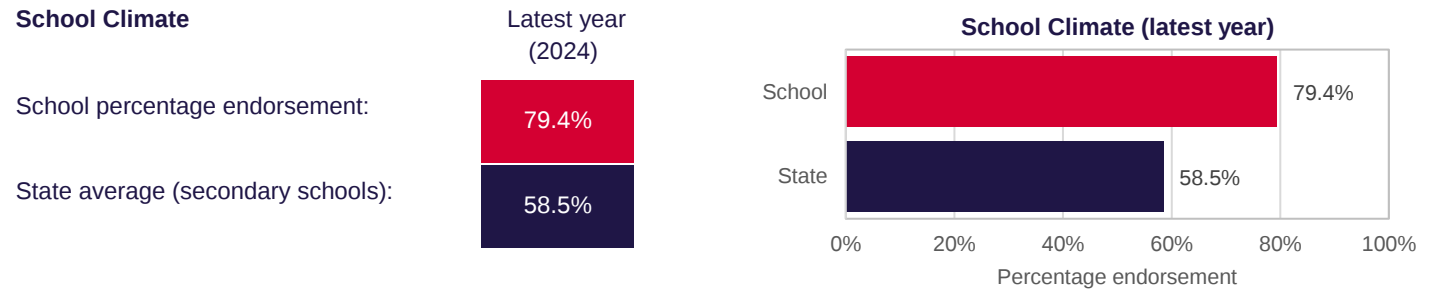


School Staff Survey

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.

**English
Years 7 to 10**

School percentage of students at or above age expected standards:

Latest year
(2024)

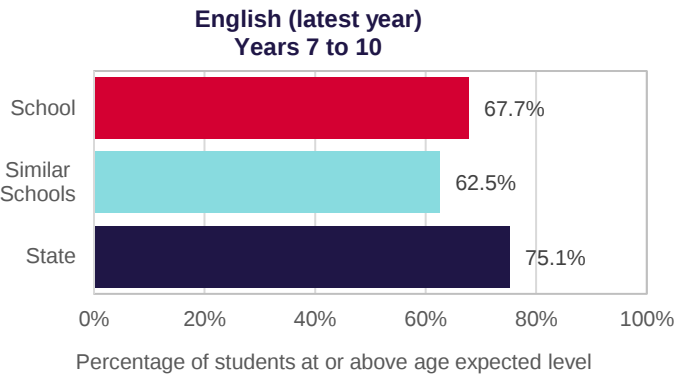
67.7%

Similar Schools average:

62.5%

State average:

75.1%



**Mathematics
Years 7 to 10**

School percentage of students at or above age expected standards:

Latest year
(2024)

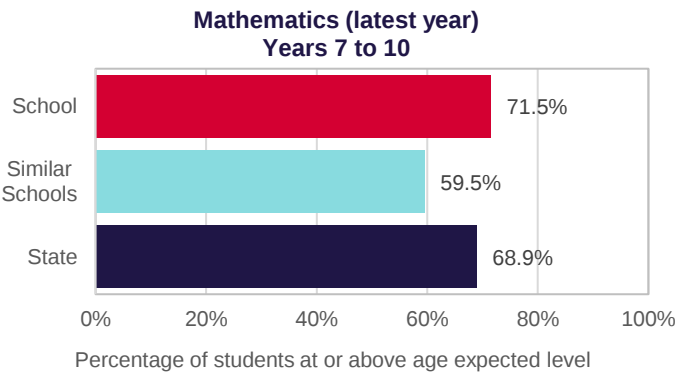
71.5%

Similar Schools average:

59.5%

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.

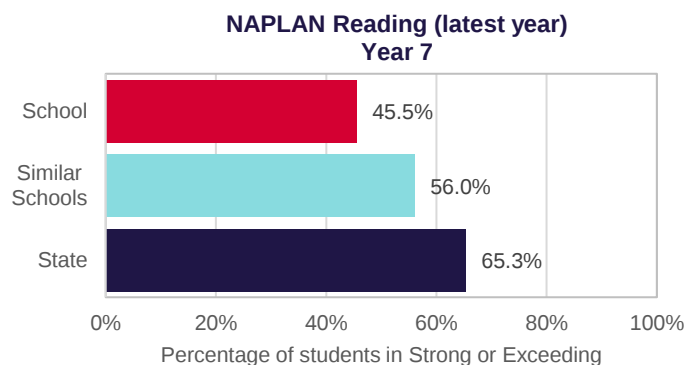
NAPLAN

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.

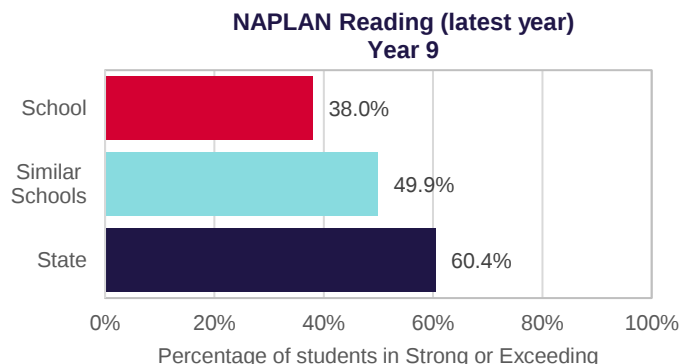
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.5%	49.7%
Similar Schools average:	56.0%	56.3%
State average:	65.3%	65.7%



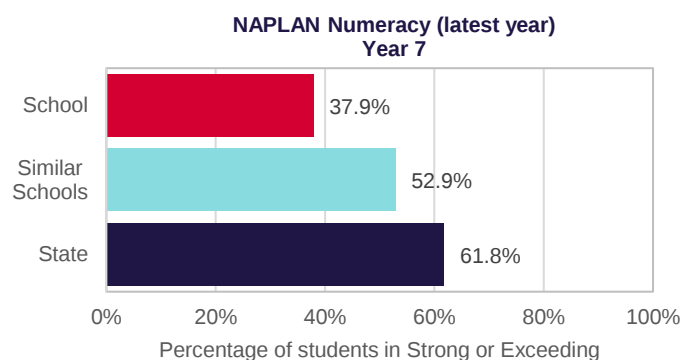
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.0%	49.1%
Similar Schools average:	49.9%	50.6%
State average:	60.4%	60.2%



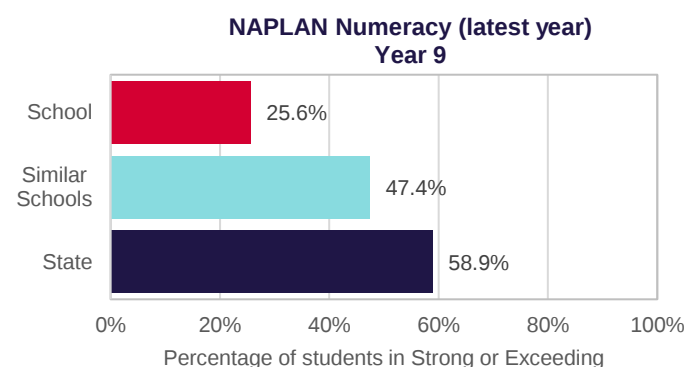
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.9%	42.3%
Similar Schools average:	52.9%	52.7%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.6%	40.8%
Similar Schools average:	47.4%	48.2%
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:

32.5%

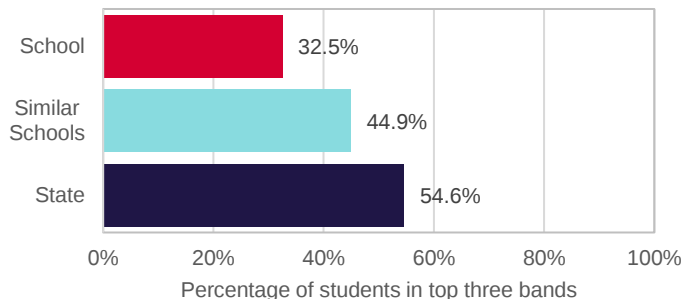
Similar Schools average:

44.9%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

27.2%

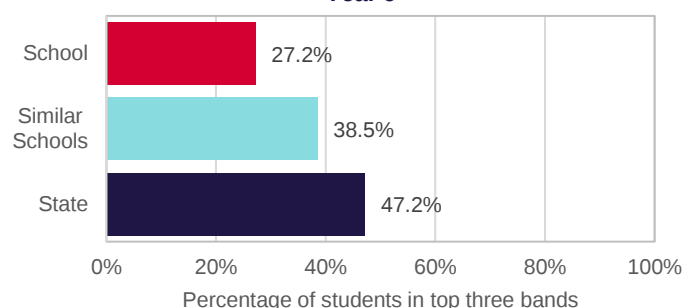
Similar Schools average:

38.5%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

25.4%

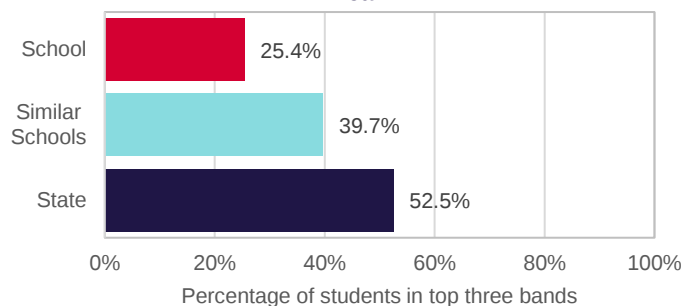
Similar Schools average:

39.7%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

26.6%

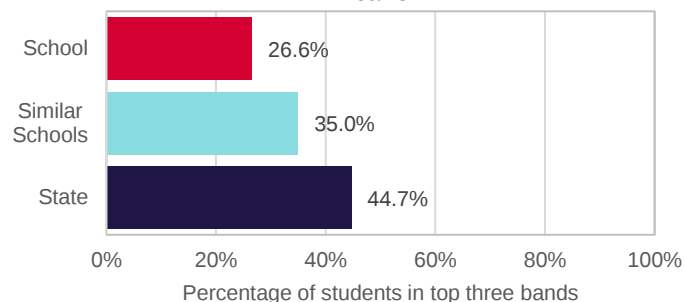
Similar Schools average:

35.0%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

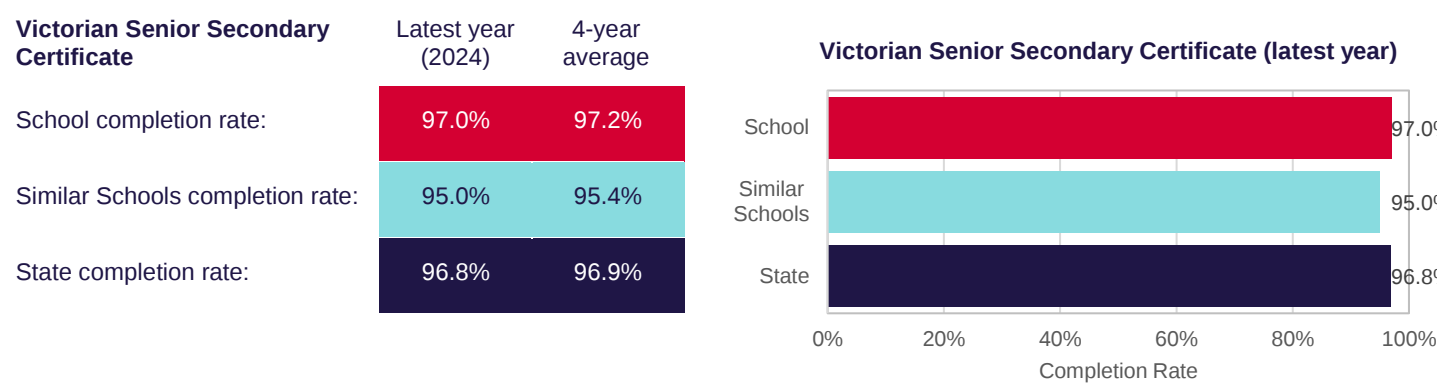


LEARNING (continued)

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:	27.5
Number of students awarded the VCE Vocational Major	NDP
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:	17%
Percentage VET units of competence satisfactorily completed in 2024:	98%



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:

54.2% 43.6%

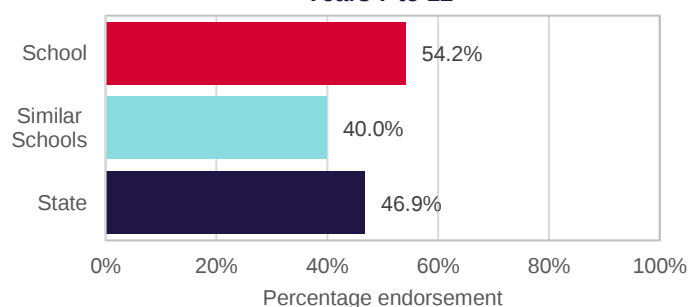
Similar Schools average:

40.0% 41.7%

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:

61.2% 46.0%

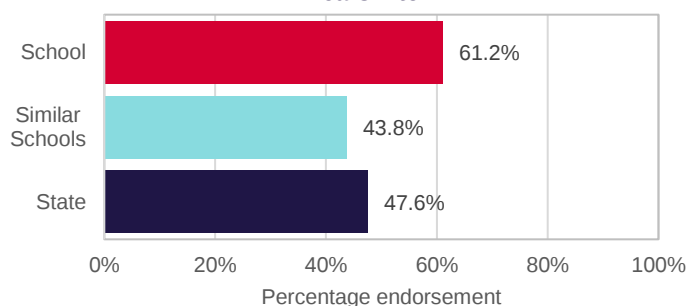
Similar Schools average:

43.8% 44.8%

State average:

47.6% 49.1%

Management of Bullying (latest year) Years 7 to 12

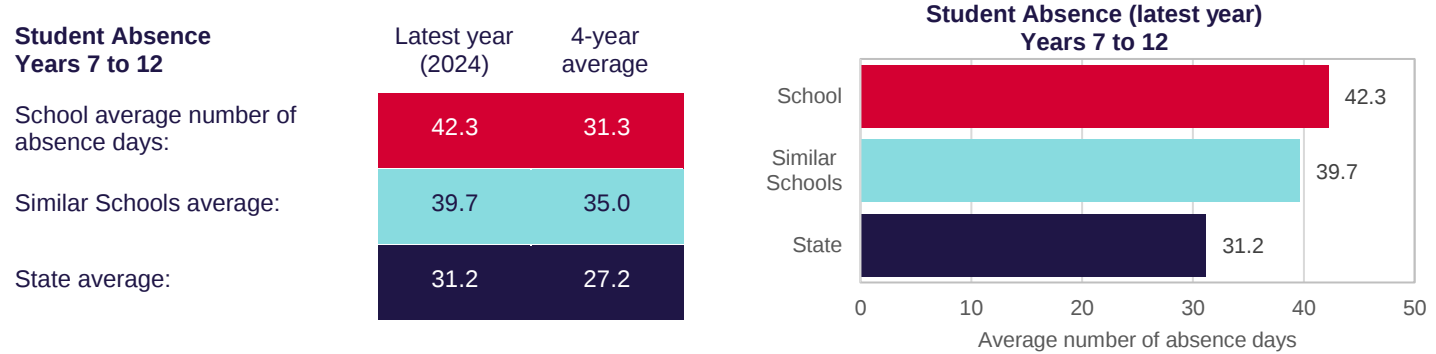


ENGAGEMENT

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

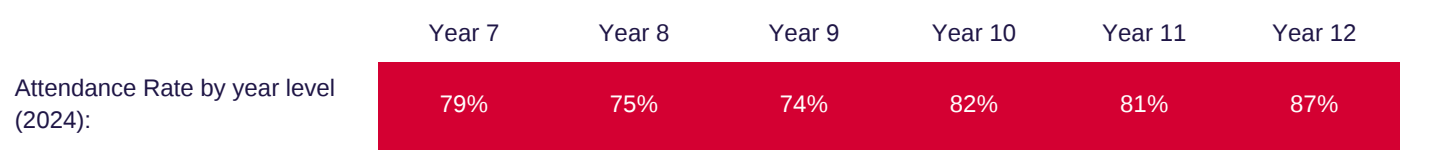
Average Number of Student Absence Days

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



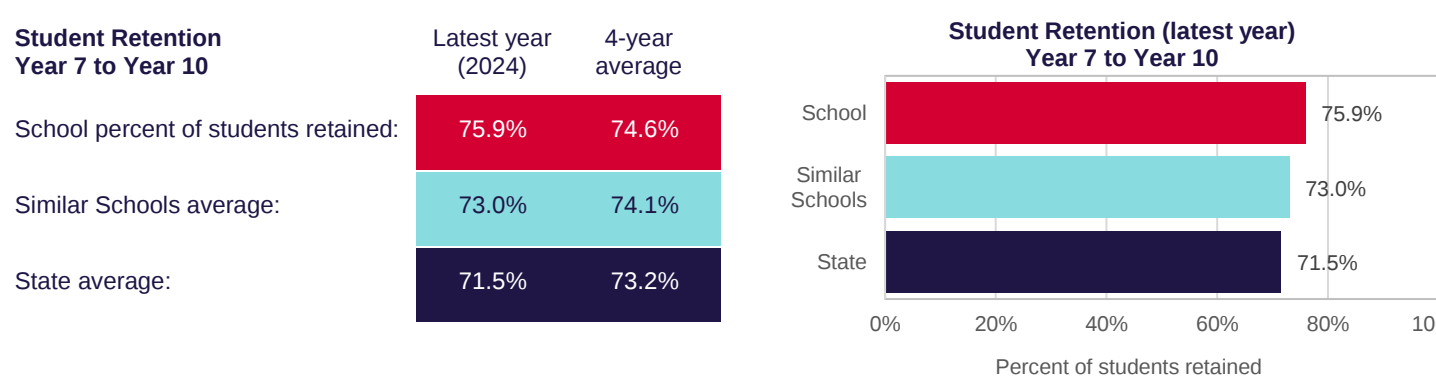
Attendance Rate (latest year)

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)

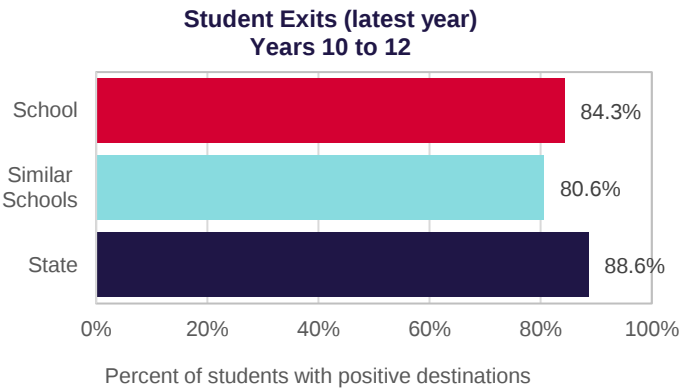
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	84.3%	82.5%
Similar Schools average:	80.6%	83.0%
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	\$7,505,169
Government Provided DET Grants	\$1,077,906
Government Grants Commonwealth	\$1,004
Government Grants State	\$16,248
Revenue Other	\$81,532
Locally Raised Funds	\$616,314
Capital Grants	\$0
Total Operating Revenue	\$9,298,174

Equity ¹	Actual
Equity (Social Disadvantage)	\$576,562
Equity (Catch Up)	\$79,037
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$655,599

Expenditure	Actual
Student Resource Package ²	\$8,030,667
Adjustments	\$0
Books & Publications	\$4,291
Camps/Excursions/Activities	\$319,863
Communication Costs	\$22,846
Consumables	\$179,238
Miscellaneous Expense ³	\$34,568
Professional Development	\$40,202
Equipment/Maintenance/Hire	\$140,454
Property Services	\$305,292
Salaries & Allowances ⁴	\$355,193
Support Services	\$252,295
Trading & Fundraising	\$136,117
Motor Vehicle Expenses	\$2,664
Travel & Subsistence	\$0
Utilities	\$84,253
Total Operating Expenditure	\$9,907,941
Net Operating Surplus/-Deficit	(\$609,767)
Asset Acquisitions	\$26,009

- (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	\$1,471,712
Official Account	\$78,764
Other Accounts	\$0
Total Funds Available	\$1,550,476

Financial Commitments	Actual
Operating Reserve	\$292,345
Other Recurrent Expenditure	\$11,416
Provision Accounts	\$15,180
Funds Received in Advance	\$336,161
School Based Programs	\$25,410
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,355
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$368,000
Maintenance - Buildings/Grounds < 12 months	\$250,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,401,066

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.