

# 2024 Annual Report to the School Community

School Name: Kew High School (7950)



- 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 31 March 2025 at 09:35 PM by Andrew Moffat (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 31 March 2025 at 09:35 PM by Andrew Moffat (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

Kew High School is a high performing co-educational school located in the inner eastern suburbs of Melbourne. The school was established in 1963 and continues to proudly provide an outstanding, holistic education to students of the local community. In 2024, Kew High School was comprised of 1020 students and 106 equivalent full-time staff. The staff included 3 Principal Class members, 78.4 equivalent full-time teachers, 1.9 para professional staff and 24 education support staff. The school prioritises high expectations and places students at the centre of a comprehensive learning and teaching program.

The Kew High School motto is: **ASPIRE, STRIVE, ACHIEVE** and the values of the school are founded in the first word of the motto, **ASPIRE**. Students and Staff are deliberately and actively guided by the values of **Accountability, Social Equity, Participation, Integrity, Respect and Excellence** in all aspects of school life. These school values inform the agreed learning behaviours in our classroom norms, they frame our positive behaviours framework and are consistently reflected in the broad co-curricular programs across the school.

The school is proud to offer the local community access to the highest quality, co-educational, public education over the past 60 years. Kew High School has a very active Parents and Friends Association (The Q Network) as well as an active Alumni network including students from every decade of the school's operation. Our dedicated Community Development Manager ensures Kew High School is connected to a wide variety of opportunities and funding to increase opportunities for our students.

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

#### Learning

Kew High School has a strong tradition of high academic performance. Our school consistently performs well above state and national and similar school comparison values in literacy, numeracy and a wide range of Victorian Certificate of Education (VCE) studies. The achievement data for 2024 reflects outstanding outcomes, with all areas of performance well above the State Median and Similar School Comparison values. Kew High school attained the highest possible rating in the Department of Education's School Performance Report in 2024.

In 2024 the number of students achieving a NAPLAN proficiency level of either 'strong' or 'exceeding' in Reading was significantly higher than the state average at both Year 7 and Year 9. In Year 9, 81.2% of students achieved either a 'strong' or 'exceeding' result in Reading. This was over 20% higher than the state (60%). It was also higher than the performance of similar schools (78.5%). In Year 7, 87.5% of students either a 'strong' or 'exceeding' result in Reading which was also significantly higher than the performance across the state (65.3%).

In Numeracy, at Year 7, 84.5% of students achieved either a 'strong' or 'exceeding' result, which was higher than both the state (61.8%) and similar schools (82.8%). At Year 9, the number of students achieving either a 'strong' or 'exceeding' result was 75%.

Only 3% (4 students) of our Year 9 cohort were assessed as 'needs additional support' in Numeracy and only 2% (3 students) were assessed as 'needs additional support' in Reading. This is a testament to both our extensive learning support program as well as the overall delivery of the classroom learning and teaching program.

The Kew High School Class of 2024 performed extremely well in the VCE. The mean study score across all subjects was 30 and the median ATAR was 75.5. The highest achieving student gained an ATAR of 99.75, and 19% of students gained an ATAR over 90. 92% of students gained entry into their first or second preference for tertiary study. In 2024 our first VCE Vocational Major cohort graduated with 100% of students enrolled successfully completing their VCE studies. Kew High School prides itself on its non-selective, inclusive enrolment policy. We are extremely proud of the achievements of all our students.

## Wellbeing

Kew High School provides a safe, supportive, inclusive learning environment in which every student may achieve success while also feeling connected to their community. This commitment is reflected in a range of programs that are delivered through the Wellbeing Team, including referrals internally and externally, and the significant curriculum offerings and the co-curricular program. Kew High School prioritises and promotes student Wellbeing through embedded teaching and learning practices to support all students. There is a strong proactive Wellbeing program with targeted supports at each year level including incursions, assembly presentations, student self referrals and student voice. Our Wellbeing Team includes a Leading Teacher, Mental Health Practitioner, Psychotherapist, two Student Counsellors. Plans were developed this year for the construction of a purpose built and dedicated Wellbeing Centre in 2025 to enhance Wellbeing services for our students including 5 consulting suits, a Wellbeing classroom, and kitchen facilities, all connected to an outdoor area and garden.

The Student Attitudes to School Survey indicated that 51.5% of students felt very positive about their connection to Kew High School between 2020 and 2024. This remains higher than results for similar schools and schools across the state. Of particular note is the fact that 90% of students did not experience bullying at Kew. 80% of students felt that when bullying did occur in the school, it was managed effectively. Whilst these are positive results compared to similar schools and the state, we will continue to strive to create a safe, supportive, inclusive, and respectful environment for all students through the Wellbeing Program and the Connect Program. The school's commitment to pastoral care is highlighted in the Connect program which is coordinated by the Wellbeing Team and the curriculum specifically teaches a range of positive and healthy behaviours. A rigorous review was undertaken throughout the year to assess the current needs for the Connect program, including the timetable structure and content, and a number of changes will be implemented in 2025 that will see improvements to these areas.

Student leadership at Kew High School continued to thrive in 2024. The number of applications for student leadership positions continued to increase and the high calibre of student applicants was reflected in the need to increase the number of senior captaincy positions to 42. This was reflective of the huge range of opportunities for students to engage in the process of improving their school experience in a range of areas.

## Engagement

Kew High School continues to have positive trends in attendance and engagement. The percentage of Kew High School students with 10 or more days absent in the year decreased from 30% to 27%. Twenty-seven per cent of students were absent for 20 or more days in both 2022 and 2023. This absence rate continues to be significantly lower than the state (44%), similar schools (37%) and our network of local schools (33%). Students and parents access attendance information through our Compass platform and parents are notified each day if their child has not attended Period 1 or 2, with a follow-up call from our Sub-School attendance officer. Repeated absence without an explanation is followed up by a Year Level Coordinator or a member of our Wellbeing Team.

In 2024, 187 Kew High School students completed Year 12. Of these students, 180 students applied for a placement in further education and 99% of these students accepted an offer from a tertiary institution. Year 12 students are expertly supported through regular and ongoing careers counselling. They have access throughout the year to information on courses and careers, with guest speakers from tertiary institutions being a regular occurrence, and over 40 alumni and 14 tertiary institutions were on display at our Careers Expo. In 2024, students were also supported through the engagement in our alumni program with a range of community connection experiences and opportunities including specialised work placements and industry experience visits.

## Other highlights from the school year

Kew High School has an extremely high participation rate in a huge range of co-curricular offerings. Students are involved in a range of sporting teams with an emphasis on Volleyball and Soccer/Futsal. Kew High School teams travelled to Queensland to compete in the National Championships of each of these sports in 2024. Our camps and Outdoor Education program has a broad range of exciting offerings for students in all year levels and included a World Challenge expedition to Borneo. Our Year 7 Camp was co-led by our VCE VET Sport and Recreation students and our Peer Support program continues to support Year 7 transition throughout the year in scheduled classes and through lunchtime activities.

Throughout the year, the teachers of Kew High School spent time mapping the Year 7-10 Victorian Curriculum onto a Learning Continuum of 'I can' statements for all subject areas. Teachers have concurrently examined the extent to which lesson plans and units are reflecting the skills that students are expected to acquire as their learning develops.

Finally, 2024 was a year in which we significantly increased our levels of community engagement. We held a range of specialist days throughout the year, including the International Women's Day Breakfast which celebrated a range of alumni across our school community, and a Girls in Physics Breakfast. In addition, we increased the number and range of parent information nights throughout the year and these were extremely well attended highlighting the high level of parent and alumni engagement at Kew High School.

## Financial performance

Kew High School receives funding from the Department of Education to ensure that every student is able to access the highest quality of education. This funding is carefully allocated in the school budgets to ensure that education at Kew High School is accessed equitably. In 2024, the school operated with a managed deficit of \$1,659,493 due to the commitment of additional resources over and above the funds provided by the Department of Education to enhance the educational opportunities available to our students.

The total 2023 Equity (Catch Up) funding received by Kew High School was \$13,703.

The total Equity (Social Disadvantage) funding received by Kew High School was \$46,275.

Kew High School also received a range of Specific Purpose Grants during 2024. These grants have enabled the school to focus on curricular improvements as well as supporting student wellbeing and school facility upgrades.

The Kew High School Council directs the work of the Finance Committee, which projects, and budgets for the future needs of the school. Together with the Capital Works project and maintenance projects underway, the school has a commitment estimate of \$1,300,000 for building upgrades in 2025.

**For more detailed information regarding our school please visit our website at <https://www.kew.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 1,020 students were enrolled at this school in 2024, 396 female and 622 male.

15 percent of students had English as an additional language and 1 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).

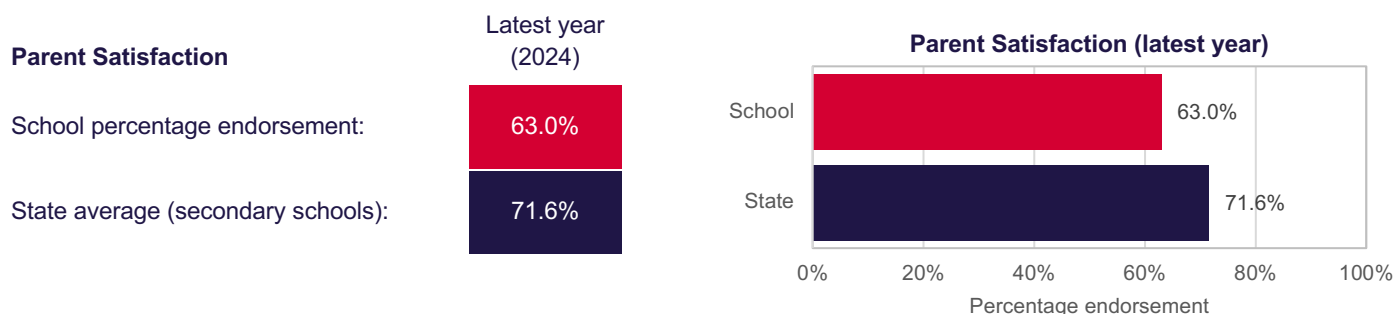
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

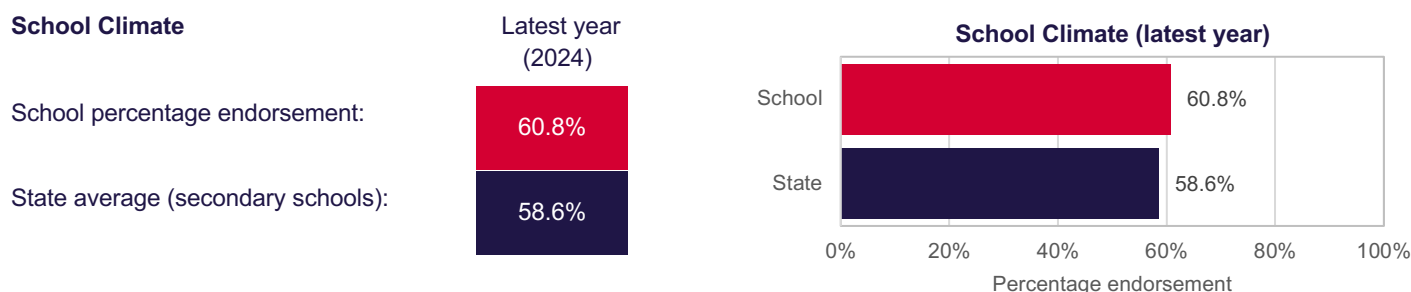


### School Staff Survey

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.

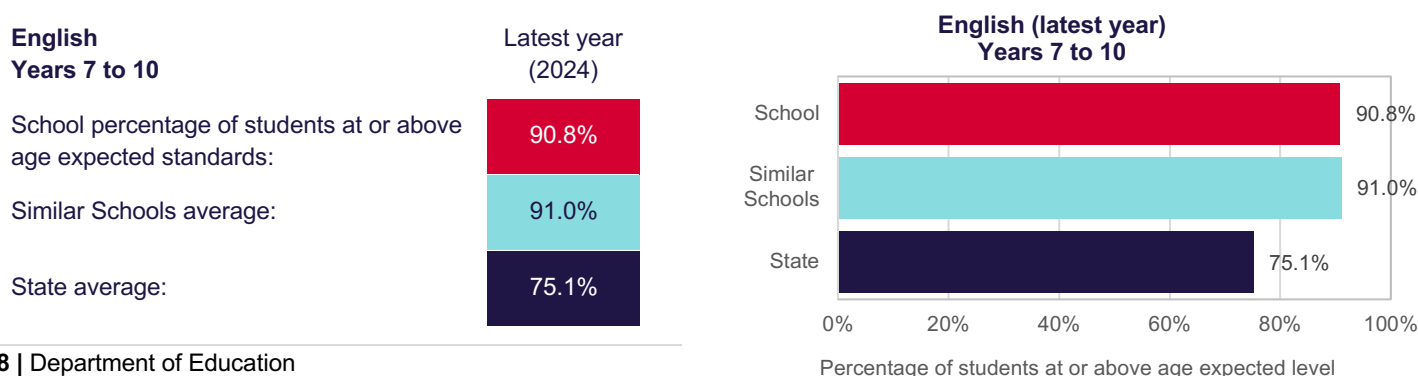


## LEARNING

**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.





Mathematics  
Years 7 to 10

Latest year  
(2024)

School percentage of students at or above  
age expected standards:

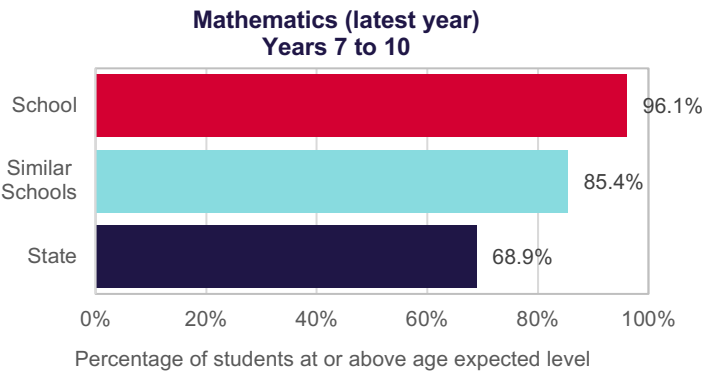
96.1%

Similar Schools average:

85.4%

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.

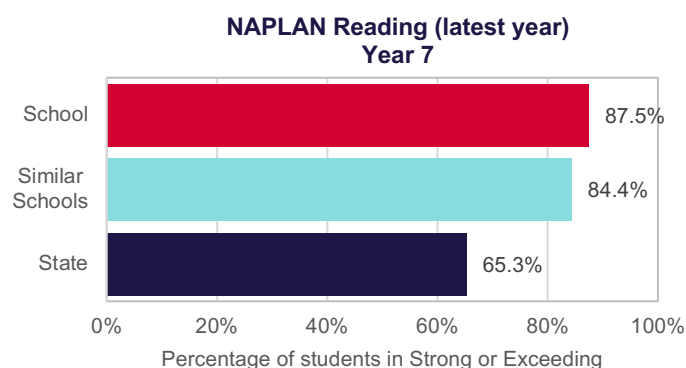
### NAPLAN

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.

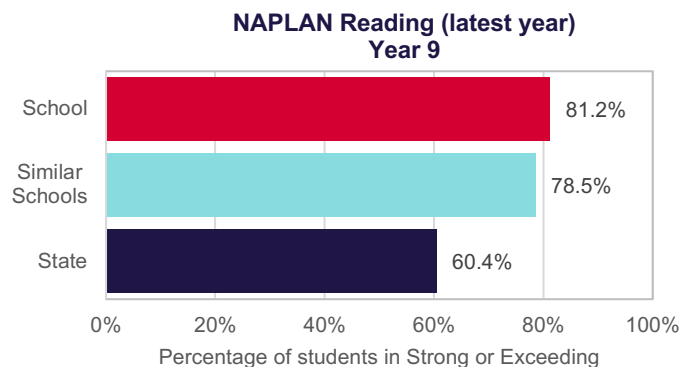
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	84.6%
Similar Schools average:	84.4%	84.4%
State average:	65.3%	65.7%



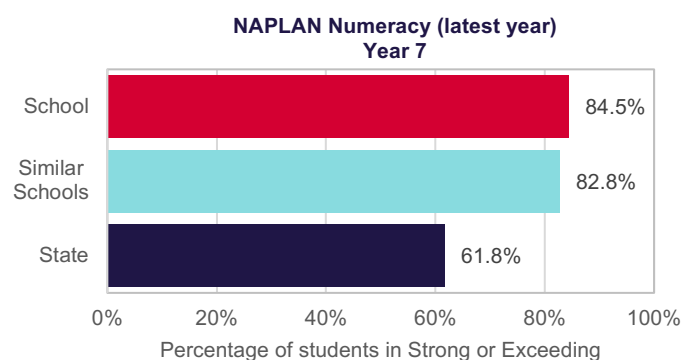
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.2%	80.9%
Similar Schools average:	78.5%	79.1%
State average:	60.4%	60.2%



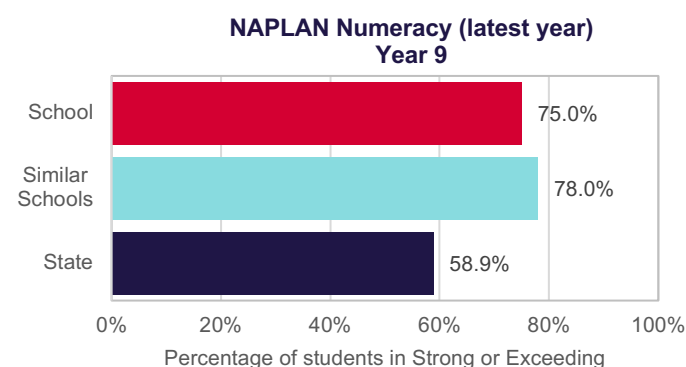
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.5%	84.2%
Similar Schools average:	82.8%	82.8%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	81.1%
Similar Schools average:	78.0%	78.7%
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:

69.3%

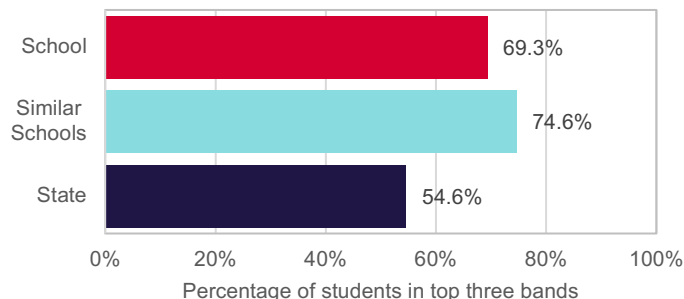
Similar Schools average:

74.6%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

74.3%

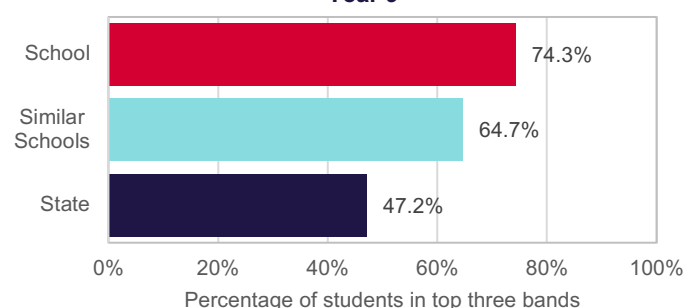
Similar Schools average:

64.7%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

77.5%

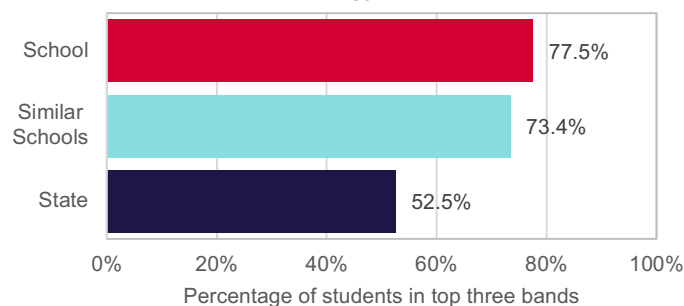
Similar Schools average:

73.4%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

70.7%

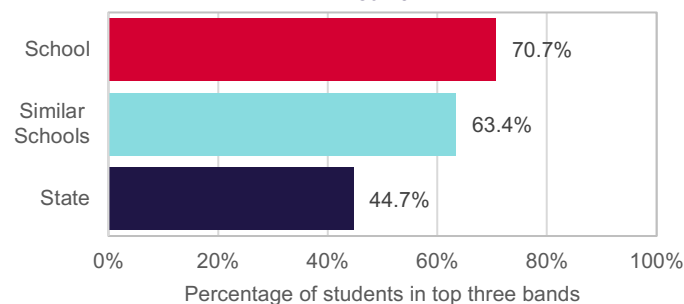
Similar Schools average:

63.4%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

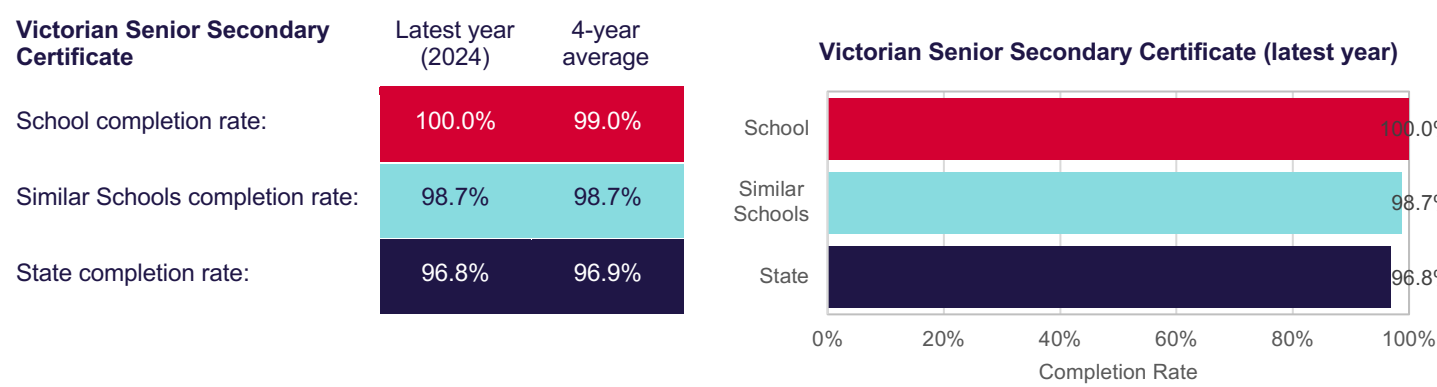


LEARNING (continued)

**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:	29.9
Number of students awarded the VCE Vocational Major	15
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:	10%
Percentage VET units of competence satisfactorily completed in 2024:	95%

## WELLBEING

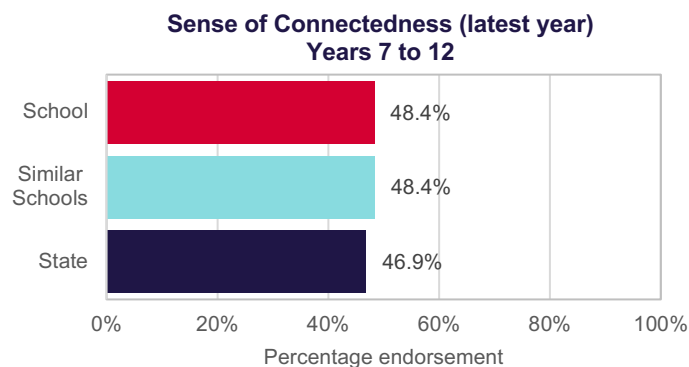
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	48.4%	51.5%
Similar Schools average:	48.4%	49.3%
State average:	46.9%	48.0%

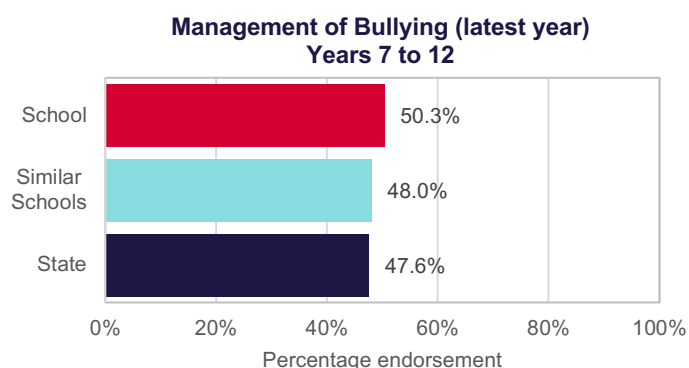


### Student Attitudes to School – Management of Bullying

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:	50.3%	51.9%
Similar Schools average:	48.0%	49.5%
State average:	47.6%	49.1%



## ENGAGEMENT

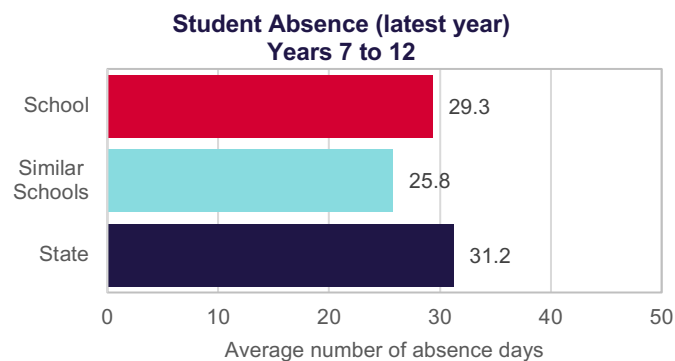
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	29.3	19.0
Similar Schools average:	25.8	21.6
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.

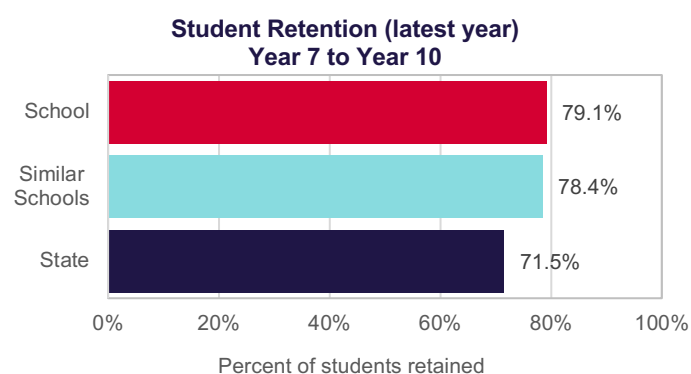
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	87%	80%	81%	87%	88%	89%

### 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:	79.1%	82.4%
Similar Schools average:	78.4%	79.4%
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.

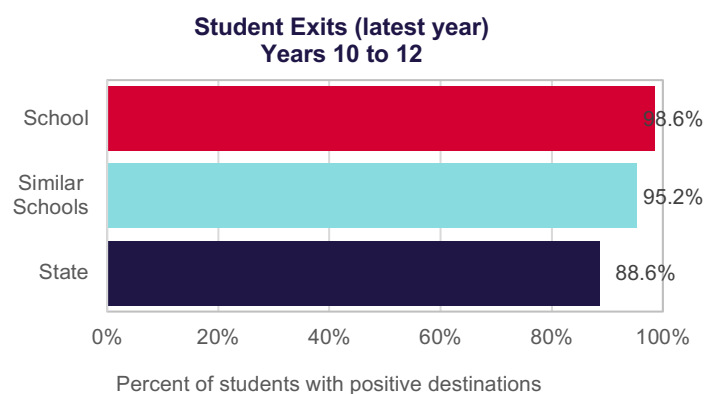
### Students exiting to further studies or full-time employment

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:	98.6%	93.6%
Similar Schools average:	95.2%	95.3%
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	\$11,036,468
Government Provided DET Grants	\$1,251,554
Government Grants Commonwealth	\$14,417
Government Grants State	\$10,453
Revenue Other	\$255,116
Locally Raised Funds	\$1,683,655
Capital Grants	\$4,509
<b>Total Operating Revenue</b>	<b>\$14,256,172</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$46,275
Equity (Catch Up)	\$13,703
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$59,978</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,433,876
Adjustments	\$0
Books & Publications	\$7,185
Camps/Excursions/Activities	\$463,800
Communication Costs	\$29,346
Consumables	\$187,444
Miscellaneous Expense <sup>3</sup>	\$1,322,293
Professional Development	\$36,246
Equipment/Maintenance/Hire	\$223,900
Property Services	\$196,824
Salaries & Allowances <sup>4</sup>	\$449,235
Support Services	\$371,609
Trading & Fundraising	\$11,248
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$12,522
Utilities	\$170,137
<b>Total Operating Expenditure</b>	<b>\$15,915,665</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,659,493)</b>
<b>Asset Acquisitions</b>	<b>\$214</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 03 Mar 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	\$4,051,734
Official Account	\$266,539
Other Accounts	\$457,418
<b>Total Funds Available</b>	<b>\$4,775,690</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$580,731
Other Recurrent Expenditure	\$36,320
Provision Accounts	\$0
Funds Received in Advance	\$169,454
School Based Programs	\$19,132
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,800
Repayable to the Department	\$2,448,339
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$313,915
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,200,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,775,690</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.*