

2024 Annual Report to the School Community

School Name: Red Hill Consolidated School (6249)



- 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 10:10 AM by Angus Wettenhall (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 10:10 AM by Angus Wettenhall (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- 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

Red Hill Consolidated School (RHCS) is a dynamic and vibrant government school, nestled amongst the bushland of Red Hill in the heart of the Mornington Peninsula. Given the school's location and surrounding vegetation, RHCS is on the Bushfire At Risk Register. Red Hill Consolidated School's enrolment on Census Day in 2024 was 529 students, with full time equivalent of 32.4 teaching staff. Single year levels operate across the school, from Foundation through to Grade 6. The staffing profile is varied in terms of both gender and teaching experience with 3 principal class members and 2 Learning Specialists.

Red Hill Consolidated School implements a contemporary approach to teaching and learning, offering students a learning environment that aligns with the Victorian Curriculum and best practice from around the world. This approach is reflected in our school's vision: "Through the Contemporary Learning Experience framework we will provide a rich learning environment that is student centred, technology enriched, question driven, skills based and contextually relevant. We will promote creativity and provide every opportunity for students to develop the essential skills to be active participants in a global community." The Contemporary Learning Experience (CLE) is the framework that underpins the teaching and learning RHCS students engage in on a daily basis. The CLE is characterised by learning that is Contextually Relevant, Student Centred, Question Driven, Skills Based and Technology Enriched. Each year, students at Red Hill Consolidated School investigate four Learning Explorations: World Views, Sustainability Matters, Understanding Ourselves and Human Endeavour, Discovery, Exploration & Innovation. These units of inquiry challenge students' thinking and provide an engaging vehicle through which students can learn a series of skills that can be applied to their future learning. As students move through from Year Prep to Year 6, each Learning Exploration is researched from a different perspective and with differing levels of complexity. In 2020, RHCS introduced a fifth Learner Asset, Reflector, to join Collaborator, Thinker, Inquirer and Self Manager. These 21st century skills are investigated and taught at each year level to ensure our students are well prepared for the future ahead. These approaches, in addition to an understanding of cognitive science research, is reflected in our school's instructional model, which provides staff and students with a structure for all lessons.

Red Hill Consolidated School is committed to reconciliation and embedding First Nations People's perspectives in to our curriculum. RHCS has a published Reconciliation Action Plan and an active working party. In recognition of this, RHCS was nominated for a Nurragunnawali Award in 2024.

Red Hill Consolidated School has developed and maintains a strong focus on well-being with consistent approaches across the school. RHCS celebrates four school values: Responsibility, Respect, Resilience and Empathy. These are visible in all classrooms and in the playground and take a focus in our lessons, assemblies and newsletter. Restorative practices are used widely to resolve issues and develop conflict resolution strategies. The Zones of Regulation and mindfulness are tools that are used to support students with their emotional literacy, self-regulation and awareness of others. RHCS is also committed to the Resilience, Rights, and Respectful Relationships curriculum and has partnered with the Resilience Project, highlighting our commitment to being an inclusive school.

Specialist subjects including Science, Music, Visual Arts, Physical Education, Sustainability and Japanese provide extensive diversity to the curriculum. Our specialist programs also offer engaging extra-curricular opportunities including a school choir, school band, private music tuition, a Year 6 Circus Program, community art projects, school sports including cross country, swimming and athletics, harmony days, pottery skills and school performances. In 2024, eleven students and two staff members took part in a study tour to Japan, providing an opportunity to build knowledge of language and culture as well as relationships with our sister school.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 was the first year of our new Strategic Plan, and our Annual Implementation Plan goals, targets and key improvement strategies centred around improving student performance in Mathematics and Writing. This included continued refinement of practice in the "work time" of our school's instructional model, providing greater differentiation and challenge for all students as well as low variance between classrooms. In recognition of our school's ongoing work on our instructional model and improving teacher capacity at all stages of the model using evidence informed practices, the RHCS Leadership Team was invited to present at the Bayside/Peninsula Principal's Forum in 2024.

RHCS partnered with author and educational consultant, Alan Wright, who supported staff during planning, led professional learning and assisted with our observation and coaching model. Building on the previous work of our Professional Learning Communities, teams strengthened their approach to implementing teaching cycles based on students needs, while trialling evidence informed teaching strategies during "work time". Staff utilised resources from the Australian Education and Research Organisation, the Department of Education and Tom Sherrington's Teaching Walkthrus.

These strategies resulted in another year of strong performance in both Mathematics and Writing in NAPLAN and Teacher Judgement. Our Grade 3 students performed particularly well in NAPLAN in 2024, with 95% of students achieving Strong or Exceeding in Writing and 77.8% achieving this result in Numeracy. Both of these outcomes are above State and Similar School averages. Also worth celebrating was our Grade 3 Reading results in NAPLAN, where 88.9% of students achieved Strong or Exceeding. Our Grade 5 cohort performed well and demonstrated strong growth, with 74% of students achieving Strong or Exceeding in Writing, while 73% of students achieved Strong or Exceeding in Numeracy. These results are above State and Network averages. Pleasingly, Our Grade 5 students performed very well in NAPLAN Reading, with 82% of this cohort achieving Strong or Exceeding in this assessment.

As a result of improved differentiation and challenge, as well as more rigorous assessment and moderation practices, NAPLAN results are much more closely aligned to our Teacher Judgement. As a whole school, 94.6% of RHCS students are working at or above the expected level in English and Mathematics. Students working more than 12 months above the expected level were supported by an Individual Education Plan and many were involved in the Victorian High Abilities Program.

Wellbeing

2024 commenced with a strong focus on establishing positive relationships with students, as well as developing and reinforcing clear expectations and routines in classrooms. Staff continued to use the evidence based strategies and techniques in the Teaching Walkthru resource in addition to the Australian Education Research Organisation's Practice Guides to support the objective of creating safe and orderly learning environments across the school. Our school values remain highly visible in our classroom learner agreements, whole school expectations, as well as featuring in all whole school and sub school assemblies.

RHCS entered the second year of our partnership with The Resilience Project in 2024 and continued to utilise the lessons and tools in the Respectful Relationships curriculum and Zones of Regulation to explicitly teach students important emotional literacy and social competencies skills.

The Attitudes To School Survey (ATOSS) once again indicated that our students are happy, healthy, active, resilient and confident. This survey also told us that our students are spending less time on digital devices than those in other schools and 83% of our Grade 4 to 6 students have never experienced a negative online experience. Pleasingly, 84% of RHCS students reported that they have not experienced bullying and 76% normal to high rates of resilience, which is above Network, State and Similar School averages.

Our wellbeing AIP Goal in 2024 was to increase engagement of all students in their learning to support improved student wellbeing. This was an ideal opportunity to revisit our school's inquiry pedagogies, that fell by the way side during extended periods of remote and flexible learning, as well as the previous two years where the AIP was focused on the Department's Priority Goals. This included establishing a partnership with an expert in this field, who led professional learning and supported teams and leadership with planning and documentation. The majority of this work took place in Semester Two of 2024, and will continue into 2025. However, given the timing of our Key Improvement Strategies and Activities for this AIP Goal, we did not see an improvement in our ATOSS Target; Motivation and Interest.

Throughout 2024, Mental Health Funding supported a range of initiatives aimed at enhancing student wellbeing. This included The Resilience Project and a term of the Canine Comprehension group program, which provided a small group of students with the opportunity to explore emotional expression and foster positive connections with their learning environment. With the support of a trained therapy dog, students experienced a calming and supportive atmosphere.

Funding also enabled staff participation in the Dogs Connect Program, leading to the introduction of Frank, a mini Cavoodle, who attended school three days a week. Additionally, the entire school participated in an incursion featuring Brainstorm Productions' live educational theatre performance, *Sticks & Stones*, which promoted resilience, cyber safety, and positive peer connections. A portion of our Tier 2 funding was allocated to onsite allied health support, with a Speech Therapist and Occupational Therapist working fortnightly for half a day each week. Their focus included social-emotional groups, assessments, classroom observations, and providing guidance and support for staff.

Engagement

Red Hill Consolidated School maintained similar attendance averages in 2024 when compared to previous year. However on average, each student at RHCS was absent for 23.3 days in 2024. This translated to 46% of our students taking 20 or more days off school last year, which is significantly higher than State, Network and Similar School results. Illness/Medical continued to be the major absence type although Family Holidays were a very close second reason for student absence. Students not attending school due to extended holidays were supported by absence learning plans. On a more positive note, twenty one students did not record a single absence and 15% of our students were away no more than 9.5 days in 2024.

Despite these attendance results, our student responses in the Attitudes to School Survey indicate that our students feel engaged and have positive attitudes to attendance, with high rates of positive endorsement in these categories. 85% of our students in Grade 4 to 6 responded positively to Differentiated Learning and Challenge and 77% responded positively to Stimulated Learning. In addition, 82% of our students expressed positive attitudes towards attendance in this survey. In summary, these conflicting results lead us to the conclusion that there is little evidence at our school to link our attendance with levels of engagement, challenge or student learning. Addressing attendance, including reducing unexplained absences will be a focus in 2025.

Other highlights from the school year

2024 was full of highlights and milestones, ranging from another year of strong NAPLAN performance to whole school celebrations, camps, excursions and of course our Grade 6 Circus. However, one of the most significant changes as well as successful achievement in 2024 was the pivot to developing new "student centred" fundraisers and events. In conjunction with an enthusiastic fundraising and event committee, RHCS planned, organised and implemented a whole school Colour Run, student disco, a family movie night at the Dromana Drive In and a Christmas Market, which took place on the night of our Christmas Carols. These were all a great deal of fun for all involved and raised much needed funds for school improvement projects. In addition, we conducted an Easter raffle and Mother's Day and Father's Day stall.

In 2024 we also appointed a year level coordinator, a parent volunteer, whose role was to plan an out of school hours event such as a picnic or barbeque at a local park. These were great community building opportunities and a chance for parents and students to build connections with others in their year level.

In addition to these events, our school's NAIDOC week celebrations were a highlight for our community, culminating in an incredible performance by Mitch Tambo. In 2024 we also commissioned a local First Nation People's artist and installed a beautiful indigenous mural titled "Our Family Thrives" in a prominent location in our school, symbolising our school's commitment to reconciliation and cultural safety.

Financial performance

Red Hill Consolidated School's overall financial position remains sound. The School's Strategic Plan and Annual Implementation Plan, continue to provide direction and clarity for the allocation of funds to support programs and priorities. In general, all budgets were managed effectively and we concluded the year with a small surplus of funds, which will be utilised in 2025. Red Hill Consolidated School received \$26480.60 in Equity Funding, which was used on staffing to provide additional support for students. As a school on the Bushfire At Risk Register, we received \$31747.85 in 2024. The Bushfire Preparedness Funding was used to assist our school to carry out a range of activities to prepare for the bushfire season. We also accessed additional funding from this program to purchase an commercial outdoor vacuum cleaner, to help us better manage leaf litter.

With a small decline in students in 2024 in combination with lower than anticipated voluntary contributions, careful management of all budgets was required. In addition, a number of urgent maintenance and facilities works took place in 2024, leading to over expenditure in this area. Some projects and programs were unable to proceed. With this in mind, further planning and consideration will be required for budgeting in the future.

Red Hill Consolidated School held many exciting events in 2024, raising local funds for specific school projects, including the resurfacing of our school's gymnasium, upgrades to the school's swimming pool, purchasing of books and other resources, as well as much needed improvements to a number of learning spaces.

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 529 students were enrolled at this school in 2024, 242 female and 287 male.

0 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).

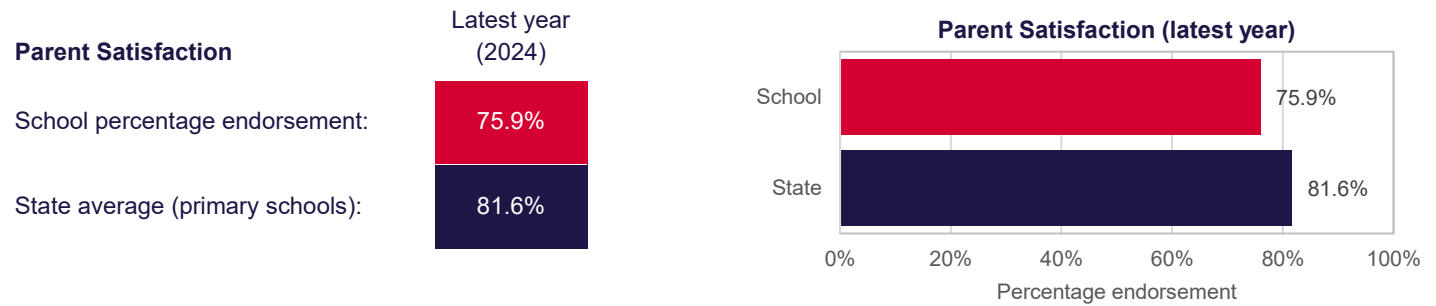
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

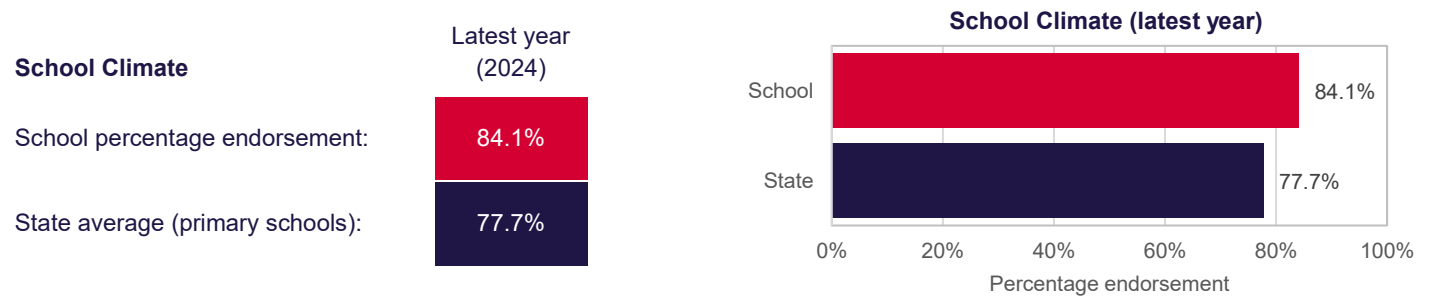


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent 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.



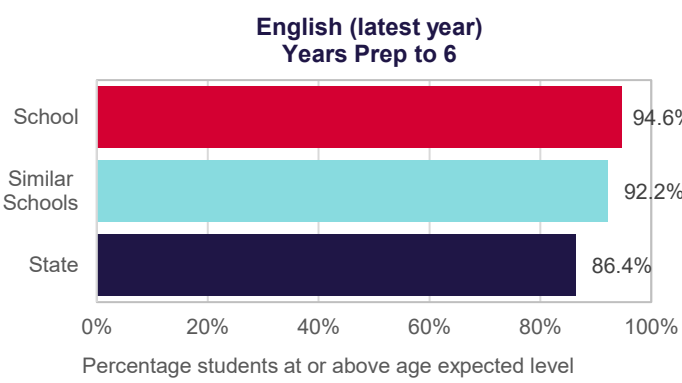
LEARNING

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.

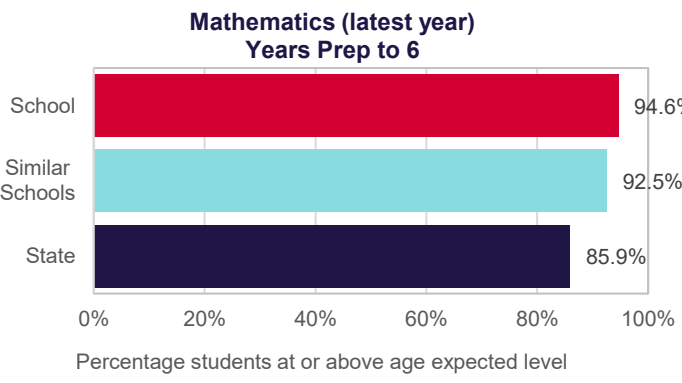
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.6%
Similar Schools average:	92.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.6%
Similar Schools average:	92.5%
State average:	85.9%



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.

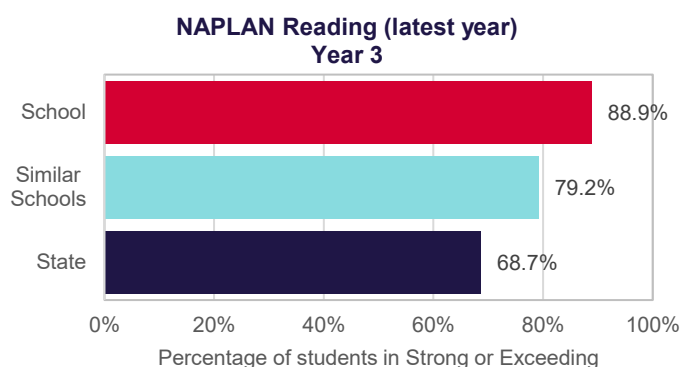
NAPLAN

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.

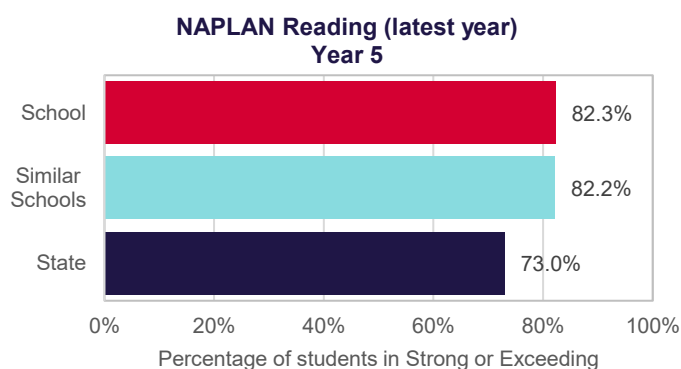
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.9%	88.3%
Similar Schools average:	79.2%	79.1%
State average:	68.7%	69.2%



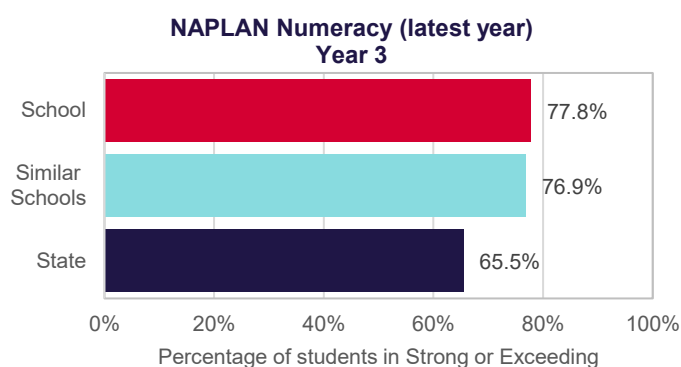
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.3%	84.5%
Similar Schools average:	82.2%	84.1%
State average:	73.0%	75.0%



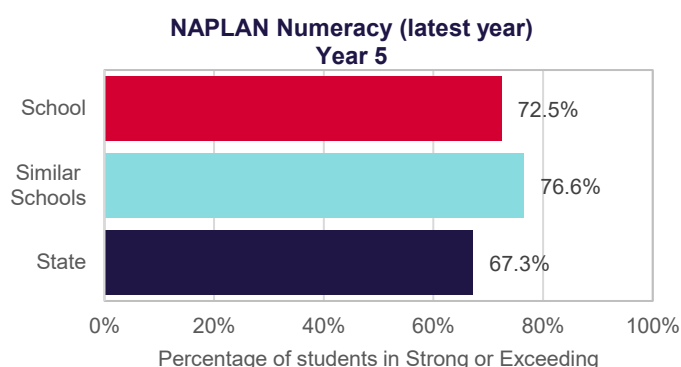
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	78.6%
Similar Schools average:	76.9%	77.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.5%	74.5%
Similar Schools average:	76.6%	76.7%
State average:	67.3%	67.6%



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

79.3%

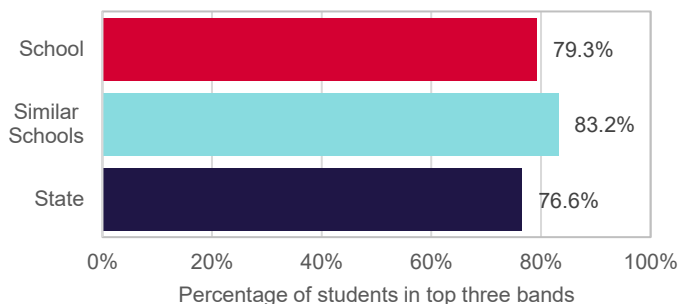
Similar Schools average:

83.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

79.7%

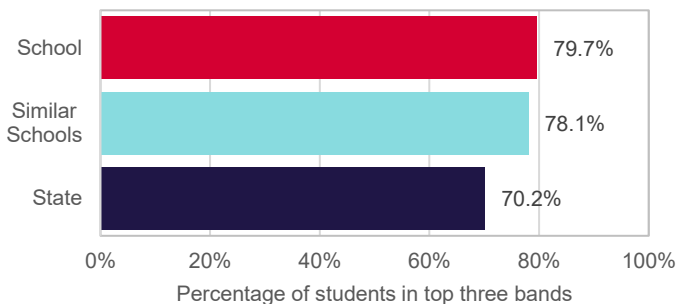
Similar Schools average:

78.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

65.9%

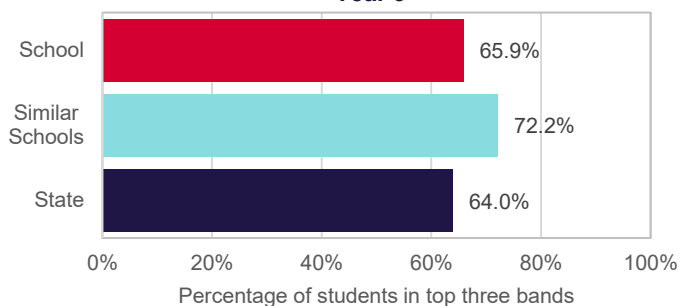
Similar Schools average:

72.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

66.0%

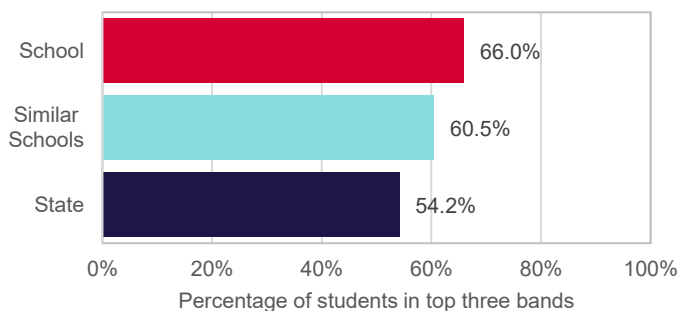
Similar Schools average:

60.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

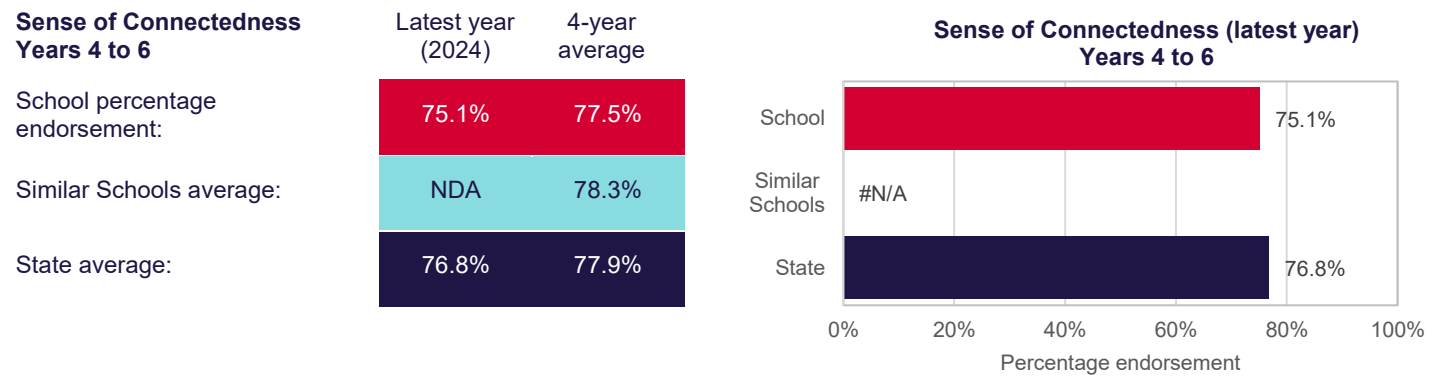


WELLBEING

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.

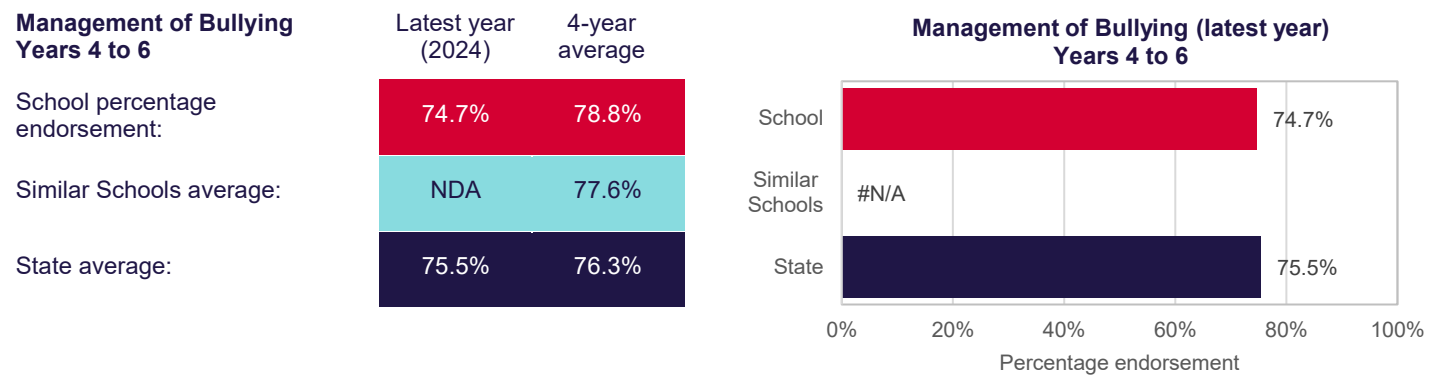
Student Attitudes to School – Sense of Connectedness

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).



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).

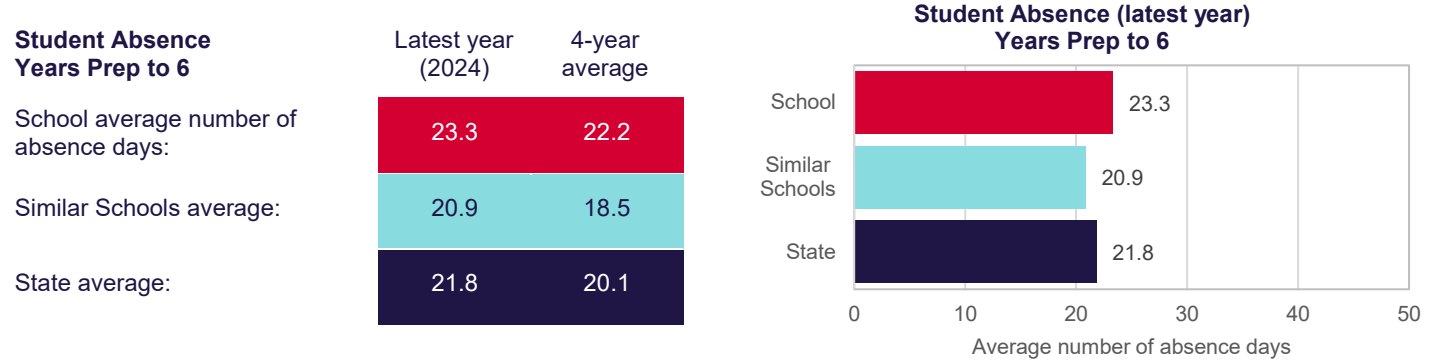


ENGAGEMENT

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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	88%	88%	88%	89%	87%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,038,564
Government Provided DET Grants	\$909,094
Government Grants Commonwealth	\$25,019
Government Grants State	\$0
Revenue Other	\$72,956
Locally Raised Funds	\$401,909
Capital Grants	\$0
Total Operating Revenue	\$6,447,542

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,481
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,481

Expenditure	Actual
Student Resource Package ²	\$5,018,052
Adjustments	\$0
Books & Publications	\$142
Camps/Excursions/Activities	\$152,456
Communication Costs	\$4,089
Consumables	\$189,323
Miscellaneous Expense ³	\$34,281
Professional Development	\$45,785
Equipment/Maintenance/Hire	\$72,493
Property Services	\$240,613
Salaries & Allowances ⁴	\$11,405
Support Services	\$313,924
Trading & Fundraising	\$59,179
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$68,184
Total Operating Expenditure	\$6,209,926
Net Operating Surplus/-Deficit	\$237,616
Asset Acquisitions	\$154,523

- (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 17 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	\$758,630
Official Account	\$187,764
Other Accounts	\$42,554
Total Funds Available	\$988,948

Financial Commitments	Actual
Operating Reserve	\$199,262
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$56,000
School Based Programs	\$56,970
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$676,716
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$988,948

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.