2025 Annual Report to the School Community

School Name: Brentwood Secondary College (7647)

- 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 23 April 2026 at 05:36 PM by John Ballagh (Principal)

- As executive officer of the school council, I attest that this 2025 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 27 April 2026 at 08:07 PM by John Ballagh (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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Brentwood Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and pursue excellence. A learning community is a place where everyone is learning, both independently and together, and where everyone is continually striving to improve. Our guiding philosophy is the belief that all students learn best when they are happy, healthy and resilient.

Our vision for learning encapsulates all members of our community and states "We learn as a connected community to grow as individuals who are future ready". This vision drives our purpose to ensure that all students are provided with every opportunity to achieve their potential as a learner and as a person so they can develop their talents, nurture a passion and to grow in confidence about their future. Every student is supported in their intellectual, emotional, social and physical development by a highly professional and dedicated group of teachers and education support staff.

Brentwood Secondary College is a co-educational school located in the eastern Melbourne suburb of Glen Waverley. The socio-economic profile of the school is classified as high. The 2025 enrolment was 1564.2 including 52 International Students (this includes 55 EAL students, 3 Aboriginal students and 338 NCCD enrolments). The number of equivalent full time staff employed was 138.43. This includes 5 principal class officers, 120 teachers and 35 education support staff.

The Year 7 Curriculum integrates the study of English (or EAL) and Humanities in a program that is called Thinking, Learning and Creativity (TLC), Mathematics, Science, Health & PE, Languages (German or Japanese), Digital Technologies, Art and Music are taught as stand-alone subjects. A Curriculum Enrichment Program is offered to those students who demonstrate academic skills above those of their peer group. There are two Enrichment classes at Years 7, 8 and 9; one that studies German and the other Japanese. The Year 8 curriculum includes the study of English (or EAL), Mathematics, Humanities, Science, Health/PE, Languages, Art, Drama, Digital Technology and Food Technology. At Year 9 the core curriculum is reduced to English, Mathematics, Humanities, Health & Physical Education and Science thus allowing for the introduction of a range of specialised elective units. This model promotes personalised learning pathways in preparation for Years 10 - 12 where students begin their VCE including the Vocational Major and VET subjects. The Year 10 - 12 curriculum provides opportunities for advanced placement in VCE & VET subjects and university enhancement studies.

A secure education or training pathway beyond Brentwood is a priority for all students. There is a strong commitment to pastoral care and the extra-curricular program promotes high levels of participation. Student leadership opportunities are spread across a broad range of activities and services. The Brentwood culture is one of learning, leadership and high expectations for every member of our community.

Progress towards strategic goals, student outcomes and student engagement

Learning

This year the school has focused on further embedding the Brentwood Teaching and Learning Model's Lesson Framework and Student Learner Model elements with an aim to promote the consistency and collective efficacy of staff to support continuous improvement.

Mathematics and English implemented the Victorian Curriculum 2.0 in 2025, with other faculties using this model to prepare for a 2026 rollout. Mathematics staff also collaborated, supported by Communities of Practice in the North Eastern Victorian Region, to build readiness. In 2025, the Learner Behaviours Continuum was introduced and embedded school-wide to strengthen student agency, helping students identify their progress, next steps, and track their learning growth.

Our ongoing commitment to Professional Learning Communities (PLCs) has continued to drive improvement in teacher practice and student learning outcomes by supporting teachers in adjusting their practices to meet the needs of our students. PLC inquiry cycles continue to embed Data Wise practices as an outcome of our leadership teams' training with the Harvard Graduate School of Education through the Victorian Academy of Teaching and Leadership. This has increased staff confidence and capability to use broader data sets, analyse wellbeing data, and implement strategies to improve student learning and wellbeing outcomes in line with Framework for Improving Student Outcomes 2.0.

Staff were supported with their practice through the development and launch of both the Playbook & Optick platforms. This provided resources and data to enable them to enhance their teaching practice by understanding their students as learners and people. This was further supported by professional learning delivered to all staff across the year that provided them with opportunities to build their practices collaboratively and enhance collective efficacy.

Additionally, key staff leading Victorian Teaching and Learning Model (VTLM) 2.0 implementation undertook targeted professional learning with Carl Hendrick and Nathaniel Swain to deepen their understanding of the evidence base and plan the school's rollout.

At Year 7 our NAPLAN school percentage of students operating at strong or exceeding proficiency levels for Reading was 85.7%, which was above like schools and on par with the network. Numeracy was 90.1%, which was higher than similar schools which are labelled as being 'like' but slightly below network schools. At Year 9 our school percentage of students operating at strong or exceeding proficiency levels for Numeracy was 86.9% which was well above network and like schools and for Reading it was 87%, placing our results above those of both network and like schools.

VCE teachers continued to develop their understanding and engagement with VCE data through guided conversations led by members of the Leadership Team to inform their teaching and assessment practices over the year. This was further supported through highlighting and sharing of best practice and providing opportunities for engagement with wider professional learning. Our VCE results for 2025 continue to be strong in maintaining more than 21.6% of students achieving an ATAR greater than 90 and 48.3% of students achieving an ATAR of more than 75. We have also exceeded our School Strategic Plan target of 50% for the number of VCE Unit 3 and 4

subjects at or above the adjusted score of 0 according to the Selected VCE Studies (Adjusted) VASS Report 10 with 60% subjects reflecting value add by the school to student achievement.

Wellbeing

The 2025 Attitudes to School Survey score for the ‘Sense of Connectedness’ variable is above the median for all Victorian government schools and for comparable schools. The Attitudes to School Survey four year average score for the ‘Sense of Connectedness’ variable is also higher than the median for all Victorian government schools and comparable schools.

The 2025 Attitudes to School Survey score for the ‘Managing of Bullying’ variable is slightly lower than the median for all Victorian government schools and comparable schools. However, the Attitudes to School Survey four year average score for the ‘Managing of Bullying’ variable is higher than the median for all Victorian government schools and comparable schools.

Supporting our students to be disciplined, reflective and resilient learners has continued to be a feature with the ASPIRE program in 2025. The focus of this curriculum is based on the three pillars of 'The Learner', 'The Person' and 'The Future'.

Teachers are encouraged to further develop the role of student voice in learning by extending opportunities for student feedback and student choice in the classroom through the use of the PIVOT student survey. Student wellbeing is a precursor to learning and consistent with our vision for happy, healthy, resilient students. In 2025, select students with lower attendance were supported by other engagement programs that were provided by the Wellbeing team.

During 2025, there was a focus on staff professional learning in: trauma-informed practice, consistent classroom routines and student agency. While approximately 90% of teaching staff are now trained in Youth Mental Health First Aid.

A breadth of co-curricular and student leadership opportunities continue to be offered to enhance students’ connectedness to school and to build their sense of belonging. We will continue to promote and celebrate student participation, leadership and service to the community.

Engagement

The average days absent per full time equivalent student was less than the median for all Victorian government schools in 2025. The attendance rate for each year level was as follows, Year 7 - 88.7%, Year 8 - 86.7%, Year 9 - 86.4%, Year 10 - 86.4%, Year 11 - 88.3% and Year 12 - 89.1%.

Student attendance is recorded for each lesson by class teachers using an online information management system, Compass. Attendance is also monitored by House Leaders and Heads of House. Parents are also able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday. Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health issues.

The very precise online monitoring of attendance by both teachers and parents has no doubt contributed to the high student attendance rate.

The percentage of students who remain at Brentwood from Year 7 through to Year 10 (83.1%) is higher than the median for all Victorian government schools. The comprehensive pathways program at Brentwood includes extensive careers and course counselling for all junior and senior school students. All students in Years 7 to 12 complete an annual Career Action Plan identifying their areas of interest and how they can pursue and develop these passions. Careers education is embedded into the ASPIRE program for all year levels. This is complemented by ongoing incursions, pathways experiences, immersion days and guest speakers. Year 9 students complete Morrisby testing culminating in a one-on-one interview with a trained Morrisby counsellor. Morrisby endeavours to highlight areas of interest and relate these to potential future pathways. This is an invaluable tool that can also assist students in selecting an appropriate Work Experience placement in Year 10. Early exposure and exploration of potential areas of interest and pathways is paramount to providing our students with a solid foundation to become active participants in their chosen areas of interest. Students are empowered with the tools to explore areas of interest facilitated by the dedicated Pathways Team. The goal of our transition and pathways strategies is to encourage all students to develop a growth mindset and, as articulated in our vision, to provide every student with the opportunity to grow in confidence about their future. A secure education, training or employment pathway beyond Brentwood is a priority for all students.

Other highlights from the school year

During 2025, there were a number of highlights at Brentwood. These include:

1. Our award winning Student 'Green Team' who led the school being acknowledged and awarded as a **five star Resource Smart School**.The Green Team also hosted an summit for other student leaders in neighbouring schools with the aim of supporting others in implementing sustainability programs and practices in their communities.
2. The College Library was recognised by the School Library Association of Victoria being award the annual **Leadership Award.** This is awarded to one school each year and selected from Government, Catholic and Indpendent schools.
3. The school captains were fortunate to host the Australian **Deputy Prime Minister** for 2 hour visit that included a panel Q and A with representatives from local government and our local State Member of Parliament.
4. The Performing Arts program was nominated for **24 Lyrebird awards** in all categories for three of our performing arts productions along with 13 **Guild Association** awarn nominations/commendations. We were very proud to win 6 Guild Association Awards, including Best Junior Production for Spamalot. An outstanding achievement!
5. During Term 3, our Japanse Sister School from **Ono Senior High School** visited as part of the annual exchange program. These visits provide a rich learning opportunity for students at Brentwood.
6. As part of Brentwood's relationship with the Monash Tech School, Brentwood students were showcased on an **SBS superbots documentary**, highlighting the high tech learning opportunities for our students.

7. The School Captains ran two fourms for student leaders across neighbouring school, providing students across out network of schools to collaborate and share their ideas as well as supporting each other in their leadership development.
8. The bi-annual **NASA trip to the United States of America** was another great success in partnership with neighbouring schools, providing students in Years 8 - 10 with an incredible learning opportunity.
9. Two of our Year 12 students were nominated for the **VCE Leader of the Year Awards**, with one student making the final 8. Another Student Leader was also awarded the Wheelers Hill **Lions Youth of the Year**.

Financial performance

The Operating Statement Summary for the year ending 31 December 2025 reports Total Operating Revenue of $22,022,847 and Total Operating Expenditure of $21,560,433, resulting in a Net Operating Surplus of $462,414.

This surplus has been allocated to key projects scheduled for completion over the next 12 months, including J Block Food Technology classroom upgrade works and a new Amphitheatre/seating between the Basketball courts.

Grants received during the year comprised Equity Funding of $164,200; MYLNS Improvement Teacher Funding of $51,491; Student Excellence Program funding of $41,965; Career Education Funding of $86,282; Tutor Learning Initiative funding of $133,560; Schools Mental Health Fund support of $142,212 and Tier 2 Disability Inclusion Funding of $253,191.

Projects completed in 2025 include K Block landscaping works and new locker bay, locker bay flooring, fencing works, and ongoing classroom upgrades such as painting, carpet replacement, and furniture renewal.

Asset acquisitions totalling $721,463 encompassed the Library refurbishment, photocopiers, classroom air conditioning units, new lockers, media and technology equipment, and musical instruments.

Camps/excursions/activities expenditure of $886,224 represents a broad range of experiences for students in sport, performing arts, music, languages, year level camps and the Duke of Edinburgh Award.

Expenditure on Casual Relief Teachers to cover staff leave and workforce shortages continues to represent a significant cost.

As at 31 December 2025, the financial position was balanced, with Total Funds Available of $4,302,370 and Total Financial Commitments of $4,302,370. This includes allocated savings towards major capital projects, notably a school-funded refurbishment of A Block estimated at $1,100,000.

Overall, the financial position reflects the ongoing support and engagement of the School Council and parent community.

For more detailed information regarding our school please visit our website at www.brentwood.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 1,554 students were enrolled at this school in 2025, 736 female and 818 male. 37% had English as an additional language and NDP 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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**68.3%**
	Similar schools	74.5%
	State	74.1%

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.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**69.2%**
	Similar schools	63.4%
	State	59.3%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Year 7 - 10 % of students at or above age expected standards	**School**	**92.2%**
	Similar schools	90.8%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**91.4%**
	Similar schools	86.8%
	State	70.5%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**85.7%**	**85.6%**
	Similar schools	83.8%	83.3%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**87.0%**	**80.2%**
	Similar schools	79.6%	77.4%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**90.1%**	**87.4%**
	Similar schools	84.5%	82.6%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**86.9%**	**85.0%**
	Similar schools	80.4%	78.3%
	State	61.9%	60.2%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**78.8%**
	Similar schools	76.7%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**74.0%**
	Similar schools	75.2%
	State	73.5%

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 VCE VM students at the School, Similar School, and State level.

		2025	3-year average
VCE/VCE VM completion rate	**School**	**99.6%**	**99.6%**
	Similar schools	98.7%	98.6%
	State	97.2%	96.9%
Mean VCE study score	**School**	**29.7**	**NDA**
Total VCE VM students	**School**	**17**	**NDA**

WELLBEING

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).

		2025		4-year average
Years 7 to 12 % positive endorsement	**School**	**50.3%**		**51.1%**
	Similar schools	49.7%		48.4%
	State	49.8%		47.7%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 7 to 12 % positive endorsement	**School**	**47.3%**		**51.0%**
	Similar schools	49.9%		48.7%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	**School**	**94.2%**	**95.3%**
	Similar schools	90.9%	87.7%
	State	81.5%	81.2%

Student retention

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

		2025	4-year average
Real retention rate	**School**	**83.1%**	**78.8%**
	Similar schools	79.8%	79.9%
	State	68.8%	68.7%

Average absence days per student

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

		2025	4-year average
Year 7 - 12	**School**	**24.8**	**23.9**
	Similar schools	24.2	23.5
	State	30.2	29.4

Attendance rate

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

		2025
Year 7	**School**	**88.7%**
Year 8	**School**	**86.7%**
Year 9	**School**	**86.4%**
Year 10	**School**	**86.4%**
Year 11	**School**	**88.3%**

		2025	
Year 12	**School**	**89.1%**	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	$17,342,109
Government Provided DET Grants	$2,457,244
Government Grants Commonwealth	$26,662
Government Grants State	$38,030
Revenue Other	$216,314
Locally Raised Funds	$1,942,488
Capital Grants	$0
Total Operating Revenue	**$22,022,847**

Equity	Actual
Equity (Social Disadvantage)	$105,324
Equity (Catch Up)	$53,728
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$159,052**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$17,709,180
Adjustments	$0
Books & Publications	$14,145
Camps/Excursions/Activities	$886,224
Communication Costs	$32,736
Consumables	$406,419
Miscellaneous Expenses[2]	$155,005
Agency Staff	$9,268
Professional Development	$165,374
Equipment/Maintenance/Hire	$234,097
Property Services	$333,134
Salaries & Allowances[3]	$1,090,237
Support Services	$352,544

Expenditure	Actual
Trading & Fundraising	$25,078
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$146,991
Total Operating Expenditure	**$21,560,433**
Net Operating Surplus/-Deficit	**$462,414**
Asset Acquisitions	**$721,463**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$3,951,869
Official Account	$64,995
Other Accounts	$285,506
Total Funds Available	**$4,302,370**

Financial Commitments	Actual
Operating Reserve	$641,876
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$406,616
School Based Programs	$48,107
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$484,771
Capital - Buildings/Grounds < 12 months	$1,721,000
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$1,000,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$4,302,370**

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.