

2024 Annual Report to the School Community

School Name: Sunshine College (8790)



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

Attested on 21 March 2025 at 09:02 AM by Tim Blunt (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 03 April 2025 at 08:35 AM by Tim Blunt (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

About Our School

School context

In 2020, Sunshine College in the west of Melbourne was a four-facility multi-campus school, operating two facilities catering to students in years 7–10, a year 11 and 12 facility for senior students, and the Harvester Technical College (HTC), catering to a year 10–12 cohort. During 2020, the school was re-registered through the VRQA to operate in 2021 as two 7–12 campuses. In 2024, the school employed over eight tutors to work with students alongside classroom teachers to ensure their learning was supported. The Grattan Institute has published two reports on Sunshine College, highlighting it as a school that achieved exceptional 'value add' outcomes for students in mathematics and literacy, and detailing how we use data to impact learning.

The College Leadership Team includes 6 principal class personnel, 109 teaching staff and 42 non-teaching staff. We are categorised as having a HIGH Socio-Economic profile of disadvantage, with approximately 65% of students having parents born outside Australia. 1% of students from Aboriginal or Torres Strait background and 8% from a refugee background. Sunshine College runs extensive programs to support "at risk students" including the operation of a Deaf Unit. The school is registered to accept International Students, which mainly come from Vietnam and had approximately 60 enrolled in 2024 and is now capped at 75 for 2025. The HTC, a facility of Sunshine College, provides our local community with a curriculum to enhance pathways for students wanting to be excellent trades-persons. All HTC students undertake a pathway to obtain the new VCE certificate that includes the Vocational Major. Each year our students achieve high ATAR scores and we have produced Premier Award winners and a Victorian VCE Achiever of the Year, placing them among the top elite students in Victoria.

The school has exhibited student work in the VCE Top Design awards. Duxes of the College in the last few years are presently undertaking courses in Arts, Engineering, Commerce and Law. Sunshine College takes pride in 'Creating Futures' for all students; we are a strongly multicultural community and offer programs accordingly.

We aim to accelerate the learning and development of all students. Our school community values: LEARNING, GROWTH, WELL-BEING and RELATIONSHIPS within a teaching & learning culture of Collaboration, Inclusiveness and Aspiration.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school underwent its 4th yearly review in 2022, resulting in a refined and updated purpose. The College used this process to initiate a review of the school's Vision, Values, Culture and Expectations, with a document developed that clearly articulates these. In 2023 the school initiated an alignment with the "Real Schools" program, launching a series of professional learning sessions for staff in 2024. This professional development, focused on restorative practices and

strategies to enhance student engagement. This initiative will continue into 2025, with further professional development in restorative practices and strategies to further enhance student engagement.

The school has spent the last couple of years developing 'excellence in teaching and learning' by focusing on curriculum planning and assessment and building practice excellence. An exemplar on how teachers in each Focus Group (Key Learning Area) should undertake teaching and learning was developed and is continually revised and based around the five phases of the Sunshine College Instructional Model, namely:

Learning Intention-clearly defined, Determine Readiness for Learning-explored, Activities Targeting Individual success- delivered, Feedback-provided and Reflection-undertaken.

A review of the English curriculum, undertaken by our teachers, has led to the development of engaging learning programs with a strong emphasis on improving student writing skills. This review has also ensured alignment with the new *English Version 2.0 F-10* curriculum, which will be fully implemented in 2025. Our teachers have reviewed and updated the mathematics curriculum to reflect the changes in the *Mathematics Version 2.0 F-10* curriculum, supporting a smooth implementation of the revised standards.

The Schools Performance Report (...different to the performance summary in this report) shows that the school works with students to improve their skill sets, where NAPLAN data shows that at Year 9 in Numeracy we have growth similar to like schools and better than similar schools in Reading. The performance summary report attached to the Annual Report shows that in NAPLAN testing there has been 10.7% increase in the number of students at Year 9 in the Strong and Exceeding groups for READING compared to the % of students in the top 3 bands in 2022, while there has been 3.2% increase in the number of students at Year 9 in the Strong and Exceeding groups for NUMERACY compared to the % of students in the top 3 bands in 2022. Harvester Technical College (HTC) students left us in 2024, with 79% going onto apprenticeships, 8% being meaningfully employed and 5% going onto TAFE courses. The school's mean VCE study score was higher than in the previous two years but has remained static at the 26/27 mark, and has been identified as an area to target for improvement in the 2025 AIP. Whether it was studying VCE or a VET pathway, our students and staff across the College are rightfully proud of how they have worked in *creating futures*.

Wellbeing

A number of programs operated throughout 2024 aimed at improving well-being for students, these included RAISE and Side Kicks. Support from the Ardoch Foundation and other local community groups also supported improved well-being outcomes.

The CONNECT / CAREERS & PATHWAYS core subject supports Pastoral Care initiatives and career counselling and is where we deliver the Respectful Relationships curriculum and consent education. In 2024 the College wellbeing team was further strengthened through additional employment of wellbeing support staff, to work alongside our psychologists, department Nurse and student welfare coordinators.

The College is proactive in making students feel happy and safe via numerous strategies and programs. As an eSmart school, students are taught about cyber safety. During 2024 the 'connect/Pathways' core subject at 7-10 complemented our pastoral care system and links well to the governments Respectful Relationships and Safe Schools programs. With a strong pastoral care focus and emphasis on student well-being mixed with aspiration for

success we have maintained the school's mean VCE study score at the 26/27 mark. With improved literacy and numeracy levels, we expect students to continue to improve their engagement with the school and their studies, which will lead to improved attendance and learning & well-being outcomes for all students.

Engagement

Our 'SunLit' literacy program dedicates 4 periods of literacy support across the College in years 7 to 10 and was recognised by the DoE by its inclusion on the online video platform FUSE. 'SunLit' supports all students in improving reading comprehension skill and provides strategies to cope with VCE English for those working in the highest stream. Throughout 2024 SunLit and our Math's Futures program, which was recognised with the award for 'Outstanding School Advancement' at the Victorian Education Excellence Awards, supported individualised growth in these areas of the curriculum. Both programs rely heavily on student and teacher collaboration. With a focus on targeted teaching and growth we are hopeful that this will lead to increased attendance to school, where students feel the teaching and learning supports them as individuals. In 2024 our absence data still was not where we would like it to be and a number of strategies were employed including class competitions for our best attendances. Attendance remains an area of improvement that we will focus on through 2025.

Our funded PSD students (approx. 35), including deaf and hearing impaired (22 in total) along with a number of identified high risk students were targeted for additional support. In 2024 our VCE completion rate was higher than the state average, an increase on previous years. Exit data includes a number of students from the HTC who are offered apprenticeships throughout the year while undertaking Structured Work Place Learning.

Other highlights from the school year

The community should note that we offer a broad curriculum at Sunshine College; it is not a school that focuses entirely on students entering University. Harvester Technical College offers a 'specialised pathway' for students who want to be first class trades persons. It provides innovative applied learning opportunities through a project-based curriculum. The facilities are fantastic, supporting the delivery of studies in engineering, carpentry, plumbing, electro-technology and ICT and where students use quality equipment under the instruction of skilled and dedicated teachers. HTC students left us in 2024, with 79% going onto apprenticeships, 8% being meaningfully employed and 5% going onto TAFE courses. Sunshine College is one of a small number of government secondary schools that is a Registered Training Organisation (RTO). The academic rigor of the College is blended with exciting and engaging activities and programs, which include, various camps and excursions, the City Centre project, the Advance program, the College's Performance & Art Showcase (MADD), sports of all sorts, first aid training, blood bank donations and plenty of BBQs and fund raisers for charity and lots more. Thanks to the coaching and guidance of a number of staff and the skill and endeavour of our students we have had some great sporting outcomes. In 2024 our Rugby Sports Academy with links to the Melbourne Rebels supported students to undertake a Cert II in Sport & Recreation while developing their skills. In recent years music has become a growth area within the

curriculum, where dedicated staff have introduced and supported the development of Senior and Junior College bands and vocal ensembles. The Sunshine College and Harvester Technical College Facebook pages show engaged happy students participating in a variety of activities.

Financial performance

The school net operating deficit in 2024 of \$332,252 reflects an investment in additional staffing to run programs and small class sizes in certain subjects, in particular at the senior end of the school, including VET. Note financial commitments include a repayable payment to the DoE of \$502,072 and is a result of this staffing salary deficit from 2023 caused by a number of factors already mentioned and as a result of an ageing (more expensive) workforce and a SRP formula around 'average salary costs in against real cost out'. The school is likely to remain in a staffing deficit that will need to be self-managed, in 2025, if current successful programs around literacy & numeracy and upper secondary courses are to be maintained. The financial commitments are aligned to school self-funded expenditure for replacement furniture, new equipment and grounds work associated with the building of the new facilities in Lachlan Road and expected additional resourcing spends at the North campus and Harvester Technical College. The school council is currently working with the Brimbank Council through a Joint Use Agreement (JUA) and the Victorian School Building Authority (VSBA) to improve community access to grounds and in the construction of new buildings at the North campus where in excess of 3 million dollars of school funds have been allocated.

**For more detailed information regarding our school please visit our website at
<http://www.sunshine.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 1,193 students were enrolled at this school in 2024, 456 female and 736 male.

39 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).

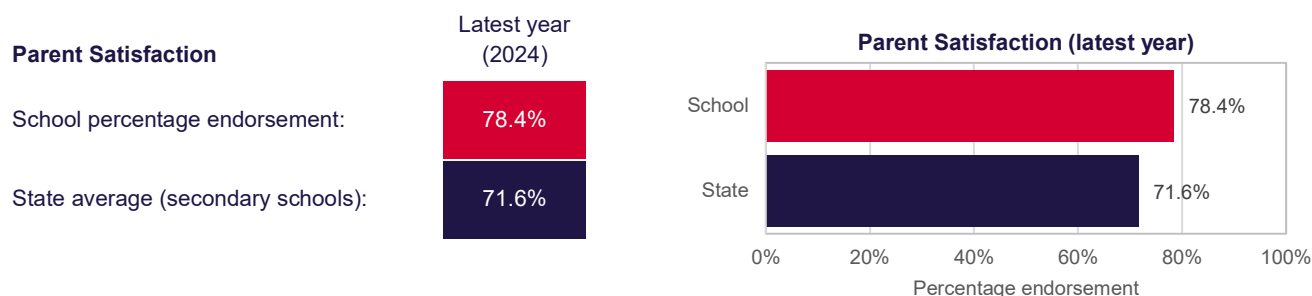
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

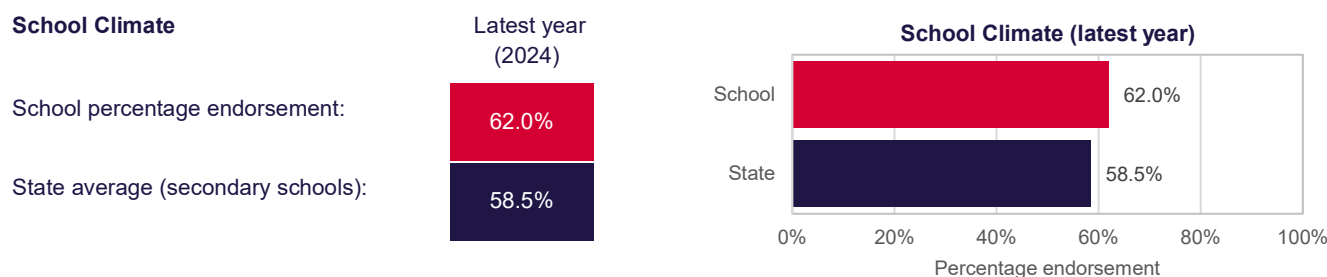


School Staff Survey

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

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

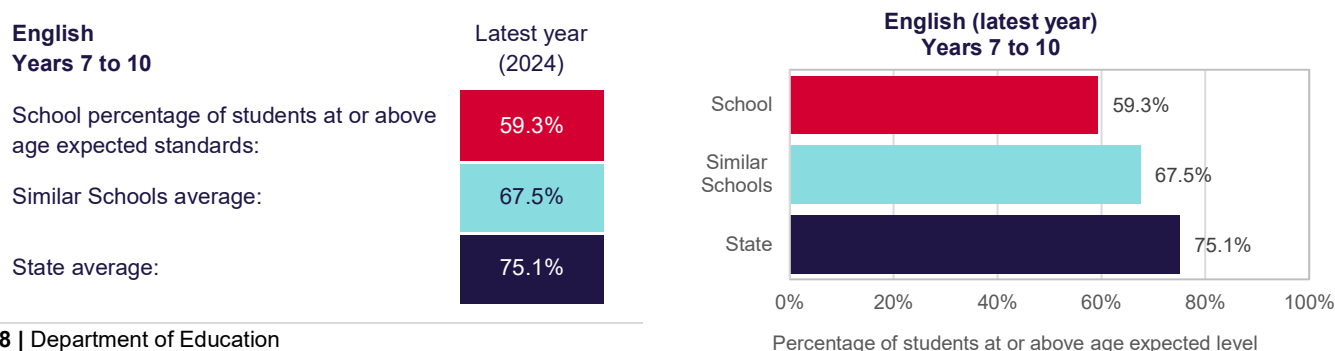


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



**Mathematics
Years 7 to 10**

School percentage of students at or above
age expected standards:

Latest year
(2024)

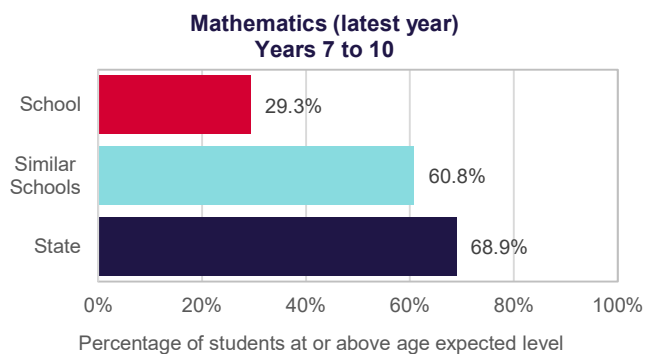
29.3%

Similar Schools average:

60.8%

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.

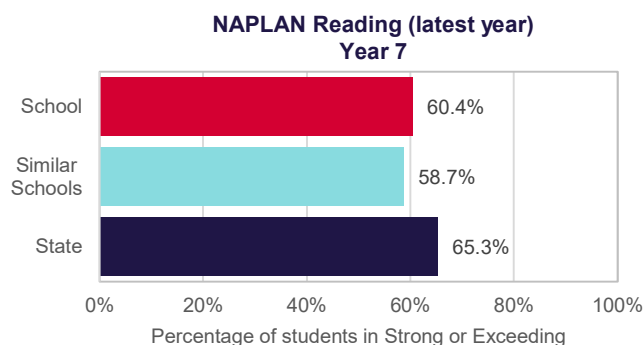
NAPLAN

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.

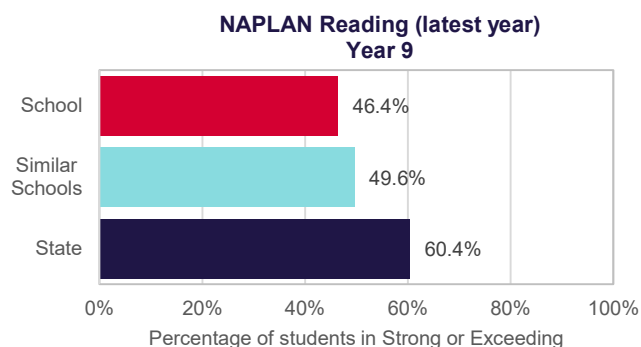
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.4%	49.7%
Similar Schools average:	58.7%	57.7%
State average:	65.3%	65.7%



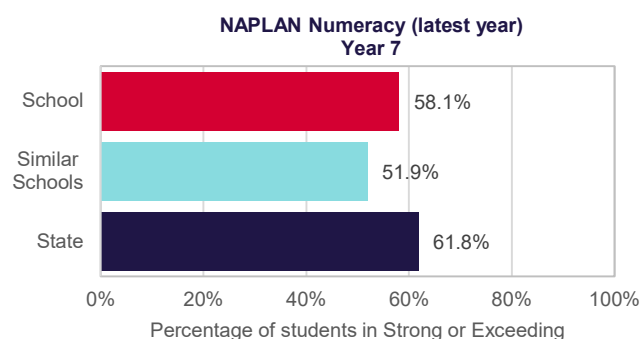
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.4%	44.7%
Similar Schools average:	49.6%	48.8%
State average:	60.4%	60.2%



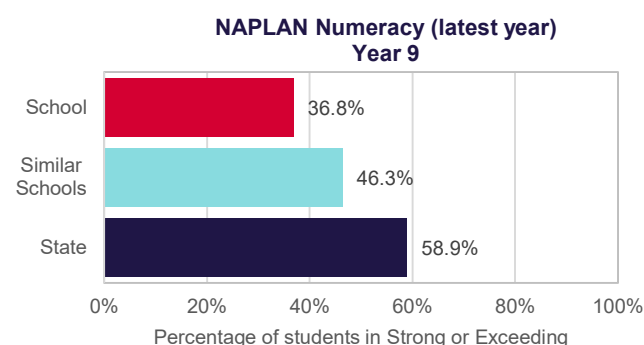
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.1%	50.3%
Similar Schools average:	51.9%	51.9%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.8%	44.3%
Similar Schools average:	46.3%	47.2%
State average:	58.9%	59.4%



LEARNING (continued)

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

NAPLAN (continued)

Reading Year 7

(2022)

School percentage of students
in the top three bands:

35.7%

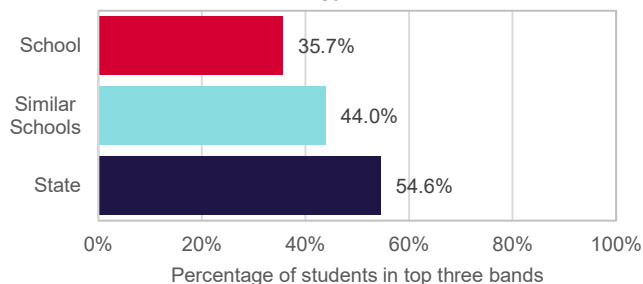
Similar Schools average:

44.0%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students
in the top three bands:

35.4%

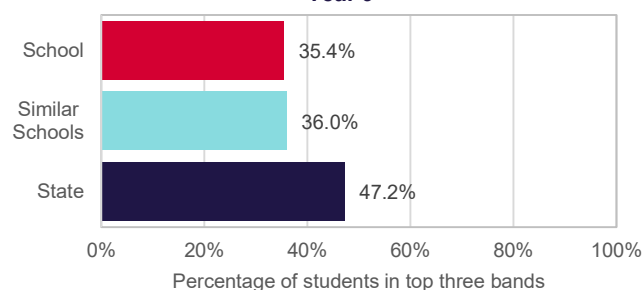
Similar Schools average:

36.0%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

33.6%

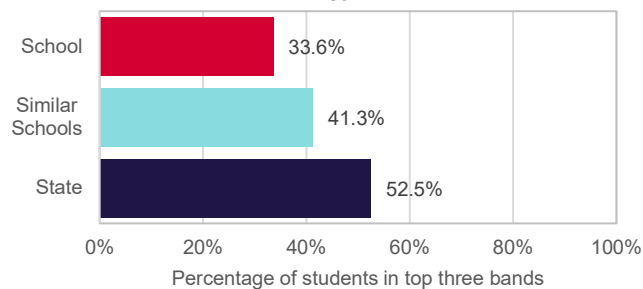
Similar Schools average:

41.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

32.0%

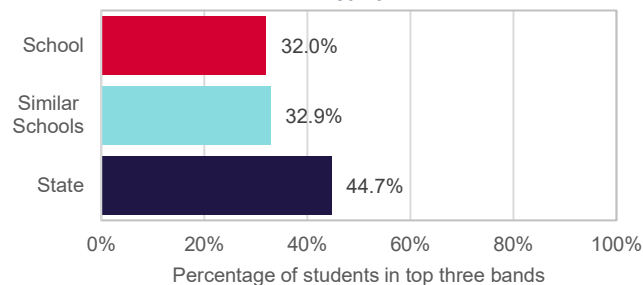
Similar Schools average:

32.9%

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

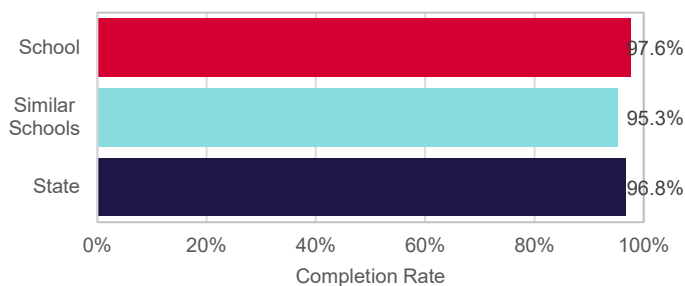
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

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.

Victorian Senior Secondary Certificate

	Latest year (2024)	4-year average
School completion rate:	97.6%	96.2%
Similar Schools completion rate:	95.3%	95.8%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.4

Number of students awarded the VCE Vocational Major

32

Number of students awarded the Victorian Pathways Certificate

4

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

23%

Percentage VET units of competence satisfactorily completed in 2024:

89%

WELLBEING

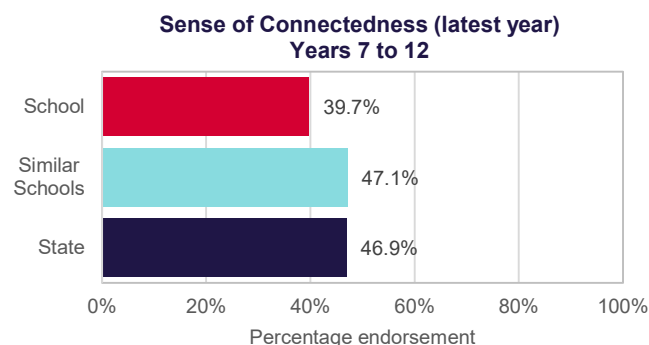
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	39.7%	43.8%
Similar Schools average:	47.1%	48.6%
State average:	46.9%	48.0%

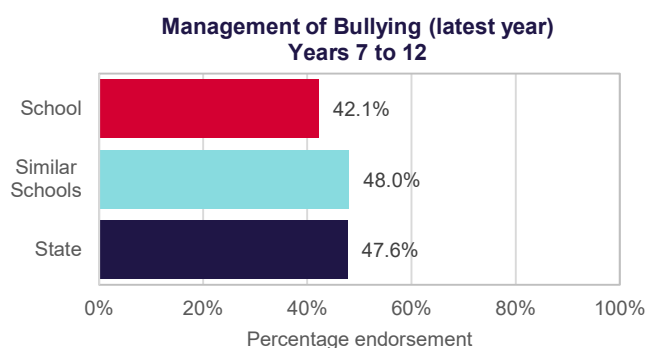


Student Attitudes to School – Management of Bullying

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:	42.1%	46.2%
Similar Schools average:	48.0%	49.6%
State average:	47.6%	49.1%



ENGAGEMENT

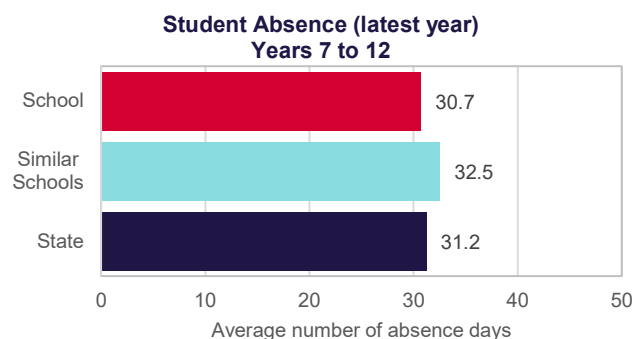
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.7	27.1
Similar Schools average:	32.5	27.4
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.

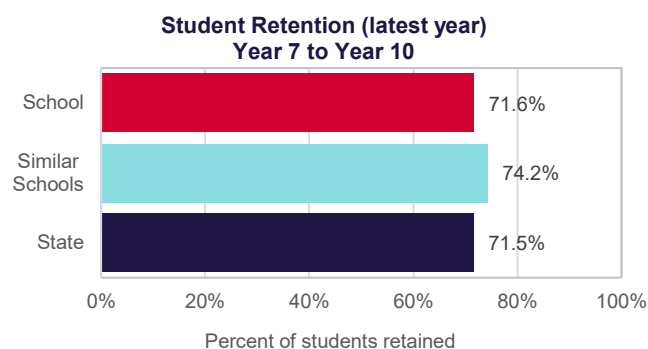
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	86%	83%	80%	86%	86%	87%

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:	71.6%	69.4%
Similar Schools average:	74.2%	75.3%
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.

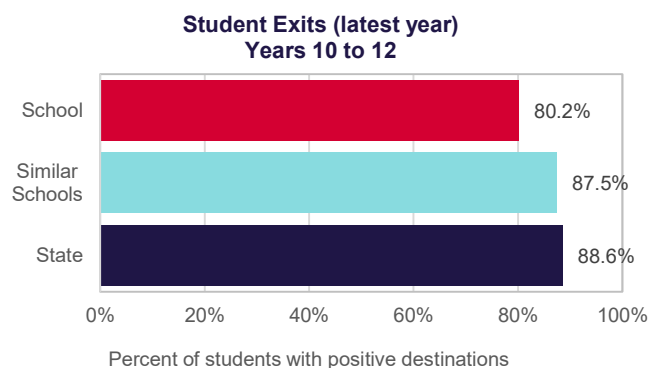
Students exiting to further studies or full-time employment

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:	80.2%	82.0%
Similar Schools average:	87.5%	89.9%
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	\$17,048,574
Government Provided DET Grants	\$2,893,813
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$400,804
Locally Raised Funds	\$456,545
Capital Grants	\$0
Total Operating Revenue	\$20,799,735

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,851,516
Equity (Catch Up)	\$139,476
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,990,992

Expenditure	Actual
Student Resource Package ²	\$17,921,704
Adjustments	\$0
Books & Publications	\$1,480
Camps/Excursions/Activities	\$219,026
Communication Costs	\$32,309
Consumables	\$347,799
Miscellaneous Expense ³	\$135,251
Professional Development	\$64,506
Equipment/Maintenance/Hire	\$380,129
Property Services	\$537,082
Salaries & Allowances ⁴	\$470,690
Support Services	\$660,516
Trading & Fundraising	\$21,087
Motor Vehicle Expenses	\$162,038
Travel & Subsistence	\$12,317
Utilities	\$166,053
Total Operating Expenditure	\$21,131,987
Net Operating Surplus/-Deficit	(\$332,252)
Asset Acquisitions	\$7,433

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$6,873,459
Official Account	\$121,463
Other Accounts	\$0
Total Funds Available	\$6,994,922

Financial Commitments	Actual
Operating Reserve	\$484,590
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,318,825
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$502,072
Asset/Equipment Replacement < 12 months	\$296,500
Capital - Buildings/Grounds < 12 months	\$2,054,000
Maintenance - Buildings/Grounds < 12 months	\$660,791
Asset/Equipment Replacement > 12 months	\$106,200
Capital - Buildings/Grounds > 12 months	\$2,056,534
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$7,479,512

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.