

# 2024 Annual Report to the School Community

School Name: Oberon High School (8210)



- 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 13 March 2025 at 08:21 AM by Timothy McMahon (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 13 March 2025 at 08:21 AM by Timothy McMahon (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

## About Our School

### School context

Oberon High School is a co-educational secondary school with an enrolment of 1043 students supported by 121 equivalent fulltime staff, (4 Principal class staff, 80 teaching and 37 educational support officers). Our student enrolment includes 2.25% of students who identify as Aboriginal or Torres Strait Islander and 3% of students who have English as Additional Language (EAL). The SFOE rating of the school (which reflects our parents' occupations and education attainment levels) is low-medium in terms of the socio-economic disadvantage background of our students and families. 4% of the students have funding support linked to the Program for Students with Disabilities (PSD)/Inclusion Funding and are supported by our Disability Inclusion program/team.

The Oberon High School student population is from the southern suburbs of Geelong, however with the relocation of the school to Armstrong Creek the large proportion of students now reside in the Armstrong Creek enrolment zone. All students are encouraged to build on their talents, expand their horizons and develop a culture of learning through participation in a variety of academic, applied learning, sporting, artistic and social programs. This is reflected in the school mantra of 'Shape your future....Go one better'.

Our school provides a learning environment in which students strive for and respect high achievement, and they develop social skills based on the principles of tolerance and understanding. The Respectful Relationship program is taught explicitly as part of the Connect Pastoral Care program and staff members have been trained in the Berry Street Education Model.

The relocation of the school in 2021 from its historical site in Belmont to the growth corridor of Armstrong Creek has resulted in a significant increase in student enrolments and this is expected to continue for the foreseeable future.

The school is well regarded in Geelong as a positive learning environment, which is reflected in the Parent Satisfaction survey results, with the school receiving 79% positive endorsement in comparison to the State average results being 71.6%. The Staff Opinion school climate result is also well above the state average with the school receiving a 65.3% positive endorsement in comparison to the state average of 58.5%.

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

#### Learning

In 2024 Oberon High School continued to achieve very good student learning outcomes. Year 7 & 9 students' NAPLAN data reflecting the percentage of students in the Strong or Exceeding proficiency levels indicated that our students' results for Reading were at the State average in year 7 but slightly below Similar Schools, and above both the State average and Similar Schools results

for year 9 Reading. Our Numeracy results indicated that we were below both the State average and Similar Schools results for year 7, but above both the State average and Similar Schools at year 9. These data sets are indicating that the students enrolling into the school at year 7 are academically slightly lower than what we have historically seen. The challenge for the school remains on improving their academic ability at a faster rate than is occurring both across the state but also in similar schools. This has been an ongoing focus of the school over many years and will continue to be, supported by the professional learning program that is run at the school. The focus of our professional learning program has been the implementation of the school teaching and learning model, 'The Oberon Good Lesson' which incorporates the focus on implementing High Impact Teaching Strategies to maximise student learning outcomes. To support a consistent implementation of the teaching and learning framework across the school, the expectation is that all teaching staff members participate in once a term classroom observations as well as the completion of student feedback to staff through surveys focused on the implementation of this framework in the classroom.

Victorian Certificate of Education (VCE) results in 2024 were once again very pleasing, with our mean study score being 28.6 which is at the state mean and also above the results achieved by Similar Schools. In 2024, 5.5% of students achieved a study score of above 40, this was down on the 2023 result of 7.5% but higher than many of the previous years which was very pleasing as it had been a focus of the school. The mean study scores in English, General Mathematics, Mathematical Methods, Outdoor Education, Physics, Art, Psychology, Systems Engineering, German Languages and Music Performance were well above the average score achieved by all schools (State, Catholic and Independent), this has been the trend for a number of years. In 2024 97% of our students who undertook a VCE program achieved a satisfactory completion. Twelve of the Vocational Major students achieved satisfactory completion of their course, however the students who didn't complete the certificate achieved outstanding outcomes by acquiring fulltime apprenticeships or work.

The school had 40 funded students as part of the Disability Inclusion model. All students showed above satisfactory progress in achieving their individual goals. All students had Parent Support Group meetings and associated learning plans.

## Wellbeing

The school always has and will continue to focus on student wellbeing as a priority. This is reflected in the fact that all teaching and educational support staff members have completed the Berry Street Education training during the 2023 and 2024 school years, to ensure that all staff members have a consistent approach and language associated with the wellbeing of students at Oberon. This whole of school approach is co-ordinated in the school by the Assistant Principals, Leading Teacher Engagement and Wellbeing, Year Level Managers and our Wellbeing staff members (Chaplain, Mental Health Practitioner and School Counsellors). The school continues to run its pastoral care program 'Connect' to further improve the students 'sense of connectedness' at school, which is currently above the results of Similar Schools but below that of the State average. As a school we will continue to reflect on our student attitude to school results including 'Management of Bullying' which was lower in 2024 in comparison to our four year average.

In 2024 the school continued an awards system to recognise student achievement, effort and contributions across the school. The Oberon Way Awards was positively recognised by students

and their parents.

The school has a wellbeing dog 'Obe' who works with a range of students to regulate their emotions three days a week.

## Engagement

Student attendance has always been a focus of the school, with the school monitoring and following up with students who are displaying attendance concerns. The student attendance data for both the 12 month average and four year average were significantly better than the State average and Similar Schools average. The school will continue to focus on regular attendance as an important factor in student success both academically and socially. We will continue to reaffirm with our school community the importance of regular attendance to maximise student learning. The school continues to work with families and a range of agencies including the school wellbeing team, to support students who have been identified at risk due to lower than expected attendance at school. A pleasing result is that the school's student retention rates for year 7-10 student in 2024 and over the last four year period, is significantly better than the state average.

Our careers and pathways team have run a wide range of programs across year levels from 9-12. All of our year 9's are involved in the Morrisby profiling as well as the Geelong Tertiary Futures Program run through the Gordon TAFE. Our year 10's have the opportunity to participate in work experience as well as a comprehensive subject selection process. Year 11's and 12's have the option of undertaking a range of pathway options including VCE, Vocational Major and VET. The school is involved with the Headstart program and this has assisted many students from year 10 upwards with transition from school based apprenticeships to full time apprenticeships. These positive options available to senior students are reflected in the positive Student Exits data.

## Other highlights from the school year

The school continues to value student leadership, with opportunities available at all year levels. Six year 9 students attended the 'School for Student Leadership' at Dinner Plain in term four 2024, and twenty Year 9 students attended a rafting camp with Rubicon Outdoor Education Centre. Our School Captains continue to be the face of the school, running whole school assemblies and prominent events including the Awards Evening and Open Night. The school will continue to listen to the views of the student body through forums, positive recognition programs and restorative practices.

Oberon provides and will continue providing a wide range of extra-curricular activities including an extensive interschool sporting program, the success of which is demonstrated by the number of students and teams who participated in the range of sports offered. Year 7 students attended an adventure camp at Alexandra, Year 8 students a camp in The Grampians. Year 9 students had the opportunity to attend a camp in South Australia. There were also a range of Outdoor Education camps that were run across the year.

Performing arts is showcased through student performances at general assemblies, lunchtime concerts, The Battle of the Bands concept which was introduced by our School Captains, the Arts and Technology night which showcased the talents of our students in both visual and performing

arts. Our performing arts students also participated in the School Production 'You're History'.

A range of lunchtime clubs were offered to students to build their social connections and also build on their skills in interest areas.

2024 saw our German Language and Indonesian Language students offered the opportunity to participate in overseas cultural trips to Germany and Indonesia.

## Financial performance

The school concluded the financial year with a deficit of \$325,408.00. A key factor contributing to this shortfall was the Parent Payment Policy, which continues to impact school revenue. The collection rate for curriculum contributions was 66% lower than the planned total revenue, significantly affecting the school's revenue.

Despite an improvement in payments for camps and excursions, these activities still contributed to the overall deficit.

The cost of casual relief staff wages also played a role in the financial shortfall, adding to the overall deficit.

### Grant Funding:

The school successfully obtained an \$8,000 Sporting Schools Grant, which was allocated to support sports tuition and purchase equipment. This program specifically contributed to promoting and supporting women's sports.

### Service Contracts:

The school has renewed its contract with Waratah Cleaning for an additional year.

Efforts will continue to improve revenue collection and manage expenditures to ensure financial stability in the coming year.

**For more detailed information regarding our school please visit our website at  
<https://oberonhs.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 1,043 students were enrolled at this school in 2024, 475 female and 558 male.

8 percent of students had English as an additional language and 2 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).

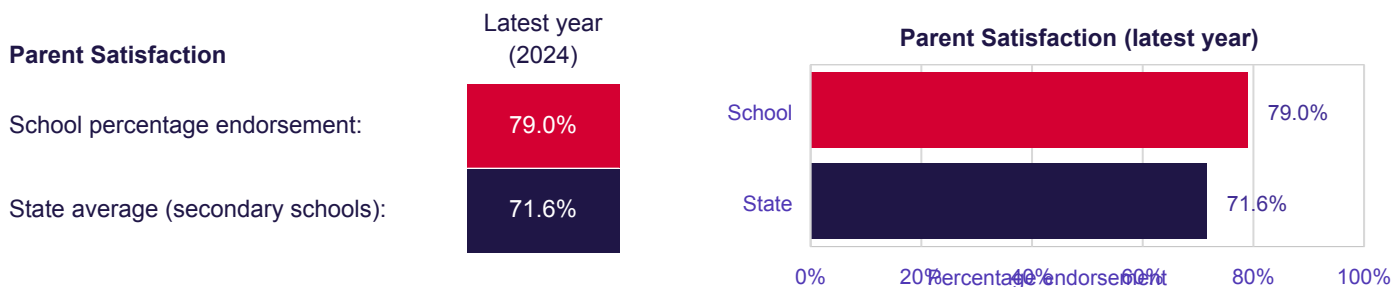
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

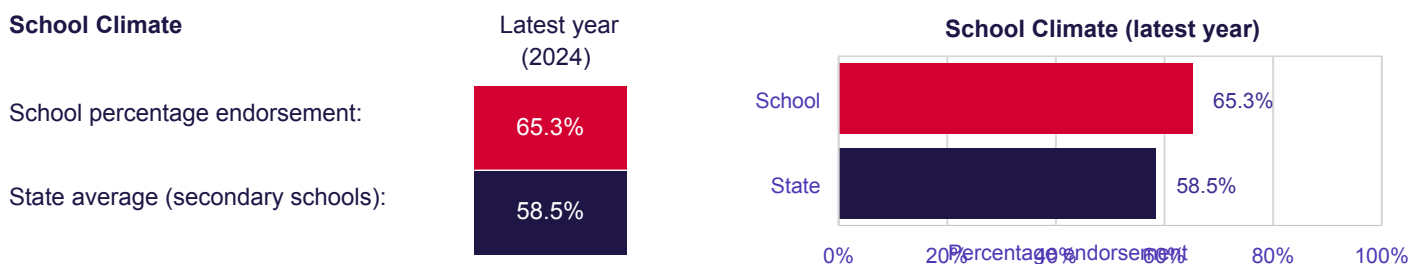


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2024)

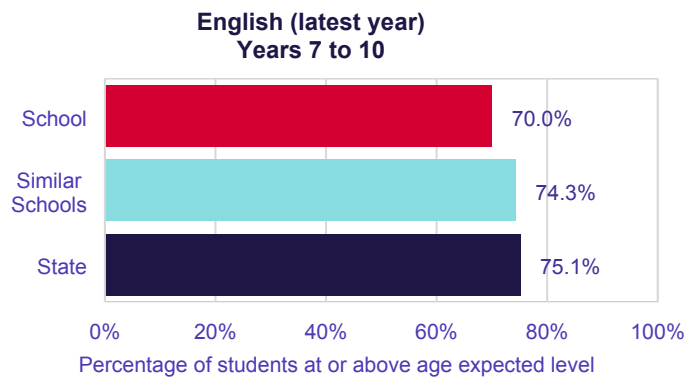
70.0%

Similar Schools average:

74.3%

State average:

75.1%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2024)

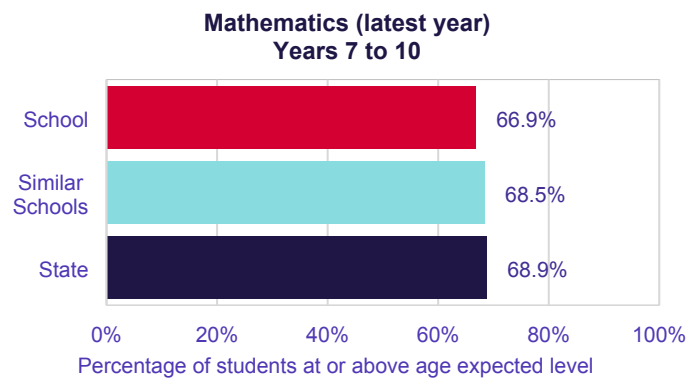
66.9%

Similar Schools average:

68.5%

State average:

68.9%



## LEARNING (continued)

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

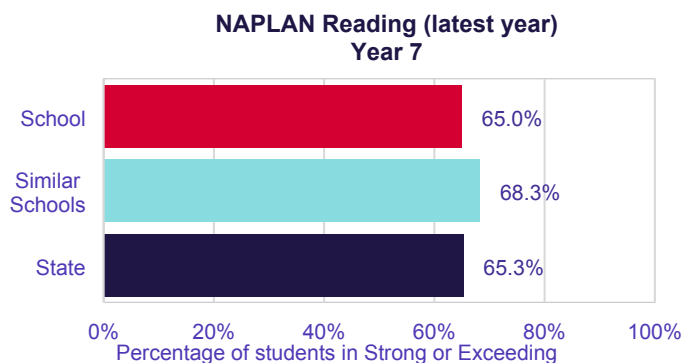
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

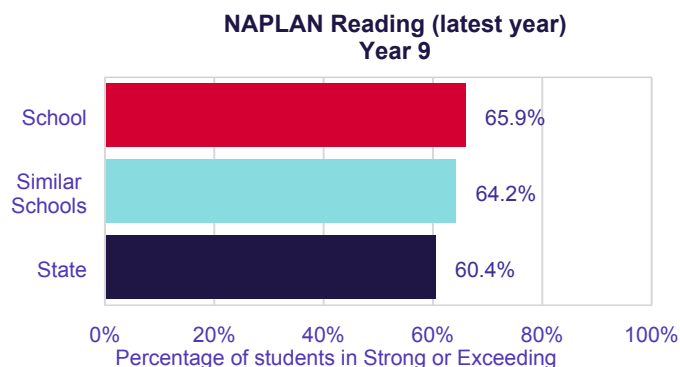
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.0%	66.4%
Similar Schools average:	68.3%	69.3%
State average:	65.3%	65.7%



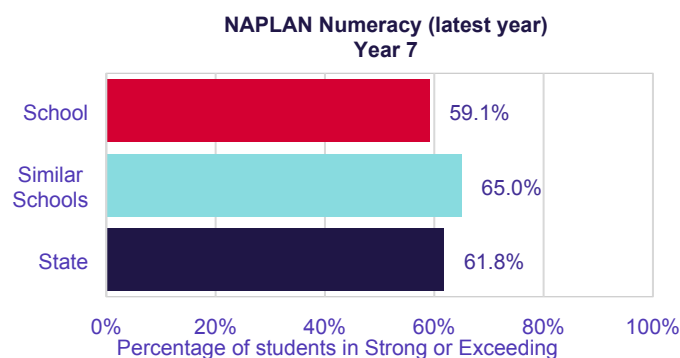
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.9%	65.2%
Similar Schools average:	64.2%	63.5%
State average:	60.4%	60.2%



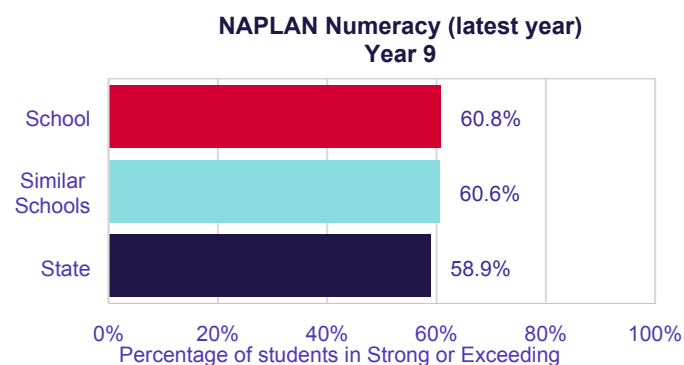
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.1%	59.9%
Similar Schools average:	65.0%	65.4%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.8%	55.9%
Similar Schools average:	60.6%	61.2%
State average:	58.9%	59.4%

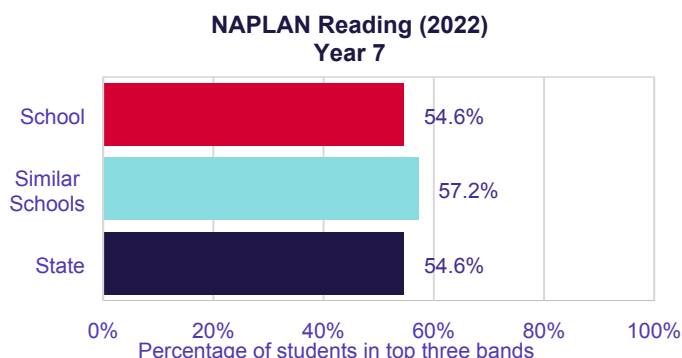
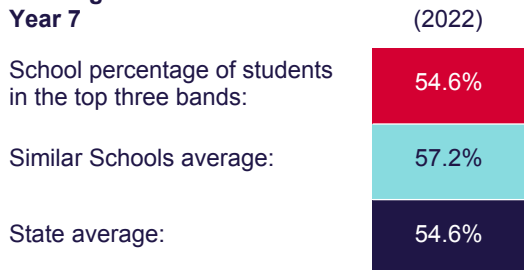


## LEARNING (continued)

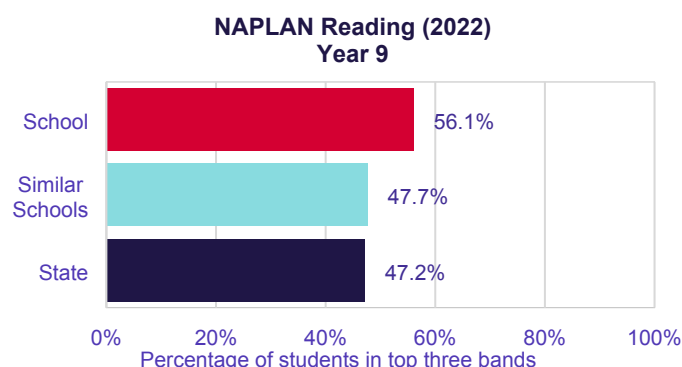
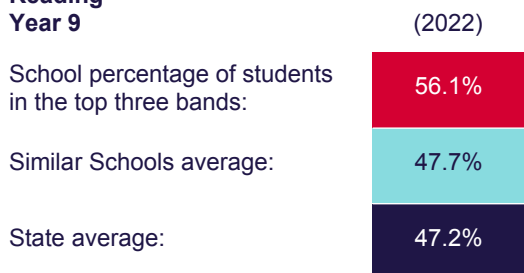
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN (continued)

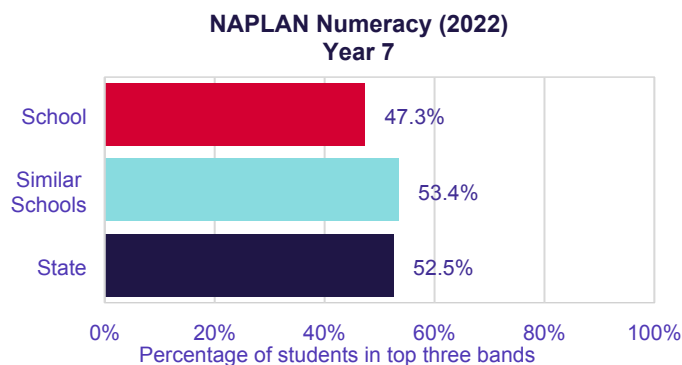
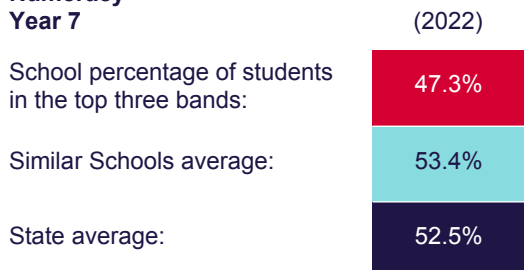
#### Reading Year 7



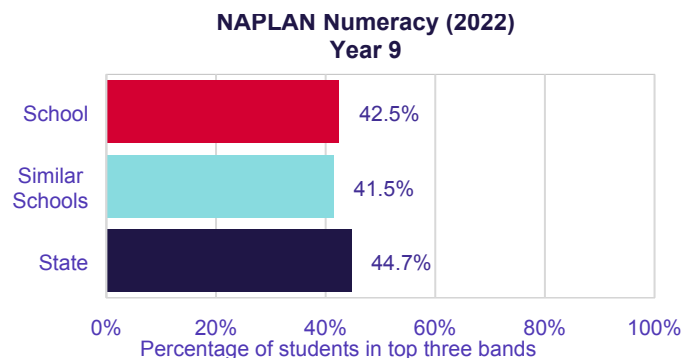
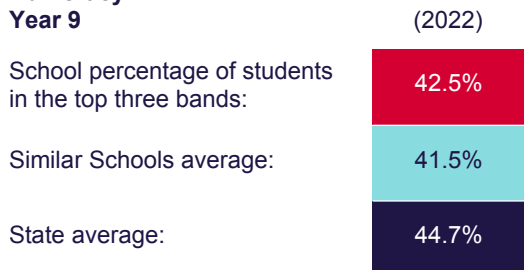
#### Reading Year 9



#### Numeracy Year 7



#### Numeracy 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.*

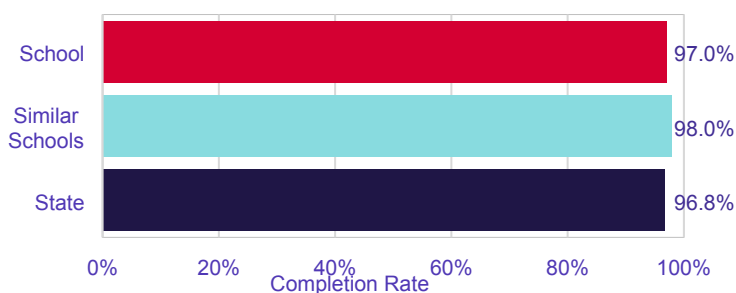
### Victorian Senior Secondary Certificate

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:	97.0%	96.8%
Similar Schools completion rate:	98.0%	97.2%
State completion rate:	96.8%	96.9%

### Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.6

Number of students awarded the VCE Vocational Major

12

Number of students awarded the Victorian Pathways Certificate

NDP

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

20%

Percentage VET units of competence satisfactorily completed in 2024:

71%

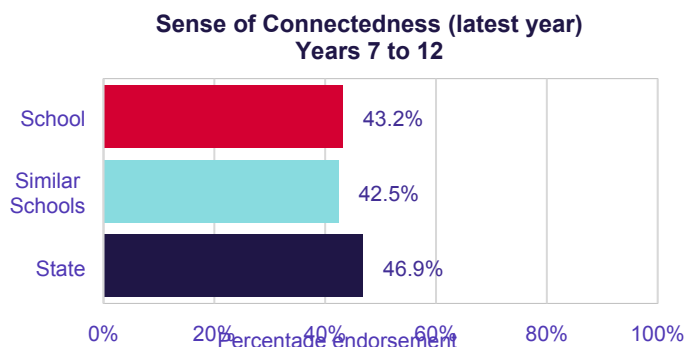
## WELLBEING

**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).

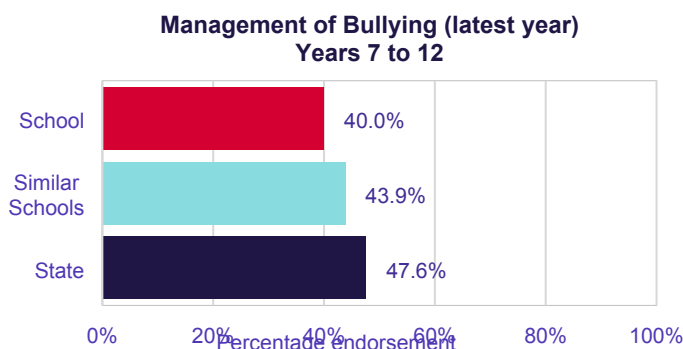
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	43.2%	47.5%
Similar Schools average:	42.5%	43.6%
State average:	46.9%	48.0%



### 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:	40.0%	44.9%
Similar Schools average:	43.9%	45.0%
State average:	47.6%	49.1%



## ENGAGEMENT

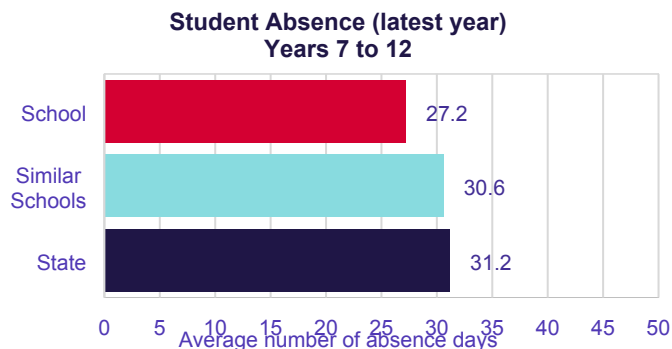
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.2	23.3
Similar Schools average:	30.6	27.2
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.

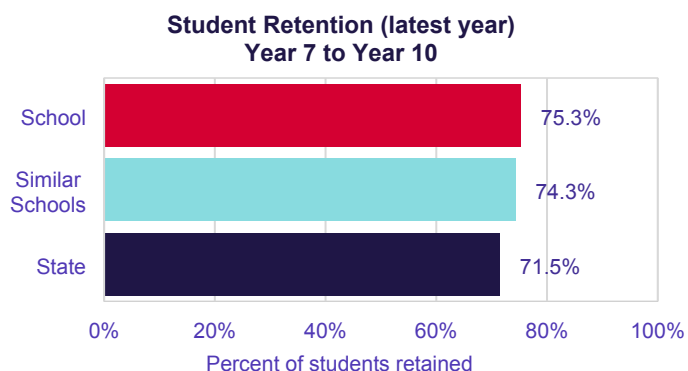
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	86%	85%	84%	88%	89%	91%

### 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:	75.3%	76.8%
Similar Schools average:	74.3%	77.5%
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

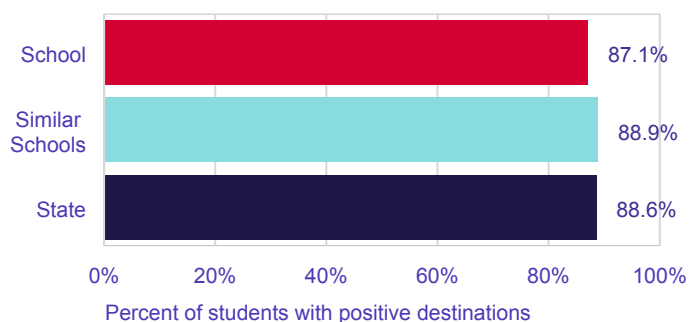
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	87.1%	88.6%
Similar Schools average:	88.9%	90.3%
State average:	88.6%	89.5%

#### Student Exits (latest year) Years 10 to 12



# FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$13,210,090
Government Provided DET Grants	\$1,680,957
Government Grants Commonwealth	\$14,061
Government Grants State	\$0
Revenue Other	\$193,926
Locally Raised Funds	\$899,873
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$15,998,907</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$160,386
Equity (Catch Up)	\$47,593
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$207,979</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,183,522
Adjustments	\$5,077
Books & Publications	\$2,911
Camps/Excursions/Activities	\$604,016
Communication Costs	\$30,298
Consumables	\$258,107
Miscellaneous Expense <sup>3</sup>	\$285,839
Professional Development	\$50,826
Equipment/Maintenance/Hire	\$240,175
Property Services	\$566,381
Salaries & Allowances <sup>4</sup>	\$419,455
Support Services	\$490,527
Trading & Fundraising	\$22,016
Motor Vehicle Expenses	\$27,911
Travel & Subsistence	\$0
Utilities	\$137,256
<b>Total Operating Expenditure</b>	<b>\$16,324,316</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$325,408)</b>
<b>Asset Acquisitions</b>	<b>\$65,614</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$603,598
Official Account	\$85,607
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$689,205</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$525,034
Other Recurrent Expenditure	\$10,563
Provision Accounts	\$0
Funds Received in Advance	\$476,328
School Based Programs	\$95,505
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	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,407,430</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*