

2025 Annual Report to the School Community

School Name: Essendon Keilor College (8806)



- 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 11 March 2026 at 11:38 AM by Adam Potter (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 March 2026 at 01:57 PM by Adam Potter (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

Essendon Keilor College (EKC) is a vibrant two-campus school nestled in the heart of Moonee Valley. Since being established in 1993, we have been committed to nurturing accomplished citizens who contribute, live meaningfully, and succeed.

At Essendon Keilor College, our school-wide expectations of *Be Respectful*, *Be Engaged*, *Be Aspirational*, and *Be a Learner* are central to our focus on enabling students to achieve positive learning outcomes.

Our middle years campus, catering to students from Years 7 to 9, provides a strong foundation for learning and engagement, with a seamless pathway to our senior campus located in the heart of Essendon. Each campus is equipped with contemporary facilities, including specialist spaces for Science, Technology, Engineering and Mathematics (STEM), Performing Arts as well as sporting amenities. Together, our campuses provide an enriching environment for holistic learning and growth, with distinct advantages linked to educational opportunities within a multi-campus school.

In 2025, our student body comprised 642 local students and 46 international students, representing an increase of approximately 5% on the previous year. Our dedicated team, led by our Principal and five Assistant Principals, along with 54 teachers and 27 full-time equivalent (FTE) education support staff, ensures every student receives personalised attention and support.

At our middle years campus, we offer a wide range of opportunities, including our High Achievers Program for accelerated learning and specialised Sporting Academies in AFL, Netball and Basketball with dedicated coaching. Our curriculum is diverse and aligned with the Victorian Curriculum, offering a variety of elective programs for students in Years 7 to 9, including Music, Art, Technology, Languages, Health and Physical Education, and Science.

Transition is a key focus as students progress to our senior campus, where they experience an adult-like learning environment. Here, students can select from a broad range of subjects alongside the core curriculum, preparing them for the Victorian Certificate of Education (VCE) or the Vocational Major (VM). Our goal is to ensure that all students find pathways that suit their needs beyond secondary school.

Our commitment to student learning and wellbeing is paramount, and we strive for all students to achieve positive outcomes within a supportive and respectful environment. One of the distinct advantages of a multi campus school is that we can truly get to know each student and effectively address their individual learning and wellbeing needs. At Essendon Keilor College, we are dedicated to providing a nurturing and inclusive learning community where every student can thrive and reach their full potential.

In 2025, our Year 9 NAPLAN results in Reading and Numeracy aligned with State Education targets. Notably, 77% of students demonstrated medium to high growth in Reading and 71% in Numeracy from Year 7 to Year 9. Furthermore, our destination data linked to VCE completion indicated that 100% of students successfully completed their VCE with 90% of students who successfully completed the VCE receiving a first or second-round university offer.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Essendon Keilor College entered the final year of our current Strategic Plan with a clear focus on learning growth for all students in all subjects. This final year has been characterised by a clear emphasis on measurable growth, high levels of engagement in learning, and consistent, high-quality classroom practice across both campuses.

Our strategic intent has centred on ensuring that every student demonstrates continuous progress, regardless of their starting point. We have strengthened our focus on engagement in learning, recognising that high levels of cognitive engagement, clear learning goals, and purposeful classroom routines are essential drivers of sustained academic growth.

While our focus on responsive teaching continued in 2025, we also worked to develop and embed a Practice Excellence Framework to provide clarity and consistency in our instructional approach. This framework identified four key pillars:

- **Professional Learning Excellence** – building staff capacity through targeted, evidence-informed professional learning aligned to our strategic goals.
- **Knowing Our Students as Individual Learners** – deepening our use of formative assessment and data to understand each student's strengths, needs and next steps.
- **A Guaranteed and Viable Curriculum** – ensuring curriculum documentation, scope and sequence, and assessment practices are aligned, rigorous and consistent across classes and year levels.
- **A focus on our key Teaching and Learning Strategies** – continuing to implement and embed our agreed instructional practices, including the GANAG instructional model, responsive teaching, quality assessment, predictable lesson structures and actionable feedback.

Throughout 2025, our Professional Learning Communities (PLCs) continued to refine and strengthen the deliberate integration of our key teaching and learning initiatives, ensuring they were coherently embedded within our guaranteed and viable curriculum to maximise consistency, engagement, and learning growth for all students. Our staff collaborated within their Professional Learning Communities (PLCs) to focus on the core work of strengthening and refining curriculum documentation, ensuring our key teaching and learning initiatives were clearly embedded and consistently implemented across all subjects and year levels.

Through this collaborative approach, staff trialled and refined agreed teaching strategies within their classrooms, working collectively to ensure alignment between curriculum planning and classroom practice. Regular checks for understanding, differentiated instruction, and targeted feedback remained central to enhancing student engagement and supporting continuous learning growth for all students.

We maintained a strong partnership with families through parent information evenings across all year levels, reinforcing high expectations and student aspirations. These sessions emphasised effective homework, study and revision habits, and supported our continued implementation of a

growth mindset approach, encouraging students to view challenge and feedback as opportunities for improvement.

Our embedded leadership structure continued to strengthen teaching and learning. Teaching and Learning Leaders worked closely with staff to analyse achievement data, support peer observations, and align curriculum and pedagogical priorities. Professional learning days were tightly aligned to our Practice Excellence Framework, ensuring coherence between strategic direction and classroom practice.

Our 2025 performance data reflects the sustained impact of this work. Our Year 9 NAPLAN results continued to demonstrate strong growth trends, with 77% of students achieving medium or high growth in Reading and 71% achieving medium or high growth in Numeracy from Year 7 to Year 9, maintaining performance above state and similar school benchmarks.

Our VCE outcomes in 2025 reflected continued growth and improvement, with a VCE median study score of 28, the highest median achieved in the school's history. VCE and VM data indicated that 100% of students successfully completed their chosen certificate, and 90% of students received a first or second-round university offer. These results highlight the collective efforts of our students and staff and our ongoing commitment to supporting young people to successfully transition to their chosen post-school pathways.

As we conclude the final year of our Strategic Plan, Essendon Keilor College remains steadfast in its commitment to continuous improvement. Our focus on engagement, responsive teaching, curriculum clarity, and practice excellence ensures that every student is supported to achieve meaningful learning growth and to graduate with the skills, knowledge and aspirations required for future success.

Wellbeing

Our Strategic Plan places a strong focus on strengthening student wellbeing as a foundation for successful learning. We are committed to fostering a safe, supportive, inclusive and respectful environment where every student feels valued and cared for. Building positive relationships is central to our school culture, with an emphasis on mutual respect, care and support across our entire school community.

Based on the 2025 School Performance Report, Essendon Keilor College was rated as Improving within the Wellbeing domain, with High or Improving performance across all measures derived from the Attitudes to School Survey (AtoSS).

In 2025, we continued to prioritise the explicit teaching of key wellbeing initiatives through our pastoral care structures, which were embedded within our fortnightly timetable. As part of this commitment, we increased the number of student incursions across the college and expanded the range of external organisations engaged to support our work. This included partnerships with organisations such as Toolbox, Bully Zero and the Pat Cronin Foundation to support the explicit teaching of key wellbeing topics. These workshops focused on developing respectful and healthy relationships while strengthening students' understanding of how to be positive members of both the school and broader community.

We also unpacked our 2024 AtoSS data with student focus groups to identify specific areas for improvement. Feedback from these groups informed targeted wellbeing programs implemented in 2025, including Art with Erin and the Mat Program for cohorts or individual students who had

reported lower results compared to their peers. In addition, key curriculum structures, including Middle Years Sport, were reviewed to ensure student voice informed program design and helped strengthen student engagement and inclusion.

As a multi-campus school, we understand the importance of supporting students through key educational transitions and maintaining well-structured information sharing processes. In 2025, we increased transition opportunities for Year 9 students to ensure they were well prepared for the next stage of their education at our senior campus. We also reviewed our campus-based data sharing platforms and invested in the development of a college-wide system that enables staff to easily access and engage with student data related to both Inclusion and Achievement, ensuring students are supported appropriately and at their point of need.

Our Student Engagement and Wellbeing team also continued to review and refine internal processes to ensure clarity and consistency for both team members and the broader staff group. The Student Engagement and Wellbeing Leaders facilitated a professional development day focused on building the capacity of middle-level leaders to strengthen their ability to drive key improvements across the college.

The impact of this work is evident in our student data. In 2025, there was a 2% reduction in the proportion of students reporting negative responses in the Management of Bullying measure, decreasing from 22% to 20%. Positive endorsement remained stable in both this measure and Respect for Diversity. A particularly pleasing result was a 3% increase in Sense of Connectedness, with our result of 51% outperforming schools within our network, similar schools and the state.

Engagement

Our Strategic Plan identifies student engagement as a key focus, with attendance remaining a core priority. In 2025, we introduced a dedicated Attendance Officer (0.5 EFT), enabling systematic daily monitoring across all year levels. Families received timely, targeted correspondence throughout the year — both to address concerning trends and to celebrate strong attendance. This proactive, wellbeing-focused communication strengthened relationships between students, families, and the school.

We achieved our strongest attendance rate in more than four years, with a school average of 87.4%. Twenty-nine percent of our students achieved 95% or above attendance — exceeding state, similar and network schools. Attendance expectations continued to be communicated through Compass, newsletters, social media, Parent Information Evenings, and student and parent handbooks.

We continued to prioritise the three-way partnership between students, school, and home. Parent Information Evenings were held for every year level, providing families with key information on processes, study and revision techniques, and expectations — a valuable forum for connection and communication.

Our extracurricular programs continue to grow in both scope and participation. By aligning offerings with student interests and academic goals, we have fostered strong engagement across our sporting academies, performing arts programs, student leadership initiatives, and broader extracurricular activities.

A significant structural development in 2025 was the introduction of a dedicated Personal Development period for Years 7–11. Underpinned by a full scope and sequence, this program covers wellbeing initiatives, the 4Rs, SWPBS, and careers education, delivered through teacher-led sessions, year level assemblies, and whole-cohort incursions. Curriculum documentation and incursion planning were completed in 2025, with the formal launch in 2026.

The combined impact of our whole-school wellbeing approach and expanded extracurricular offering is reflected in our data. Student sense of connectedness grew from 48% to 51% in 2025, placing us above state, network, and similar school benchmarks. Our Attitudes to School Survey showed improvement across most measures, and Student Voice and Agency results have grown by 10 percentage points over two years — from 34% in 2023 to 44% in 2025.

To further embed positive learning environments, we began investigating Positive Classroom Management Systems (PCMS) through the VTLM 2.0 framework. Our EKC Learner Model was developed to establish consistent classroom routines and systems for both students and teachers, launched with staff at the end of 2025 and introduced to students and families at the start of 2026.

Financial performance

2025 FINANCIAL REPORT:

The school's budgeting and staffing processes ensure that resources are allocated to the identified FISO and strategic plan priorities. The school has long operated with a staffing credit deficit due to its multi-campus structure and the need, in some instances, to run smaller class sizes.

At the end of the 2025 school year, the reconciliation reported a deficit of \$9,762. By reducing our credit deficit through the alignment of staff allocations and resources across the school, we have been able to focus on increasing resources for students. This includes, where appropriate, upgrading facilities and equipment to better support positive learning outcomes.

Equity funding was allocated to Literacy and Numeracy support through the employment of intervention staff and additional education support for students in need. Additionally, we factored in running smaller classes to better support students' learning needs.

In 2025, family contributions continued to be affected—like in many schools—by changes to the Parent Payment Policy. Specifically, schools are no longer able to issue statements to families, with an increased emphasis placed on voluntary contributions.

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

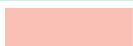


A total of 687 students were enrolled at this school in 2025, 309 female and 377 male. 16% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

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 **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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	82.5%	
	Similar schools	68.3%	
	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	65.6%	
	Similar schools	54.7%	
	State	59.3%	

LEARNING


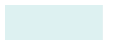










Teacher Judgement of student achievement against the Victorian Curriculum

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	71.8%	
	Similar schools	68.9%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	73.2%	
	Similar schools	64.1%	
	State	70.5%	

NAPLAN

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

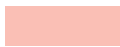



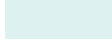

		2025		3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	69.4%		62.5%
	Similar schools	63.2%		62.4%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	66.3%		58.8%
	Similar schools	59.2%		58.1%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	52.4%		58.9%
	Similar schools	61.5%		58.9%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	60.0%		55.9%
	Similar schools	56.8%		54.8%
	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	76.5%	
	Similar schools	70.4%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	70.5%	
	Similar schools	70.8%	
	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	100.0%	97.7%
	Similar schools	97.1%	95.9%
	State	97.2%	96.9%
Mean VCE study score	School	27.9	NDA
Total VCE VM students	School	21	NDA
Total VPC students	School	NDP	NDP

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	50.7%		44.6%
	Similar schools	46.3%		42.7%
	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	51.6%		47.7%
	Similar schools	49.0%		44.8%
	State	50.8%		48.6%

ENGAGEMENT


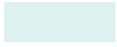

Students exiting to further studies or full-time employment

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	85.7%		89.7%
	Similar schools	75.5%		77.5%
	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	83.5%		75.9%
	Similar schools	72.0%		70.9%
	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	24.9		25.6
	Similar schools	33.1		32.0
	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	87.7%	
Year 8	School	85.1%	
Year 9	School	84.1%	
Year 10	School	87.5%	
Year 11	School	88.6%	
Year 12	School	92.2%	

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	\$10,729,788
Government Provided DET Grants	\$2,275,281
Government Grants Commonwealth	\$16,200
Government Grants State	\$0
Revenue Other	\$99,149
Locally Raised Funds	\$1,207,927
Capital Grants	\$0
Total Operating Revenue	\$14,328,345

Equity	Actual
Equity (Social Disadvantage)	\$261,750
Equity (Catch Up)	\$88,712
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$350,462

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

Expenditure	Actual
Student Resource Package ¹	\$10,686,558
Adjustments	\$0
Books & Publications	\$437
Camps/Excursions/Activities	\$638,374
Communication Costs	\$28,353
Consumables	\$198,101
Miscellaneous Expenses ²	\$74,095
Agency Staff	\$234,651
Professional Development	\$55,016
Equipment/Maintenance/Hire	\$275,760
Property Services	\$340,992
Salaries & Allowances ³	\$177,115
Support Services	\$269,658

Expenditure	Actual
Trading & Fundraising	\$51,085
Motor Vehicle Expenses	\$5,499
Travel & Subsistence	\$7,948
Utilities	\$129,673
Total Operating Expenditure	\$13,173,315
Net Operating Surplus/-Deficit	\$1,155,030
Asset Acquisitions	\$553,768

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	\$1,297,868
Official Account	\$147,659
Other Accounts	\$48,342
Total Funds Available	\$1,493,868

Financial Commitments	Actual
Operating Reserve	\$414,460
Other Recurrent Expenditure	\$30,951
Provision Accounts	\$0
Funds Received in Advance	\$47,765
School Based Programs	\$214,907
Beneficiary/Memorial Accounts	\$59,251
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,196
Repayable to the Department	\$9,789
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds < 12 months	\$427,849
Maintenance - Buildings/Grounds < 12 months	\$60,750
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,520,918

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.