

# 2025 Annual Report to the School Community

School Name: Box Hill High School (7635)



- 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 19 March 2026 at 09:52 AM by Kellie Ind (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 19 March 2026 at 09:52 AM by Kellie Ind (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

Established in 1930, Box Hill High School is a diverse single campus school situated in the inner eastern suburbs of Melbourne with a total student enrolment of 1547 students with 668 female students and 878 male students.

The school is an accredited education provider for overseas students and has an established International Student Program, with over 70 students enrolled from year 7 to year 12.

Diversity in our school compliments the rich educational environment of Box Hill High School. Students come together and learn from more than 30 different cultural backgrounds.

Our staff consists of 134 teachers (some of them are part time) and 31 educational support staff (some of them part-time). The Principal Team consists of three full-time Assistant Principals and the Principal.

Students at Box Hill High School are strongly encouraged to live up to the school's motto "Ad Altiora Certamus" which means, "We strive for higher things."

Our school vision and values highlight a clear focus on providing a safe, supportive, and inclusive environment where all students regardless of ability are guided to strive for their personal best.

The school continues to maintain an excellent reputation for providing outstanding educational opportunities and holistic care for all students. The school values are Respect, Resilience, Growth and Creativity and these values are demonstrated through a broad range of high-quality learning and engagement programs.

We are a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways.

The programs and teachers at Box Hill High School support and promote the principles and practices of Australian democracy.

Our broad curriculum reflects the Victorian Curriculum Framework, with specialist programs in visual and performing arts, physical education, languages (German and Mandarin), technology electives, and the instrumental music program.

Box Hill High School is also an accredited provider for gifted education, being one of a limited number of schools approved in Victoria to deliver a specially designed Select Entry Accelerated Learning program (SEAL) and founding member of The Academy of Accredited SEAL Schools (TAASS). In 2025, there were 126 students who were part of the Victorian High Ability Program (VHAP).

The school's socio-economic profile, based on families' occupations and education, is considered in the low band which represents high parent education level and high socio-economic advantage.

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

### Learning

Students continue to achieve strong learning outcomes, and this is seen across a range of school performance measures. Learning improvement priorities for 2025 focused on increasing literacy and numeracy outcomes and further developing teacher practices to better differentiate learning according to students' individual needs.

To support these priorities, the school implemented a range of targeted actions to improve writing, continued to strengthen deeper thinking in mathematics classes, and placed a particular emphasis on differentiating writing instruction for specific student groups, including high-ability and EAL learners.

Writing improvement in 2025 focused on continuing to develop and embed the explicit teaching of sentence-level strategies from Year 7 to Year 12 in all subject areas except Math. Evidence from PAT eWrite, NAPLAN, VCE results and student surveys all point to strong improvement in writing.

Numeracy improvement in 2025 focused on continuing to embed rich and challenging teaching of mathematics, ensuring that higher achieving students experience targeted growth. Teachers were supported in this through professional learning. Maths teachers focused on developing practices using pretesting data to inform unit planning and developing more consistent use of extension material to cater for our high ability students.

Literacy and Numeracy outcomes on NAPLAN were very high in 2025, with 85% of Year 9 students achieving Strong or Exceeding in Reading and 90% in Numeracy. In 2025 NAPLAN results placed the school above both network and similar schools in writing, with Year 9 exceeding results rising from 36% (2024) to 44% (2025) and high relative growth improving from 35% to 40%. NAPLAN data indicated continued very high numeracy achievement at Year 7 and Year 9. 'High' Relative growth of 33% of Year 9 students did not meet the school's target of 40% but was above the average of similar and network schools.

The school celebrated excellent VCE results again at the end of 2025 with a median study score of 32. The school dux achieved a phenomenal 99.75 ATAR. Students received a study score of 50 in Maths Methods, Psychology and Visual Communication and Design. The school's median ATAR was 83, with 30% of students achieving an ATAR of 90+.

These results mean that our students have many further study pathways open to them so that they can pursue the course of their choice. 97% of our students received a university offer. These results mean that our students have many further study pathways open to them so that they can pursue the course of their choice.

### Wellbeing

Box Hill High School prides itself on providing a safe, positive and inclusive learning environment for all students.

In 2025, we continued to focus on improving student wellbeing by effectively using our resources to support students' wellbeing and mental health.

High level actions which were taken to achieve this goal included embedding whole-school strategies in every classroom that foster an inclusive environment for all students and implementing a tiered approach to respond to individual (wellbeing) student needs.

A whole school tiered approach to wellbeing is embedded and is enhanced through our 'team around the learner' approach where teachers, leaders, wellbeing staff and external supports work together to improve outcomes.

The school has a large wellbeing team comprising of a Student Wellbeing Coordinator (Leading Teacher), two experienced counsellors, a part-time educational psychologist, and a Mental Health Practitioner (social worker) who are available for student appointments onsite within school hours.

Targeted support is provided to individual students who experience obstacles to learning and wellbeing. We resource a dynamic and welcoming Student Wellbeing Hub that promotes good mental health, provides group activities and student lunchtime clubs, in addition to supportive spaces for individual students.

We continue to implement the Resilience, Rights and Respectful Relationships (RRRR) program in the school, and teach positive education skills for wellbeing in our Year 7-9 wellbeing program RESPECT.

All students from Year 7 to Year 12 meet weekly in Home Group sessions to strengthen school connectedness and school communication.

There are other specific programs such as RAISE Mentoring for groups of Year 8 students that strengthen positive coping and individual student support.

There has been a good increase in positive endorsement on the Student Attitudes to School Survey (AToSS) *Sense of Connectedness* factor, with 59% compared to 56% in 2024, and well above the state average (50%) and similar schools (53%). The percentage endorsement on *Management to bullying* factor was also higher in 2025, 63% compared to 62% and above similar schools (51%).

Other positive indicators for student wellbeing were the increase in positive endorsement in *Emotional awareness and regulation* which was 73% compared to 70%, and a big increase in positive endorsement in *Student voice and agency* of 51% compared to 44% in 2024.

Feedback from student focus groups also indicates that the school provides an inclusive and caring culture for students.

## Engagement

Box Hill High School is committed to providing a well-rounded education for all students, providing a comprehensive range of opportunities for students to learn new skills, develop their strengths and engage them in education.

Camps are offered to students at Year 7, Year 8, Year 10 (Duke of Edinburgh), Central Australia camp, and the Year 12 Retreat. Year 9 students participated in a community inquiry project incorporating a city experience program and are also offered the opportunity to attend the School for Student Leadership at the Alpine School for a term.

A broad range of opportunities also includes sports, music, performing arts, solar cars, Robo cup, debating, Model UN, numerous lunchtime clubs, and subject-specific excursions.

Strong student support structures exist in each sub-school, as well as a strong House system. Students are supported with additional programs such as Tutor Learning Initiative (TLI), Middle Years Literacy and Numeracy Support, Elevate Education, the Resilience Project, RAISE Mentoring Program and awards such as the Kwong Lee Dow Scholars' program. We are proud of our strong student leadership development program, and our student leadership is strong at each year level.

Our attendance performance in 2025 was rated as High again, with the average attendance rate per student stronger than other schools. We have clear processes in each Sub School for tracking and follow-up of students' non-attendance, and 34% of students had 95% or higher attendance rate which is higher than similar schools and state.

In 2025, the average number of absent days for students from Year 7 to Year 12 was 19 days. Student absences have remained relatively stable compared to 2024, with 14% of students having 30 or more absence days.

This strong attendance data is supported by clear attendance tracking processes and may be a reflection of our continued focus on creating a positive experience for students so they can feel like they are safe, included and connected to Box Hill High School.

## Other highlights from the school year

Further highlights for the School in 2025 included:

- Our 95th Anniversary Historical Expo and Presentation Night.
- The establishment of the BHHS Student Alumni Organisation - *BHHS Altiora Alumni*.
- Our parent and staff Jazz Night.
- The "1930s School Day" for students and staff.
- The School Production of *Mr. Burns - A Post-Electric Play*.
- Student Art Shows including the Annual Arts Week and the Year 10 Impressionist Art Exhibition.
- The Winter and Spring junior and senior music evenings.
- Student engagement in many enhancement programs including Model UN, Science Talent Search, Emerging Sciences Victoria courses, English Masterclasses, Tournament of Minds, Plain English Speaking Award, Rostrum Public Speaking Competition, Australian STEM Video Game Challenge, and the Prime Minister's Spelling Bee.
- Hosting the first interschool 'Student Voice Forum' for Year 12 leaders with student leaders from four other secondary schools.
- Sporting successes: State finalists in the Boys Under 16 Cross Country Team and Girls Under 16 Swimming (relay event), Regional finalists in Senior Girls Soccer, Senior Girls Table Tennis, Senior Boys Cross Country, Intermediate Girls Netball, Intermediate Girls Tennis, Intermediate Girls Table Tennis, Intermediate Boys Cricket, Year 8 Girls Volleyball, Year 8 Girls Netball, Year 8 Girls Cross Country, Year 8 Girls Soccer, Year 8 Girls Table Tennis, Year 8 Boys Cricket, Year 7 Girls Cricket, Year 7 Girls Soccer, Year 7 Girls Netball, Year 7 Girls Badminton, Year 7 Boys Soccer, Year 7 Boys Volleyball. One of our students was also the Under 14 female State Cross Country and 1500mt Champion.
- Our student fundraising and school improvement projects from VCE Vocational Major (VM) students.
- The School Talent Show with over 30 acts.
- Our work to promote sustainable practices such as the student Sustainability Club and participation in Resource Smart Schools program.
- Chess tournaments with over 80 students participating each term and leading to an interschool competition.
- Write a Book in a Day – over 300 students in teams participated across four days.
- The flower and plant mural by students in SATERN to celebrate our cultural diversity.
- The naming of the 'Kate Mitchell Performing Arts Centre' in recognition of our first female principal.
- The new fern gardens and seating in the Quad.

## Financial performance

Box Hill High School recorded a healthy surplus in 2025, driven largely by Department funding from 2024 that was received in Term 1 of 2025.

Throughout the year, we continued to strengthen our facilities and learning environment, investing in quad beautification, new accessible walkways, and the installation of anti-vaping detectors and upgraded CCTV. Equity funding supported our teaching and support staff through the Student Resource Package and enabled further growth of our Disability and Inclusion Team. Staffing levels remained steady at 140.1 FTE.

The School Council has also secured a new canteen provider, BKLG Catering, commencing in January 2026.

Our strong financial position ensures we can keep investing in modern infrastructure, enhanced student support services, and high-quality educational opportunities.

**For more detailed information regarding our school please visit our website at  
<https://www.boxhillhs.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 1,534 students were enrolled at this school in 2025, 660 female and 873 male. 48% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.




### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	77.8%	
	Similar schools	76.4%	
	State	74.1%	

### School Staff Survey





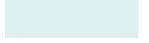

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	67.2%	
	Similar schools	65.8%	
	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	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>96.1%</b>	
	Similar schools	91.5%	
	State	74.9%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>95.1%</b>	
	Similar schools	87.6%	
	State	70.5%	

## NAPLAN

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


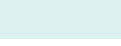


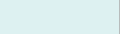

		2025	3-year average
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>89.3%</b>	<b>89.1%</b>
	Similar schools	83.8%	83.8%
	State	65.9%	65.7%
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>85.0%</b>	<b>82.6%</b>
	Similar schools	81.2%	78.7%
	State	62.7%	61.0%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>94.4%</b>	<b>91.9%</b>
	Similar schools	87.0%	85.5%
	State	65.6%	63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>90.1%</b>	<b>87.6%</b>
	Similar schools	83.8%	82.1%
	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'.


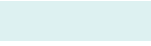

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>81.4%</b>	
	Similar schools	79.7%	
	State	74.1%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>77.3%</b>	
	Similar schools	77.3%	
	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
<b>VCE/VCE VM completion rate</b>	<b>School</b>	<b>97.8%</b>		<b>96.4%</b>
	Similar schools	98.5%		98.5%
	State	97.2%		96.9%
<b>Mean VCE study score</b>	<b>School</b>	<b>31.9</b>		<b>NDA</b>
<b>Total VCE VM students</b>	<b>School</b>	<b>11</b>		<b>NDA</b>

## 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
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>59.4%</b>		<b>57.5%</b>
	Similar schools	53.0%		51.4%
	State	49.8%		47.7%

### Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>62.9%</b>		<b>61.3%</b>
	Similar schools	51.4%		49.9%
	State	50.8%		48.6%

## Engagement

### Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	School	94.7%	<div style="width: 94.7%;"></div>	95.3%
	Similar schools	93.3%	<div style="width: 93.3%;"></div>	92.0%
	State	81.5%	<div style="width: 81.5%;"></div>	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	82.5%	<div style="width: 82.5%;"></div>	80.8%
	Similar schools	77.1%	<div style="width: 77.1%;"></div>	77.5%
	State	68.8%	<div style="width: 68.8%;"></div>	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	19.3		18.7
	Similar schools	22.9		22.1
	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	92.6%	<div style="width: 92.6%;"></div>
Year 8	School	90.1%	<div style="width: 90.1%;"></div>
Year 9	School	87.9%	<div style="width: 87.9%;"></div>
Year 10	School	90.0%	<div style="width: 90.0%;"></div>
Year 11	School	89.1%	<div style="width: 89.1%;"></div>
Year 12	School	92.5%	<div style="width: 92.5%;"></div>

## 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	\$16,865,139
Government Provided DET Grants	\$2,846,552
Government Grants Commonwealth	\$17,968
Government Grants State	\$12,398
Revenue Other	\$359,843
Locally Raised Funds	\$1,681,314
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$21,783,214</b>

Equity	Actual
Equity (Social Disadvantage)	\$87,356
Equity (Catch Up)	\$56,227
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$143,583</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$17,708,224
Adjustments	\$41,280
Books & Publications	\$16,373
Camps/Excursions/Activities	\$730,029
Communication Costs	\$28,306
Consumables	\$404,691
Miscellaneous Expenses <sup>2</sup>	\$197,296
Agency Staff	\$450,624
Professional Development	\$102,960
Equipment/Maintenance/Hire	\$316,000
Property Services	\$437,419
Salaries & Allowances <sup>3</sup>	\$403,498

Expenditure	Actual
Support Services	\$441,098
Trading & Fundraising	\$48,882
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,230
Utilities	\$174,897
<b>Total Operating Expenditure</b>	<b>\$21,502,805</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$280,408</b>
<b>Asset Acquisitions</b>	<b>\$309,665</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$4,404,863
Official Account	\$1,046,765
Other Accounts	\$538,222
<b>Total Funds Available</b>	<b>\$5,989,851</b>

Financial Commitments	Actual
Operating Reserve	\$625,550
Other Recurrent Expenditure	\$42,631
Provision Accounts	\$0
Funds Received in Advance	\$211,528
School Based Programs	\$78,395
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$35,890
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$27,000
Capital - Buildings/Grounds < 12 months	\$402,486
Maintenance - Buildings/Grounds < 12 months	\$44,300
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$537,081
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,004,862</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.*