

2025 Annual Report to the School Community

School Name: Koonung Secondary College (7954)



- 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 24 March 2026 at 10:46 AM by Andrew Mcneil (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 02 April 2026 at 11:58 AM by Andrew Mcneil (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

Koonung Secondary College strives to provide an innovative, engaging and academically challenging learning environment where students are supported and empowered to achieve success in their academic, social and emotional development. Our mission is to ensure every student gains the knowledge, skills and resilience needed to thrive as learners today and as active, capable citizens in the future. We remain dedicated to offering a rich and stimulating curriculum that cultivates each learner's interests, talents and passions, guiding students as they translate these strengths into meaningful pathways and future careers.

As a 21st Century learning community, we recognise the imperative of developing the global competencies essential for individuals to be successful citizens in the future. These competencies include digital literacy, communication, collaboration, critical thinking, creativity, social skills, innovation, problem solving and leadership. Our College is dedicated to providing our students with the best possible set of skills, capabilities and knowledge to equip them to build a harmonious, prosperous and sustainable future.

Koonung Secondary College is a co-educational state school, located in the City of Whitehorse, in the Eastern suburbs of Melbourne. The College has exceptional transport links to the CBD of Melbourne, as well as to Box Hill and Doncaster. The College is situated on a large site, with excellent sporting facilities adjacent to parkland and sports grounds. The school was founded in 1964. College buildings include the original, light timber construction core building with 28 relocatable classrooms. Some of the original buildings have been modified to create a Senior Study Centre, Wellbeing Hub, and a Science and Food Technology centre. Other facilities include a theatre, basketball stadium, multi-purpose artificial turf sports field and library complex. The College is currently managing a Capital Works Program which has provided new classrooms for the Middle Years Centre, an Auditorium and Administration and will see the completion further classroom spaces to accommodate classroom learning for all Year 7, 8 and 9 students in modern, comfortable 21st Century learning spaces.

In 2025 there were 1232 students enrolled in the College. There are 116 FTE staff members at the College. Enrolments have been steadily increasing over the past five years, and we are seen as a school of choice in the local community. We proudly serve a diverse community by reflecting the diversity of our community and include an active and vibrant International Student Program with a cap of 90 students as part of our community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Koonung Secondary College is exceptionally proud of the achievements of its students in the VCE. In 2025, the median score of all Koonung students in the VCE was 32, with 8.6% of all study scores above 40 and over 25% of students achieving an ATAR above 90. The scored VCE is the most common pathways for students at Koonung. Supporting the traditional VCE, the College runs a VCE Vocational Major program together with the Headstart Apprenticeship and Traineeships program. The VCE VM at Koonung includes students undertaking School-Based Apprenticeships and Traineeships (SBATs) through the Head Start program, with students enrolled in a wide range of VET programs (Automotive, Bakery, Building and Construction, Design, Electrical, Engineering, Hospitality and Cookery, Plumbing and Sport and Recreation) as well as the Victorian Pathways Certificate (VPC).

Koonung Secondary College continues to see its students achieve well above state average and above similar schools not just in the VCE, but also in NAPLAN and Teacher judgements. NAPLAN, together with PAT Testing and Teacher judgements are used to identify the learning needs of our students in the key learning areas of Literacy and Numeracy. The College has identified that at both Year 7 and Year 9, many students are either Strong or Exceeding (based on the 2025 NAPLAN reporting proficiency levels) with over 80% of students entering the College in Year 7 either Strong or Exceeding in Reading and Numeracy. This understanding supports teams of teachers working together as part of a professional learning community in collaboratively planning point of need learning to cater and extend students in the top two proficiency levels, as well as students who need support at and below expected level. Core to this work has been the focus in staff professional learning in using data to identify the learning needs of every student and developing differentiated curriculum to challenge and extend every student.

To support all learners in the College, an extension and support program in Literacy and Numeracy is provided to students in either Literacy or Numeracy support or in Numeracy extension through our Maths High Ability Program (MHAP). The College also supports extension and challenge programs for students from Years 8-12 through our partnership with Emerging Sciences Victoria (ESV) and the Centre for Higher Education Studies (CHES) with programs offered to high ability students. Support for students achieving above expected levels saw over 100 Year 7 and 8 students participate in 10-week extension course in Mathematics and English as part of the Victorian High Ability Program and 25 Year 9 students involved in a Year 9 Mathematics extension program. Our partnership with a network school for a full day Master class program in addition to the VHAP program for these students continues and provides rich enhancement and extension opportunities for our students. To support in class differentiation, staff professional learning continues to focus on using data to identify point of need instruction for all students and staff then working collaboratively in developing high quality, point of need curriculum and engaging assessment tasks.

Through our Professional Learning Communities (PLC) Domain based approach, in 2025 Koonung continued to embed our Explicit teaching instructional model as part of the Victoria Teaching and Learning Model 2.0. Our work in embedding VTLM 2.0 is deeply integrated through

PLC inquiry cycles, peer observations, and programmatic approaches to supporting students. These structures ensure consistency in high-impact teaching strategies and collaborative professional growth. Academic and wellbeing outcomes remain strong, as evidenced by NAPLAN growth data showing Year 9 Reading and Numeracy above state mean with excellent relative growth and a consistent VCE median study score of 32. Our cycles of inquiry are complemented by systematic learning walks and peer observations, with 100% of teachers participating in learning walks and peer observations providing actionable feedback that drives improvement.

Wellbeing

Koonung Secondary College continues to embrace and lead the School Wide Positive Behaviours Supports program as a key aspect of its approach to improving the wellbeing of all members of the Koonung College community. Recognized as a Gold level school in 2025, we strive through SWPBS team meetings and staff professional learning to support the whole staff to collaboratively develop and implement approaches to building student capacity in their social and emotional learning.

To further support our approach in building the social and emotional skills of every student, in 2025 we re-structured our Well-being approach and employed a Learning Specialist to focus on Social and Emotional learning needs of all students. We are particularly proud to be recognised in our School Performance Report as a 'High' level school in supporting student wellbeing and engagement. As part of our on-going professional learning for staff, we embed the Positive Classroom Management Strategies (PCMS) into our work in the PLC program to explore approaches to supporting students emotionally and socially so they can perform academically.

In 2025, as part of their transition through the Middle School, all Year 8 students completed a program in Youth Mental Health First Training. This program for all Year 8 students builds on the College's practice of Youth Mental Health First Aid training for staff and is designed to equip students with the skills to support whole college well-being. Peer Support training is provided for Year 9 students, which enables them to work with Year 7 students in the Positive Classroom program and builds on the learning from our Year 9 'Live Life' program. Feedback from our students indicate that the 'Live Life' program at Year 9, and particularly the Community component where students engage in community service work, helps to build organisation, resilience and connection to the wider community.

In 2025, the College extended our 'Connect Days' for students in Years 7, 8 and 9. Connect Days occur once per term and support the explicit teaching of skills in resilience, connection, engagement and allows the College to engage a wide range of external providers to deepen the work in building social and emotional learning from our Positive Classrooms and Live Life programs. Student leadership provides many opportunities for students in the senior school to mentor students in the middle school. The Think Fast program delivered by our Year 12 leaders is a peer tutoring and support program which runs each week for the Middle Years students. It acts as a natural adjunct to the Quicksmart Literacy and Numeracy program which is delivered by trained student instructors.

Creating strong connections between students, their peers, staff and school programs remains a central priority at Koonung. To foster these relationships, the College offers a wide range of lunchtime clubs and activities that encourage students to engage with peers who share similar interests and to feel a deeper sense of belonging within the school community. These

opportunities span sporting options such as Futsal, Table Tennis and Chess; interest-based groups including Cultural Clubs, Gardening, Virtual Reality and STEM, Art, Drama and Music; as well as clubs designed to strengthen personal connections, such as Think Fast tutoring, the Wellbeing Club, Culture Club, Faith Club and the Equality Collective.

Engagement

The College provides a wide range of extra-curriculum activities to build connections and relationships. The College is particularly proud of its Year 9 Live Life program. The Live Life program is a year-long program where students complete four modules across the year: Self, Life, Community and Group. In 'Self', students organize student led excursions, 'Life' involves key life skills such as banking, tax etc, 'Community' involves a term long placement with a community group and 'Group' involves an individual project that benefits a community group.

Koonung Secondary College continues to offer a wide range of extracurricular opportunities that enrich students' experiences beyond the classroom. These include the annual College production—**Chicago the Musical** in 2025—along with a comprehensive Instrumental Music program that has expanded its ensemble offerings for junior, intermediate and senior students. The College also provides a vibrant lunchtime Clubs program, the '**Study and Snack**' Homework Club, the Talent Quest, Koonung Day celebrations, House events and carnivals, and a broad suite of leadership pathways such as the Student Representative Council and a student-led homework and mentoring club. In 2025, the College further extended its extracurricular provision by introducing a Robotics Club, enabling students to participate in VEX competitions. Student voice and agency remain central to the College's culture and continue to shape these programs.

Student attendance remains a central measure of student engagement, and Koonung Secondary College continues to perform strongly in this area. In 2025, overall attendance rates across the College again exceeded those recorded for both Victorian schools generally and for comparable schools. A clear and supportive Attendance Policy underpins this performance and is implemented through the College's two sub-schools. The Middle School, covering Years 7–9, and the Senior School, covering Years 10–12, each operate with a dedicated Administrator whose role includes building strong connections with students and families and ensuring consistent application of attendance expectations. These attendance processes are further strengthened by the College's emphasis on maintaining effective learning environments and creating meaningful connection points for students. In 2025, the College also introduced an additional leadership position focused on Student Engagement Programs, reinforcing our commitment to embedding whole-school engagement initiatives as well as tailored programs for specific student groups

Other highlights from the school year

In 2025, the College continued to make substantial investments in its buildings and facilities. Alongside the major capital works project to construct a new Middle Years Learning Centre, a number of additional school-based initiatives delivered improved spaces for students and staff. These enhancements included new locker bays to accommodate our largest-ever Year 7 cohort,

upgraded bicycle shelters, expanded undercover outdoor learning areas, and improved outdoor seating and landscaping.

Koonung Secondary College is situated on the traditional lands of the Wurundjeri people of the Kulin Nation, and throughout 2025 the College deepened its engagement with the local Indigenous community and the Wurundjeri Land Council. The College has completed, published and begun implementing its Reconciliation Action Plan, which outlines our commitment to strengthening relationships, fostering respect and expanding opportunities within our classrooms, across the school, and throughout the wider community. This plan represents an ongoing and measurable dedication to advancing equity and justice.

Financial performance

The Student Resource Package income stream further increased in 2025 due to the College's growing enrolments. The number of international students enrolled at the College increased to 90 in 2025 due to our reputation for supporting International students to achieve success in their studies and create strong connections to our community. Salaries to operate this program form part of the Student Resource Package expenditure line. Locally raised funds from the hire of facilities such as the basketball stadium, the theatre, the hockey pitch and classrooms for community use both support the College financially and reflect strong connections with our wider community. The overall staffing FTE increased slightly to staff increased student enrolments and employ specialists in literacy and numeracy. In 2025, the College continued to invest significantly in infrastructure development and refurbishment, including both minor and major capital works. College Council approved several minor and major improvement projects in 2025. These commitments are reflected in the financial commitments section of the statement of financial position. The total funds available to the school at the end of 2025 and its overall financial position remains strong.

**For more detailed information regarding our school please visit our website at
<https://www.koonung.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 1,214 students were enrolled at this school in 2025, 493 female and 720 male. 32% had English as an additional language and 0% 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**.


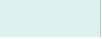

Parent Satisfaction Summary

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	88.1%	
	Similar schools	77.3%	
	State	74.1%	

School Staff Survey


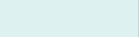


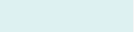

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	71.6%	
	Similar schools	65.6%	
	State	59.3%	

LEARNING


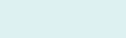


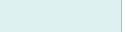


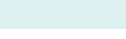


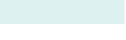

Teacher Judgement of student achievement against the Victorian Curriculum

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	91.4%	
	Similar schools	90.2%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	95.0%	
	Similar schools	86.9%	
	State	70.5%	

NAPLAN

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


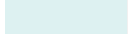


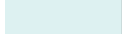

		2025		3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	83.8%		84.0%
	Similar schools	84.9%		83.9%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	79.9%		78.7%
	Similar schools	81.4%		79.4%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	88.9%		87.6%
	Similar schools	85.9%		84.2%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	85.9%		87.6%
	Similar schools	82.6%		80.6%
	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'.


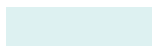

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	83.0%	
	Similar schools	79.1%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	77.9%	
	Similar schools	76.7%	
	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	96.8%		97.9%
	Similar schools	98.8%		98.5%
	State	97.2%		96.9%
Mean VCE study score	School	31.6		NDA
Total VCE VM students	School	8		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	55.9%		52.4%
	Similar schools	51.1%		49.4%
	State	49.8%		47.7%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 7 to 12 % positive endorsement	School	56.0%		52.5%
	Similar schools	51.7%		50.3%
	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	95.9%	94.3%
	Similar schools	91.3%	90.4%
	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	81.2%	80.2%
	Similar schools	77.6%	76.9%
	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	18.9	19.6
	Similar schools	23.7	23.3
	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	92.0%
Year 8	School	90.1%
Year 9	School	89.1%
Year 10	School	89.8%
Year 11	School	90.9%

			2025
Year 12	School		90.7% 

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	\$13,533,737
Government Provided DET Grants	\$2,627,861
Government Grants Commonwealth	\$22,604
Government Grants State	\$5,000
Revenue Other	\$268,922
Locally Raised Funds	\$1,704,775
Capital Grants	\$0
Total Operating Revenue	\$18,162,900

Equity	Actual
Equity (Social Disadvantage)	\$86,130
Equity (Catch Up)	\$52,478
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$138,608

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

Expenditure	Actual
Student Resource Package ¹	\$14,055,992
Adjustments	\$0
Books & Publications	\$12,744
Camps/Excursions/Activities	\$585,100
Communication Costs	\$10,962
Consumables	\$212,171
Miscellaneous Expenses ²	\$144,197
Agency Staff	\$16,030
Professional Development	\$57,989
Equipment/Maintenance/Hire	\$238,565
Property Services	\$316,127
Salaries & Allowances ³	\$470,095
Support Services	\$409,077

Expenditure	Actual
Trading & Fundraising	\$39,229
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$12,977
Utilities	\$152,210
Total Operating Expenditure	\$16,733,464
Net Operating Surplus/-Deficit	\$1,429,436
Asset Acquisitions	\$986,180

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	\$5,589,551
Official Account	\$37,680
Other Accounts	\$813,472
Total Funds Available	\$6,440,703

Financial Commitments	Actual
Operating Reserve	\$446,245
Other Recurrent Expenditure	\$11,967
Provision Accounts	\$5,340
Funds Received in Advance	\$176,824
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$791,446
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$67,222
Repayable to the Department	\$1,000,000
Asset/Equipment Replacement < 12 months	\$406,139
Capital - Buildings/Grounds < 12 months	\$520,000
Maintenance - Buildings/Grounds < 12 months	\$400,000
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	\$3,240,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$7,125,184

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.