

2022 Annual Report to the School Community

School Name: Alkira Secondary College (8874)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 April 2023 at 09:56 AM by John Shaw (Principal)

- This 2022 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 28 April 2023 at 11:26 AM by Michelle Hosking (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Alkira Secondary College; the 'School on the Hill', is a large secondary school located in Cranbourne North; the growth corridor of the south-east. We were the first PPP or Public Private Partnership school under the Partnership Victoria in Schools (PViS) model.

The school is proud to be the school of choice for our community; providing personalised learning in a positive and productive environment, encouraging our community to live our shared values of Respect, Integrity, Care and Excellence. We exist to 'secure the entitlements of every student'; where every child should progress through their years of learning feeling challenged, supported and equipped with the necessary skills to face the future. Our aim is to enable students to be contributing, empathic and responsible citizens, who see learning (in all its forms) as the norm.

In 2022, our enrolment was 1736 students, divided into five Sub Schools; four Houses (7 – 10 Sub Schools); Malloo, Towera, Yaan and Cowarr, which operate within a SWIS model (School Within a School) and Later Years (11 – 12 Sub School). All students are connected to a house, which provides students with a 'sense of belonging' to a close network of peers and teachers within a bigger school setting and as the transition into Later Years they are supported through specific structures, processes and enhancement programs that enable our senior students to achieve their individual bests.

The total workforce composition of the College in 2022 consisted of 184 staff members; equating to 6 Principal Class members, 127 teachers and 46 Education Support (ES) staff. (104 EFT and no Aboriginal and Torres Strait Islander heritage). SFOE is 0.4326.

Progress towards strategic goals, student outcomes and student engagement

Learning

The goal for 2022 was to continue to implement and support practices around the School Instructional Model. The school endeavoured to create consistent, high quality classroom practices through targeted professional learning and scheduled collaborative planning time in PLCs. All PLCs focused on a specific problem of practice using improvement cycle in PLC. The collaborative implementation of learning continuums in English and Maths supported improved formative assessments, better equipping teacher to assess students' point of need.

The continuing practice of dedicated Independent reading with explicit teaching of reading comprehension strategies has seen an increase in the middle band by 3%.

School performance data outlined a widening of the achievement gap between students in top and bottom bands. The school's strategic goals was to improve the learning of all students in Mathematics, to be evidenced by improving NAPLAN growth data. To achieve this, junior Maths used learning data-driven, ability-based grouping for the primary purpose of delivering content at student point of need. Experienced primary school staff were employed to support existing staff via team teaching, collaborative planning and coaching. Staff worked in teams to develop teaching and learning programs around a mathematical skill learning continuum that continues to develop. After achieving at least one year's growth in the vast majority of Year 7 students during 2022, the program has been extended to 2023.

The Later Year's program focused on improving process such as targeted pathways counselling, moderation and regular progress monitoring has seen an improvement in the overall in the VCE and VCAL completion. This improvement included; the largest proportion achieved and ATAR of between 50 and 70, an increase of 40+ median study scores to 5.1% and 90% of students receiving an ATAR. In addition, we had 99% of students completed VCE and 92% VCAL completion.

Wellbeing

The increased numbers of staff in the wellbeing and inclusion departments during 2022 allowed for a significant increase in quality supports available to our most vulnerable students. Collaborations between these departments and student managers enabled targeted interventions to be delivered at both the individual and larger cohort level. Students' wellbeing needs are being met from low level regular check ins to the highest of needs involving allied health agencies. PCL cards continue to support student agency and opportunity to self-regulate and then return to the classroom. Specialized wellbeing and inclusion programs, such as the I Can

network, SECASA, Le Mana, Be Wise, plus lunchtime activities, successfully ran during 2022 focusing on developing student social and emotional wellbeing.

Out of home care and koori students have been well supported as a result of our new leading teacher for SWANs who has provided professional learning on cultural competency and safety at a whole school level. Community connections have been strengthened through working with the Kesso and koori students have attended Campfire morning teas at Hampton park, met with leaders during reconciliation week, attended Federation Uni Koorie walkabout camp and have had regular input at their SSG's ensuring meaningful IEPs have been created. Students with disabilities, both funded and non-funded, have received extensive support in and out of the classroom. Intervention classes have begun in 2022 with a personalized Life and Social Skills class being designed for years 7 and 8.

The inclusion and wellbeing team liaised extensively with primary schools to ensure the needs of students were being met during 6/7 transition through SSGs, extra transition and orientation sessions and the sharing of information between schools. A dedicated and purpose-built Wellbeing Centre continues to be in the planning stages and will provide two flexible classrooms, private counselling rooms, individual office spaces, meeting rooms, toilets, a kitchenette and specific wellbeing resources. It will further enhance a strategic approach to supporting students' mental, physical and social wellbeing.

Engagement

Off the back of a few years of Covid the College continued to have a strong focus on connection of students to the school and supporting a team around the learner approach to engagement. Getting students back into school through routines was supported by a continued focus on attendance which saw the College have an attendance rate better than 4% of the state average and 1% better than the local network for students missing more than 20+ days absence for the school year. The work undertaken by the College's appointment of strategic support staff also accounted for a drop in unapproved reasons for absence which was a critical part of the College's approach to getting students back into learning.

The College continued to further develop its focus on the development of a positive climate for learning through the House system as a key aspect of our approach to engagement. The role of the homegroup teacher and the support of a pastoral care curriculum that focused on addressing social skills, college values and education around point of need curriculum continued to be developed. Pastoral care teacher communication with parents at Round Table Conferences, the First Day Conference and communication through Compass and newsletters ensured that this idea of a 'team around the learner' provides the best environment for students to succeed. Attitude to attendance continued to be high at 78% which was on par with similar schools – but 3% above the state. Sense of inclusion was high at 84% and there continues to be an upward trend in respect for diversity – but this is still below stage average.

The College continues to consolidate and deliver programs that provide links to social expectation, Leaders program, Pride club and wellbeing related programs. Further support through the strategic re-appointment of two youth workers was seen as a major boost to the College's ability to be able to respond to point of need demands from students after two years of disruption. The continued support of outside facilitators in key areas and connection with outside cultural groups, such as La Mana Pacifica, also allowed cohorts of our students that point of connection and support. Over 60% of our students continued to indicate that they had an advocate at school

Sense of connectedness continued to remain in the positive as the largest response at 43% and whilst this was a drop from the previous year it remained slightly below the state average. School stage transitions for our Year 7 cohort was 63% in the positive – ranking 3% above the state and like school average, whilst year 10-12 school stage transitions was on a par. The college continues to also work in our ever growing EAL based student/parent community having also made further appointments of EAL support staff to address the connection between these communities and the school. The college is investing in ensuring that through RESP we look at ways in which we can make genuine and necessary steps with our community and this is an exciting space where further plans are in the works.

We continue to support our students at risk and whilst students continue to engage in external providers such as Foundation Learning Center, Merinda Park Community Learning Centre, the Adolescent Recovery Centre, Stepping Stones, YPARC, Head Space and Operation New Start (Casey and Dandenong) all of which have had some success – we are excited that in 2022 work began on developing our own internal program for our 'at-risk' students. This is an important space where hopefully we will be able to support more students in connection and engagement with school. Given that as a school there was a significant decrease in stimulating learning and also perceptions of students of the College to managing bullying effectively this work is seen as an important aspect of addressing this trend.

Other highlights from the school year

The college began 2022 with confidence that the programs established in the school would help improve teaching and learning outcomes and provide some certainty of learning and wellbeing after the disruptions of 2020 and 2021.

We continued to be proud of our student achievement. Taking the opportunity to celebrate their experiences and successes at Valedictory and our Annual awards evening.

The year began with our First Day conferences for all students who collaboratively set future learning and wellbeing goals that were revisited and monitored throughout the year. The first week also saw out year 12 students be involved in a STRIVE program that helped them develop a sense of self and confidence for a challenging year. This was further supported through the year with Elevate sessions around preparing for study and being your best.

2022 saw a continuation of the Victorian High Abilities program where students were involved in collaborative workshops with a focus on Numeracy and Literacy.

We celebrated our wide cultural diversity through; Cultural Diversity week, Harmony Day, Nowruz, Chinese New Year, Naidoc week, Diwali festival and Reconciliation week.

We continued to recognise important opportunities for remembrance for Anzac Day, Holocaust Ceremony, Sorry Day and Armistice Day.

International Women's Day was also a feature day of the school where our female staff and students participate in leadership programs and provided opportunities for reflection in our classrooms.

Camps and excursions restarted, beginning with the Year 7 transition camp and we returned to Central Australia for the first time since Covid. The VCAL teams continued to promote learning outside the classroom while we supported year level excursions in Humanities, Science and Languages.

We continued to work closely as a partner with Casey Tech school to deliver learning experiences in Science and Technology

The school passion for sport continued with students participating in Swimming, Athletics and Cross county carnivals and a wide variety of interschool sport competitions, where the school continued their successes at regional and state levels. The erection of a cover over our hardcourts helped to provide improved access to sport and HPE programs for wider periods of time.

Our wellbeing and inclusion programs saw introduction of ICan, Big Sister, Men2B, Respect Protect and Connect program and signing up for the Resilience Project and Berry St Education Model for 2023.

Our arts students enjoyed success in local and State exhibitions, our own Annual Arts show was a great success highlighting the work of our students across a range of arts subjects. The school had strong performances in Wakakirri and Schools on Stage, with some students going on to the State Schools spectacular. The mid year and end of year music concerts showcased outstanding student and group performances.

The installation of two new 10 mod double storey portables has changed the landscape of our school and helped provide accommodation for over 1700 students. We also signed off of the building of a new million dollar Student Health and Wellbeing Centre that is due to open early 2023.

Financial performance

The impact of the revised Parent Payment Policy on school finances continues to have a significant impact. We are fortunate to have had some savings to minimize the impact on the delivery of curriculum in 2023, however are concerned about the impact for future years as the savings diminish.

We continued to invest in additional infrastructure (including equipment, tech resources, classroom furniture, lockers, outdoor facilities, and so on) to accommodate the growth of our student population. We also made payment of over \$1m for the Wellbeing Centre to support our students, which should be on site in early 2023. All funds received from the Department, 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.

For more detailed information regarding our school please visit our website at
<https://www.alkirasecondarycollege.com.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 1733 students were enrolled at this school in 2022, 838 female and 895 male.

47 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

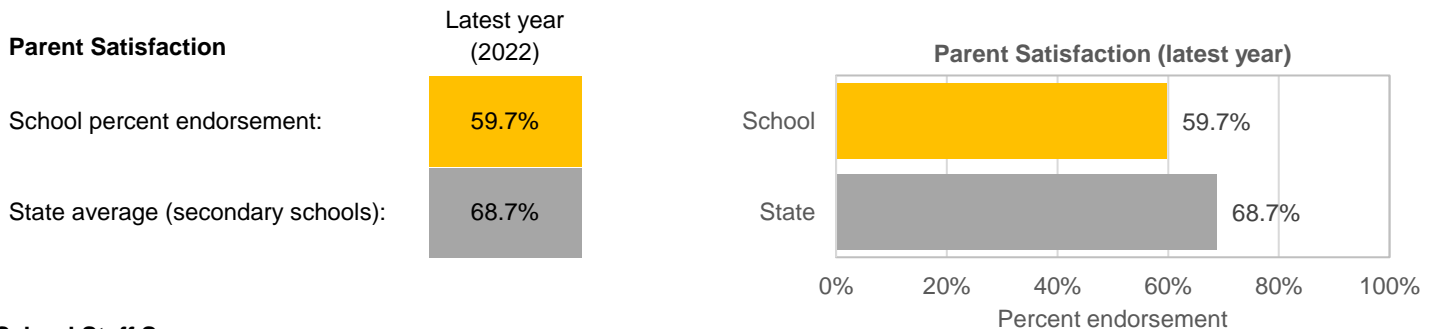
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

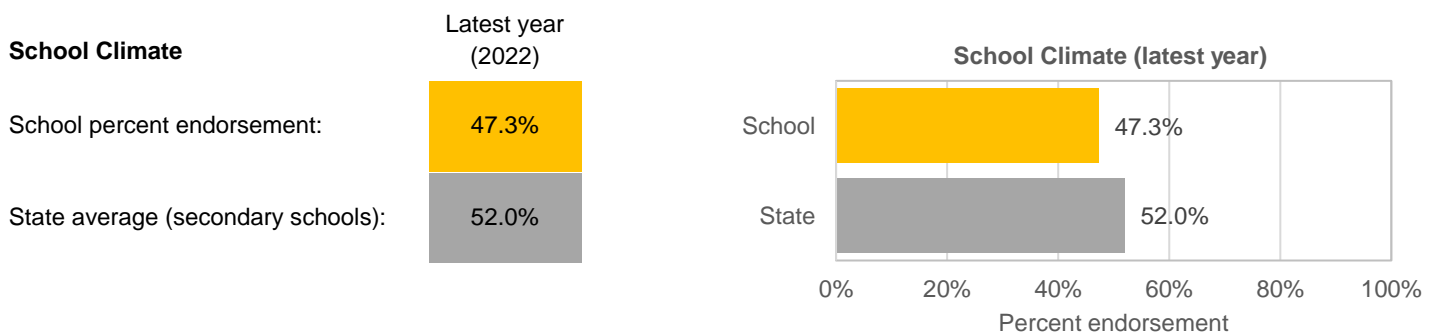


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

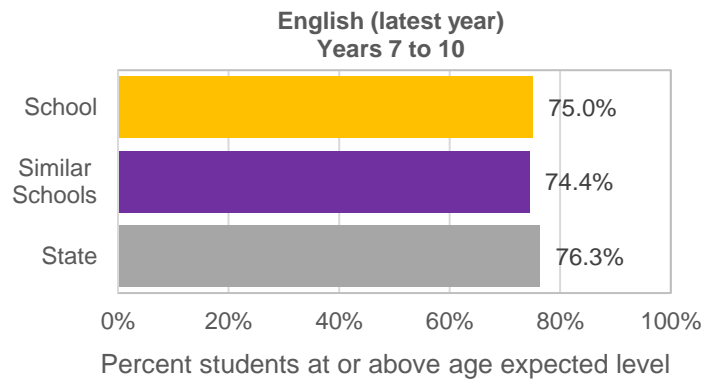
75.0%

Similar Schools average:

74.4%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

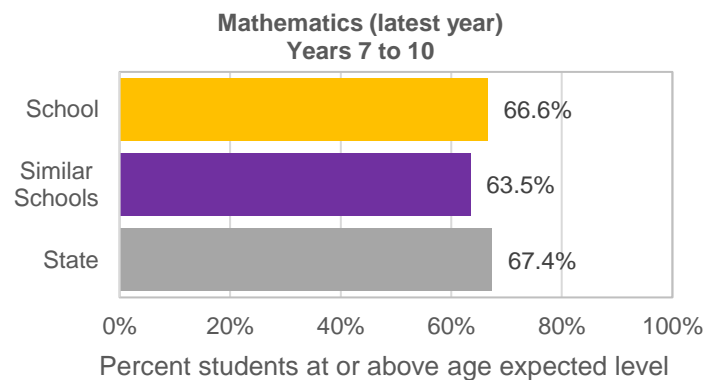
66.6%

Similar Schools average:

63.5%

State average:

67.4%



LEARNING (continued)

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

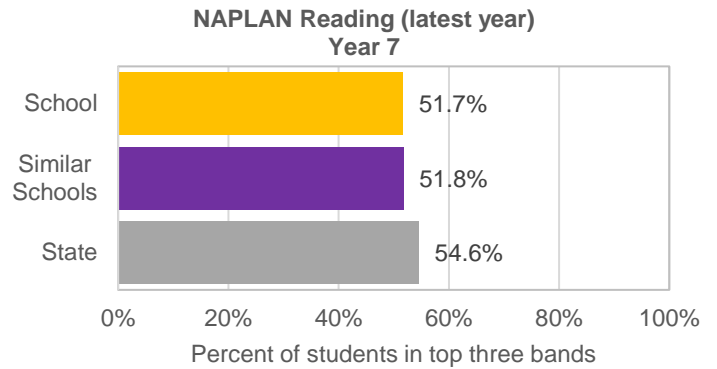
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

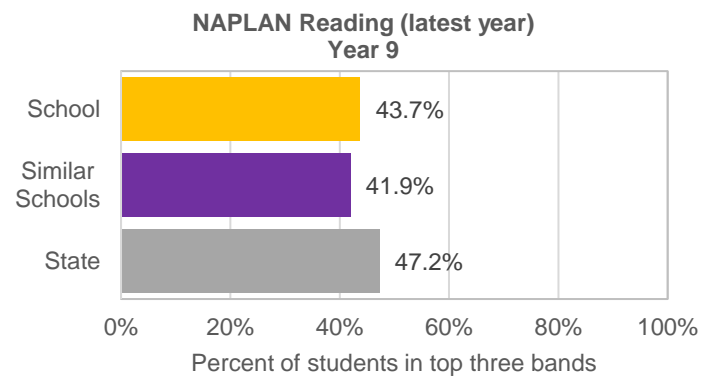
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.7%	57.0%
Similar Schools average:	51.8%	52.8%
State average:	54.6%	55.3%



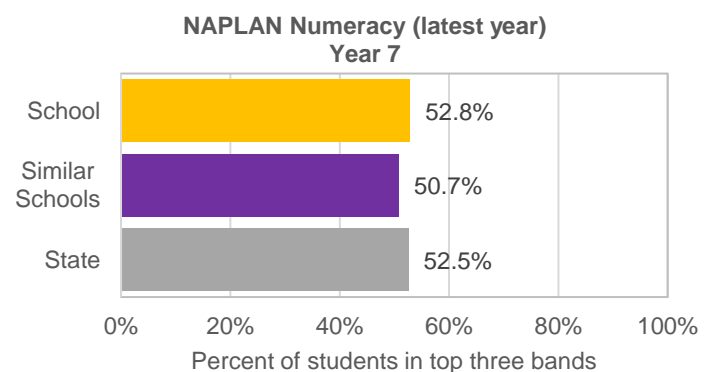
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.7%	43.2%
Similar Schools average:	41.9%	41.4%
State average:	47.2%	46.0%



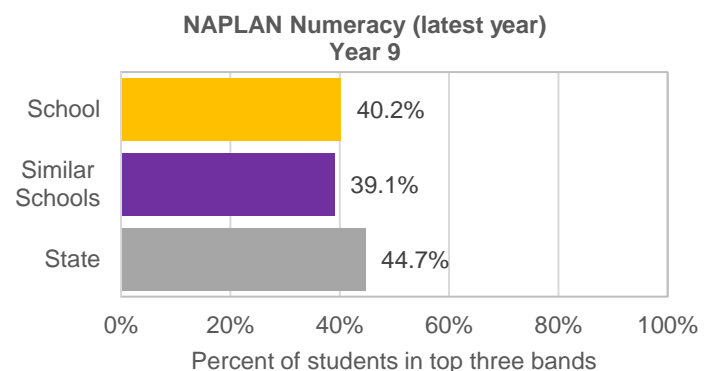
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.8%	56.9%
Similar Schools average:	50.7%	52.9%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.2%	40.9%
Similar Schools average:	39.1%	41.3%
State average:	44.7%	45.6%



LEARNING (continued)

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

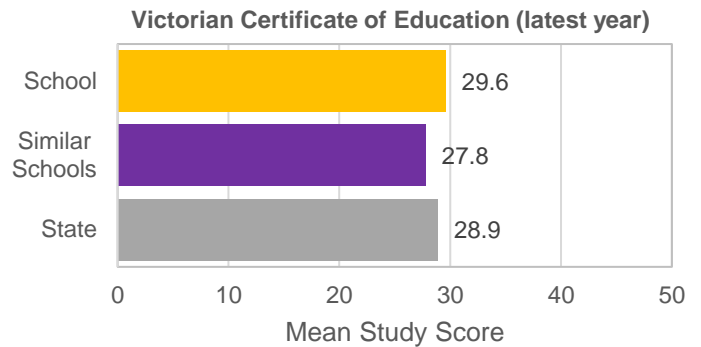
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	29.6	29.2
Similar Schools average:	27.8	28.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

35%

VET units of competence satisfactorily completed in 2022:

75%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

92%

WELLBEING

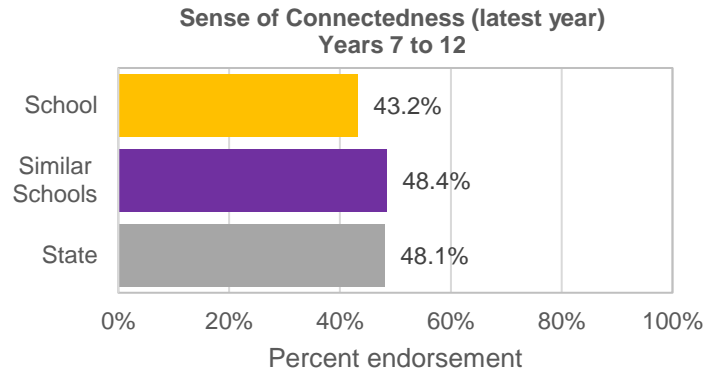
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	43.2%	55.0%
Similar Schools average:	48.4%	53.4%
State average:	48.1%	52.5%

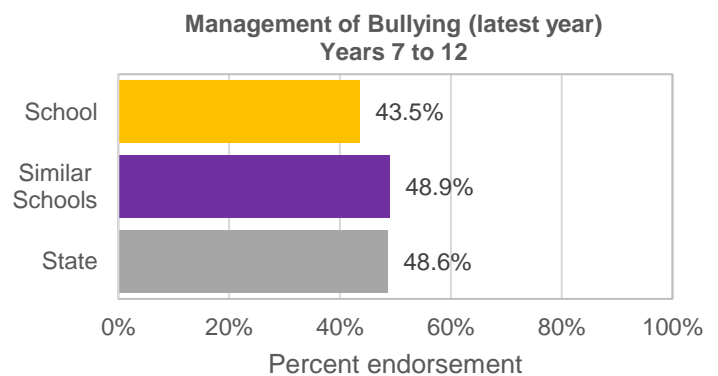


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	43.5%	55.4%
Similar Schools average:	48.9%	54.7%
State average:	48.6%	54.0%



ENGAGEMENT

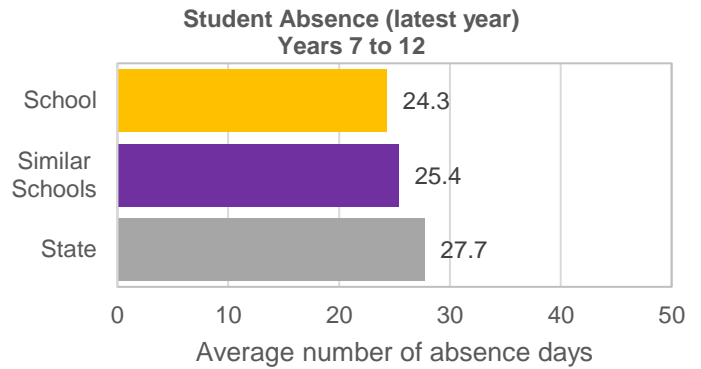
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	24.3	17.8
Similar Schools average:	25.4	19.9
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

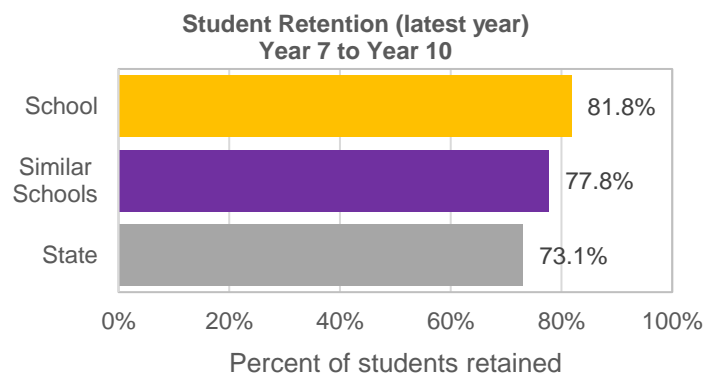
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	86%	85%	88%	91%	90%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	81.8%	78.0%
Similar Schools average:	77.8%	76.8%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

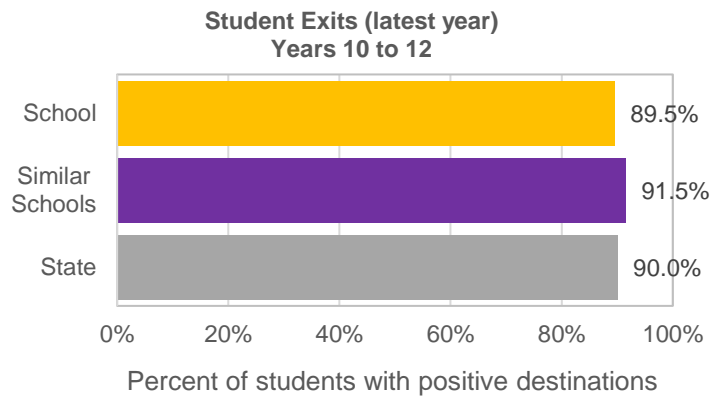
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	89.5%	85.2%
Similar Schools average:	91.5%	91.1%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$19,579,118
Government Provided DET Grants	\$1,908,016
Government Grants Commonwealth	\$26,465
Government Grants State	\$32,268
Revenue Other	\$85,335
Locally Raised Funds	\$440,525
Capital Grants	\$0
Total Operating Revenue	\$22,071,726

Equity ¹	Actual
Equity (Social Disadvantage)	\$607,884
Equity (Catch Up)	\$102,368
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$710,253

Expenditure	Actual
Student Resource Package ²	\$17,936,595
Adjustments	\$0
Books & Publications	\$12,742
Camps/Excursions/Activities	\$261,335
Communication Costs	\$7,335
Consumables	\$233,708
Miscellaneous Expense ³	\$41,118
Professional Development	\$46,570
Equipment/Maintenance/Hire	\$345,353
Property Services	\$18,513
Salaries & Allowances ⁴	\$478,970
Support Services	\$938,409
Trading & Fundraising	\$17,005
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$322
Utilities	\$126,921
Total Operating Expenditure	\$20,464,895
Net Operating Surplus/-Deficit	\$1,606,831
Asset Acquisitions	\$1,098,947

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$2,192,911
Official Account	\$187,684
Other Accounts	\$0
Total Funds Available	\$2,380,594

Financial Commitments	Actual
Operating Reserve	\$421,383
Other Recurrent Expenditure	\$92
Provision Accounts	\$0
Funds Received in Advance	\$307,536
School Based Programs	\$450,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,195,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,374,011

All funds received from the Department, 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.