

2022 Annual Report to the School Community

School Name: Bairnsdale Secondary College (8466)



- 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 15 March 2023 at 04:37 PM by Trudie Nagle (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 22 March 2023 at 02:29 PM by David Radford (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
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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

Bairnsdale Secondary College, is a co-education secondary college located in the township of Bairnsdale approximately 300kms east of Melbourne CBD.

In 2022 the staffing profile was made up of

- 1 Executive Principal
- 4 Assistant Principals
- 1 Business Manager.
- 5 Leading Teachers
- 4 Learning Specialists
- 85.5 Teachers
- 52.6 Educational Support Staff

A total of 1174 students were enrolled at this school in 2022, 599 female and 575 male. 2 percent of students had English as an additional language and 12 percent were Aboriginal and/or Torres Strait Islander. The students are divided into 3 hubs: year 7, year 8 and 9, and year 10, 11 and 12. Our College also provides a Flexible Learning Option (FLO) at a satellite venue in Bairnsdale. This campus had an enrolment of 22 students ranging in age from 15 to 17 years. The overall socio-economic profile of the College is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. This school's socio-economic band value is: Medium. (Possibilities are: Low, Low-Medium, Medium and High).

Bairnsdale Secondary College has much to celebrate when we reflect on 2022. With the impact of previous events in our area, the dedication and resilience and professional commitment of all staff and the students to continue to push forward, was really quite remarkable! We have been able to deliver NAPLAN in 2022 again which was pleasing. This enabled us to have more data around the growth and development of our students.

During 2022 the College has made significant gains in embedding the staged implementation of SWPBS (School Wide Positive Behaviour System). The College values are: Respect, Resilience and Responsibility. We now have a system of 'values points' to recognise the positive behaviour within our student cohort and the parents are informed of value points being allocated via text. The prime purpose of our College is to maximise the opportunities and choices for all of our students to ensure they are confident individuals who make positive contributions to their communities. Young people who see themselves as always learning, regardless of circumstance or age. Our College vision is to create a learning community with a focus on improving teaching practice through ongoing performance development so that student outcomes improve constantly. The connection between Wellbeing and Teaching and Learning is always a key focus at our College. Our College must support the needs of all students in terms of well-being, a safe and positive learning environment and ultimately improving the academic outcomes for all students to improve choice and opportunity when their time at Bairnsdale Secondary College is concluded.

The overall Parent Satisfaction summary, where parents are asked to endorse their level of satisfaction with our College, has seen significant improvement, falling just shy of the state average for Victorian Secondary Schools. Measures of endorsement by the staff on the College Climate, has seen significant improvement, being above the state average for Victorian Secondary Schools. These factors combined shows a significant development in our desire for whole school improvement. Whilst we celebrate fabulous progress being made in all areas at the College over 2022, there remains significant work still to be done, as we strive for continuous improvement.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College achievement results for 2022, leave us with much to celebrate. Do we still have a long way to go? Absolutely yes, but we have made significant gains, progress and growth in 2022 compared to previous years in all areas.

In 2022 our College continued our work on the goal of maximising the learning and growth in Literacy and Numeracy for all students. This will ultimately increase the opportunities available to our students as they move beyond their secondary schooling. Teacher Judgements for English (Years 7 to 10) reflect that Bairnsdale Secondary students achieved results below that of similar schools, and fell short of State averages. Teacher Judgements for Numeracy (Year 7 to 10) demonstrate that there is much work to be done in the space. Bairnsdale Secondary students results fell considerably below both similar schools and State averages. Our College has a clear focus and action plan for 2023, to address this concern.

NAPLAN Reading results at both Year 7 and 9 are very pleasing indeed. The Year 7 Reading results show good growth from the previous year, being above similar schools and just short of the state averages. The Year 9 results continue to be very strong. Bairnsdale Secondary students results were clearly above those of similar schools and above the state results. The NAPLAN Numeracy results varied between Year 7 and Year 9. At Year 7, we fell marginally below similar schools and quite a bit behind the state averages. The Year 7 team have put plans in place to address this in 2023. At Year 9, we were well above both similar schools and the state results. Very pleasing indeed. It appears to be a discrepancy between the Teacher Judgements and NAPLAN results. Addressing this will be a Professional Development focus area in 2023.

Bairnsdale Secondary College VCE students in 2022 achieved a mean study score marginally below the results of similar schools and short of state averages. It should be noted that from 2020 to 2022 we have had constant and significant improvement in the VCE results. Our VCE results also saw a considerable improvement in the rate of students who satisfactorily completed their VCE studies - 95% is well up on previous years. Plus, the number of credits satisfactorily completed by our VCAL students, is 100%! In 2022, the number of Year 12 students undertaking at least one Vocational Education and Training (VET) unit of competence was 31%. Plus, 84% VET units of competence were satisfactorily completed in 2022. We are extremely proud of our level of growth in academic achievement.

Throughout the year, our school's literacy learning specialist worked with staff to develop a consistent and best practice, whole school approach to the teaching of literacy. Building staff knowledge and skills in this area enabled staff to strengthen their teaching practice and develop a consistent program of explicit instruction and differentiation. The strategic employment of a literacy intervention teacher and tutors, via the Tutor Learning Initiative, was an important step towards supporting improved student literacy outcomes.

As we continue to strive for excellence in all aspects of our work, we look forward to seeing these outcomes and opportunities for our students continue to grow.

Wellbeing

The work of the Wellbeing team in 2022 has been nothing short of remarkable. The team has grown in size and capacity, with a clear focus on supporting the growing need for mental health support of our teachers and students. The 2022 team consisted of:

- 2 key leaders
- 3 student counsellors
- 1 College nurse who is shared with another secondary school
- A doctor and a triage nurse through the Doctors in Secondary Schools Program (every Wednesday)
- 1.6 EFT chaplains
- A full time mental health practitioner
- An external social worker, plus a visiting drug and alcohol support worker.

We also have additional targeted programs, such as Clontarf Academy (for Aboriginal and/or Torres Strait Islander boys) and Girls at the Centre (The Smith Family program for Aboriginal and/or Torres Strait Islander girls). The Wellbeing team has a leading role in developing and supporting the mental health and physical wellbeing of all of our students. Students are supported in small groups and individually through a variety of programs including School Wide Positive Behaviour Support (SWPBS), BRACE (Belonging, Routine, Attachment, Capacity, Emotions) model, Drumbeat and STEPS. In 2023, Stymie will also be introduced. Our College has a strong relationship with local police and they regularly throughout the year delivered or will continue to deliver programs on cyber safety/impacts of social media, vaping, and healthy relationships and the law.

The last few years have raised significant challenges and this has had an impact on how connected the students felt to our College. The 2022 Attitude to School Survey (AToSS) was completed by the students mid-year. Disappointingly, the results indicated a significant decline in the level of connectedness between the students and our College. Additionally, positive endorsement declined

in terms of our students' satisfaction around how they perceive that bullying is being managed at the College. Given our fabulous growth in school climate results, there is a clear contradiction that needs to be investigated. During 2023, and leading into the next school review cycle, we will be holding multiple focus groups, to seek clarity around these inconsistencies.

Engagement

Attendance and student retention continue to be key pieces of work for Bairnsdale Secondary College. In 2022 our attendance rates held steady overall. Despite this, the average attendance rates from Year 7 to 12, still remain too low. Students being absent from school will always have a negative impact on their learning. On average students from Years 7 to 12 at Bairnsdale Secondary College in 2021 missed 25 days of school. This represents 5 weeks. Disappointingly in 2022, this figure grew to 32 days, representing 6 weeks. This is a significant portion of a 40-week school year, with many potential implications for students and staff. Having said that, the number of days missed in similar schools and the state average also grew significantly in 2022. Summary of attendance rate per Year level:

- Year 7 - 81%
- Year 8 - 82%
- Year 9 - 81%
- Year 10 - 84%
- Year 11 - 89%
- Year 12 - 92%

Bairnsdale Secondary College is committed to improving our attendance rates. In 2022 we introduced a 'Flexible classroom'. This is a direct strategy to engage with those students who are unable to attend school due to personal circumstances. This program was a fabulous success and has been expanded from 1 staff member to 2.4 EFT and from 6 students to 33. The data clearly supports the rise in engagement of these students.

Across a 4 year average, Bairnsdale Secondary College has a student retention rate of 73%. This is below the retention rate of similar schools (76%) and in line with the state (73%). We saw a slight drop in 2022, mainly due to the large number of students who were able to gain apprenticeship placements. This is viewed very much as a positive destination factor. The staff that work in the student exit data space are exceptional in following up with our students at the 6 month and 12 month intervals, to ensure they are maintaining full time work.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment has seen significant improvement (78%). This is well above the 4-year trend data. Whilst these results are marginally below similar schools (83%) and state averages (90%). We should ponder the effect of 'gap years' for our students. Many students do not enter higher education studies immediately, as they save for costs and continue living at home for 12 months. The demands of then moving away from home and regional areas can then become challenging.

Financial performance

The College continues to be in a healthy financial position at the end of 2022. At the end of 2022 the total school funds available has a balance of \$2,867,579. Most of these funds in reserve are committed to projects/budgets 2023.

Funds received from the Department of Education (DE), or raised by our College, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the college. This is consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

In 2022 Bairnsdale Secondary College has managed its finances in line with DE processes and guidelines. The school council is responsible for managing the school's budget as it relates to running the school and are supported by the Business Manager and Principal to provide financial leadership.

Changes to the DE Parent Payment Policy has resulted in a 40% reduction in collection rates from parent contributions. New EBA conditions will also have a budgetary impact on college finances in 2023. Budgets continue to be monitored closely through the finance subcommittee to ensure that the college continues to remain financially viable.

For more detailed information regarding our school please visit our website at
www.bairnsdalesc.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 1174 students were enrolled at this school in 2022, 599 female and 575 male.

2 percent of students had English as an additional language and 12 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.

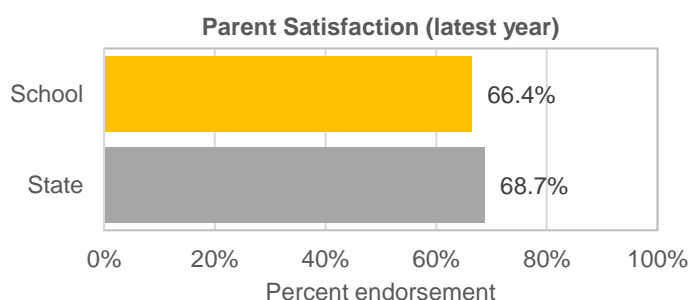
This school's SFOE band value is: Medium

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	66.4%
State average (secondary schools):	68.7%



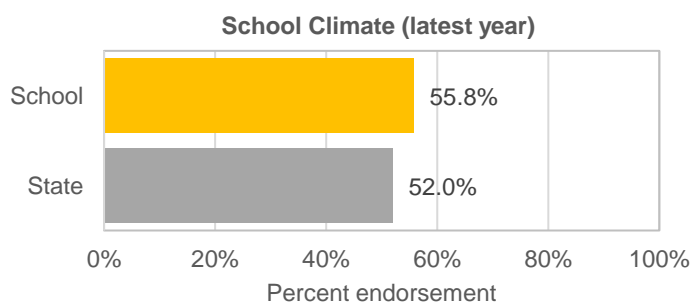
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	55.8%
State average (secondary schools):	52.0%



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:

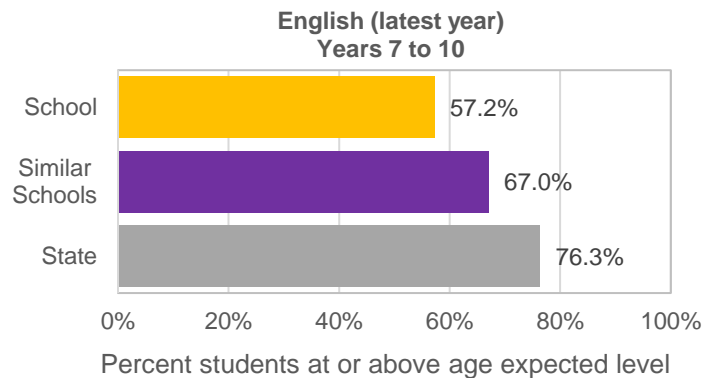
57.2%

Similar Schools average:

67.0%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

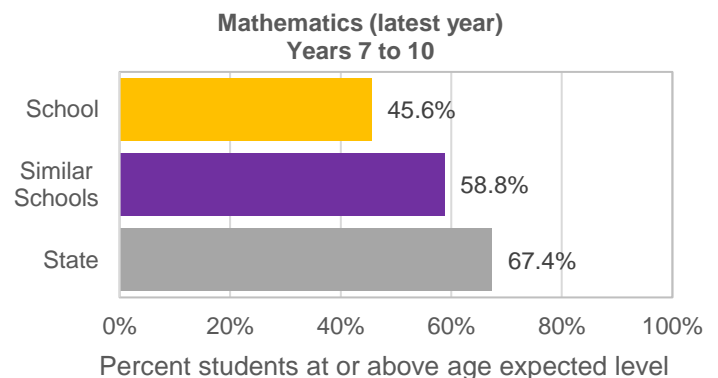
45.6%

Similar Schools average:

58.8%

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.

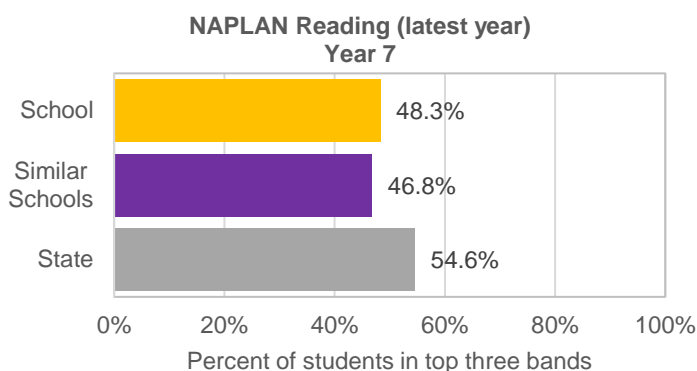
NAPLAN

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.

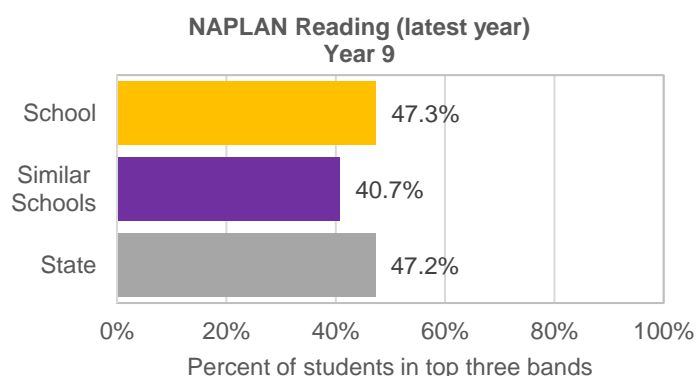
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.3%	44.9%
Similar Schools average:	46.8%	47.4%
State average:	54.6%	55.3%



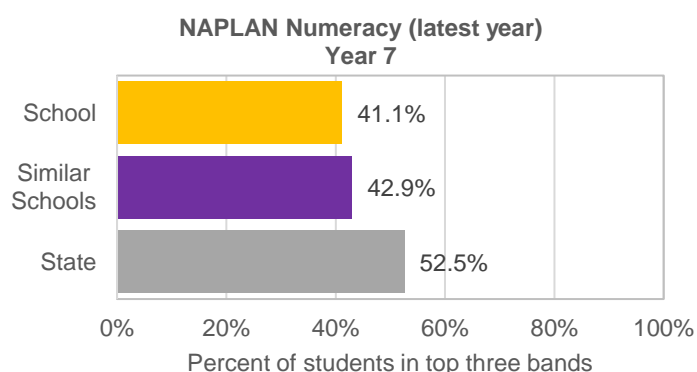
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.3%	41.0%
Similar Schools average:	40.7%	38.0%
State average:	47.2%	46.0%



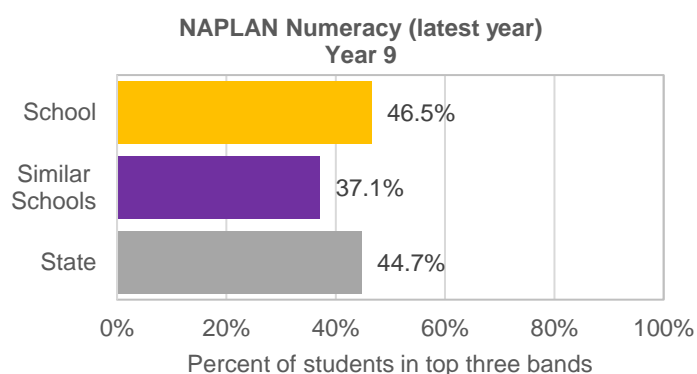
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.1%	45.5%
Similar Schools average:	42.9%	46.9%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.5%	41.7%
Similar Schools average:	37.1%	36.8%
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

26.2

24.7

Similar Schools average:

26.6

26.6

State average:

28.9

28.9

Victorian Certificate of Education (latest year)

School

26.2

Similar
Schools

26.6

State

28.9

0 10 20 30 40 50

Mean Study Score

Students in 2022 who satisfactorily completed their VCE:

95%

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

31%

VET units of competence satisfactorily completed in 2022:

84%

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

100%

WELLBEING

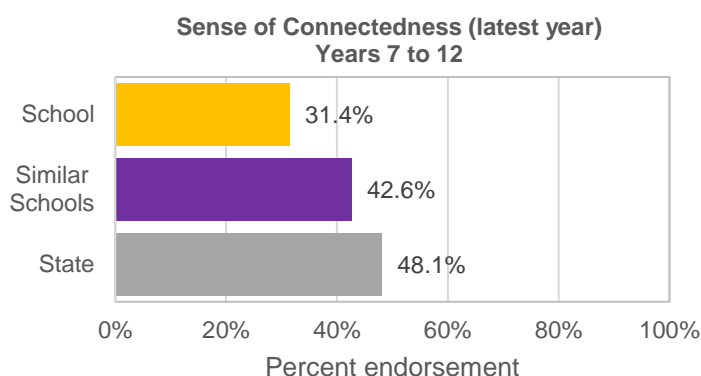
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	31.4%	40.8%
Similar Schools average:	42.6%	47.5%
State average:	48.1%	52.5%

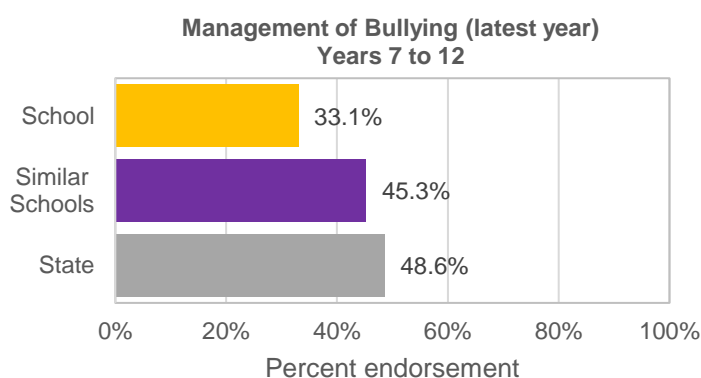


Student Attitudes to School – Management of Bullying

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:	33.1%	39.7%
Similar Schools average:	45.3%	50.4%
State average:	48.6%	54.0%



ENGAGEMENT

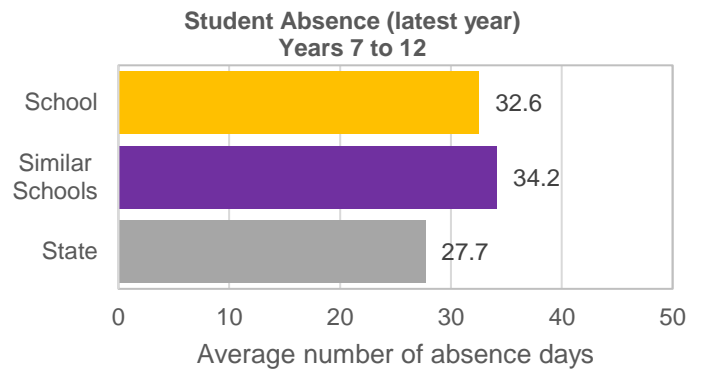
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	32.6	27.0
Similar Schools average:	34.2	28.2
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.

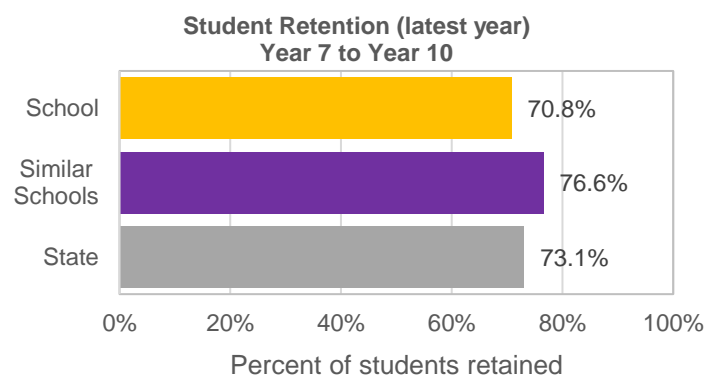
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	81%	82%	81%	84%	89%	92%

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:	70.8%	72.8%
Similar Schools average:	76.6%	76.6%
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:

78.4%

68.2%

Similar Schools average:

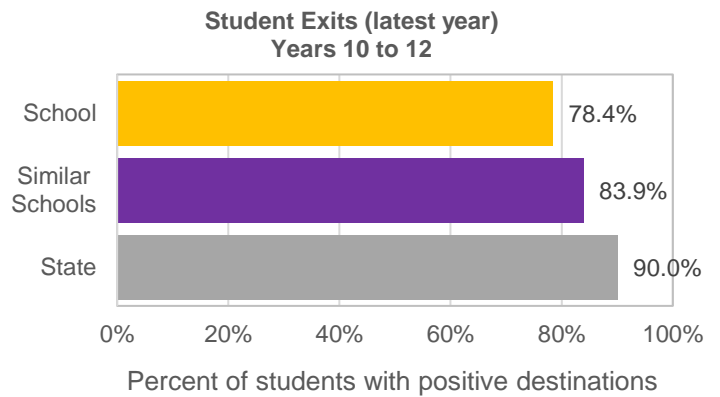
83.9%

83.3%

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	\$14,635,960
Government Provided DET Grants	\$2,703,554
Government Grants Commonwealth	\$3,550
Government Grants State	\$8,101
Revenue Other	\$233,096
Locally Raised Funds	\$460,276
Capital Grants	\$0
Total Operating Revenue	\$18,044,537

Equity ¹	Actual
Equity (Social Disadvantage)	\$979,532
Equity (Catch Up)	\$94,004
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,073,536

Expenditure	Actual
Student Resource Package ²	\$14,503,655
Adjustments	\$0
Books & Publications	\$24,762
Camps/Excursions/Activities	\$198,189
Communication Costs	\$34,751
Consumables	\$405,930
Miscellaneous Expense ³	\$338,744
Professional Development	\$79,348
Equipment/Maintenance/Hire	\$473,318
Property Services	\$473,848
Salaries & Allowances ⁴	\$381,816
Support Services	\$431,203
Trading & Fundraising	\$56,281
Motor Vehicle Expenses	\$5,462
Travel & Subsistence	\$2,236
Utilities	\$184,644
Total Operating Expenditure	\$17,594,185
Net Operating Surplus/-Deficit	\$450,352
Asset Acquisitions	\$68,857

- (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	\$2,650,785
Official Account	\$216,793
Other Accounts	\$0
Total Funds Available	\$2,867,579

Financial Commitments	Actual
Operating Reserve	\$486,105
Other Recurrent Expenditure	\$137,165
Provision Accounts	\$5,000
Funds Received in Advance	\$344,805
School Based Programs	\$292,363
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$57,481
Repayable to the Department	\$19,423
Asset/Equipment Replacement < 12 months	\$170,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$343,449
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,855,791

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.