

2020 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 2020 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 14 April 2021 at 03:10 PM by Trudie Nagle (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 April 2021 at 07:29 PM by David Radford (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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's experience of COVID-19, including remote and flexible learning, had a significant impact on our normal school operations. This impacted the conduct of assessments and surveys. The College community should be aware of this when interpreting the Performance Summary. For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance was influenced by our local processes and procedures adopted in response to remote and flexible learning. (In short, the data has been impacted and hence when reading it, take all factors into consideration, as we reflect on the performance of the College in 2020)

Bairnsdale Secondary College, is a co-education Secondary College located in the township of Bairnsdale approximately 300kms east of Melbourne CBD. During 2020 the College has implemented the first stages of SWPBS (School Wide Positive Behaviour System). After consultation, our College values changed to reflect our improving learning environment. The values are now: Respect, Resilience and Responsibility.

The purpose of the College is to maximize the opportunities and choices for all of our students, to ensure they are confident individuals who make positive contributions to their communities.

The College vision is to create a learning community with a focus on improving teaching practice through ongoing performance development so that student outcomes improve.

What is your College trying to achieve? The College must support the needs of all students in terms of well-being, a safe and positive learning environment and ultimately improving the outcomes for all students.

In 2020 the staffing profile was made up of 1 Executive Principal, 4 Assistant Principals, 5 Leading Teachers, 2 Learning Specialists, 85.5 Teachers, 52.6 Educational Support Staff, and 1 Business Manager.

In 2020 our College enrolment was 1159 consisting of 602 females and 557 male students. 1 percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander. (128 students)
The students are divided into 3 hubs: A year 7, year 8 and 9, and a year 10, 11 and 12 Hub. The College also provides a Flexible Learning Campus for VCAL students, at a Satellite venue in Bairnsdale. This campus has an enrolment of 24 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.

The overall Parent Satisfaction summary, where parents are asked to endorse their level of satisfaction with the College, improved considerably in 2020, but still fell short of the state average.

Measures of endorsement by the staff on the College Climate, improved considerably in 2020, but still fell short of the state average.

It must be noted that the participation rates in both surveys was poor at best, with only 17% the parent body completing the survey. Only 48% of the staff completed the survey. (Both were completed during times of remote learning)

Whilst progress was made in all areas at the College over 2020, there remains significant work still to be done, as we strive for continuous improvement.

Framework for Improving Student Outcomes (FISO)

In 2020, the College's AIP (Annual Implementation Plan) focused on implementation of key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building

Leadership Teams.

This includes: Building teacher capacity around data usage to support point of need teaching, differentiated teaching in line with the College's Instructional Model (IM), Developing a mentoring program, Developing a Behaviour Management process and improving our climate for learning through SWPBS.

To support implementation of these KIS (Key Improvement Strategies), 2 Learning Specialists were appointed as professional practice coaches. Recruitment of staff continues to be a significant struggle for the College. The Learning Specialists drove the development of an Instructional Model for teaching and began the work of ensuring that the IM is in every classroom for every session of the day, being delivered with fidelity and rigour.

It is without doubt that the impact of Remote and Flexible learning, for effectively half of the school year, had significant impact on our capacity to deliver on all the KIS. Our targets, goals and system of delivery had to be modified accordingly.

We did this by introducing a totally online WebEx system of learning. All staff posted lesson plans the night before classes occurred (a practise still in place due to its positive endorsement from students and parents). The timing of lessons was adjusted to account for screen time and limited Internet access for some families. The IM was adjusted and systems of work submission, validation and timely feedback between teachers and students adjusted.

During 2020, much work was done increasing the capacity of not only the Principal class, but also the leadership profile of the College. This work will of-course be ongoing into the future.

Role clarity and job descriptions development for all staff, both teachers, leadership roles and Education support staff was also a key focus.

Achievement

In 2020 the College continued work on its goal of maximizing the learning and growth in Literacy and Numeracy for each student, increasing options and ensuring choice for all. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Teacher judgement reflects that for ENGLISH, years 7 to 10: Bairnsdale Secondary College students achieved results marginally below that of similar schools, and fell short of the State averages. (BSC 64%, Similar 66%, State 76%. (at or above the expected level)

('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 reflects that for MATHS, years 7 to 10: Bairnsdale Secondary College students achieved results lower than similar schools, and fell considerably short of the State averages. (BSC 39%, Similar 53%, State 66%. At or above the expected level)

It must be noted: NAPLAN was not conducted in 2020 due to the Covid-19 Pandemic.

At VCE the mean study score for students of Bairnsdale Secondary College: Was marginally below that of similar schools and also fell short of the State average. (BSC 25%, Similar 27%, State 29%.) (This is for all students completing a Unit 3 / 4 - Year 12 study)

Whilst still much work needs to be done to lift these mean scores - It should be noted that 2020 saw a considerable

improvement and the halting of a downward slide.

Our VCE results also saw a considerable improvement in the rate of students who satisfactorily completed their VCE studies - in fact this rose to 99%

VET (Vocational Educational and Training) and VCAL (Victorian Certificate of Applied learning) also saw significant improvement in satisfactory completion rates from previous years.

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence: 45%
VET units of competence satisfactorily completed in 2020: 61%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: 83%

During 2020 VCAL students had a dedicated learning space (when on site) and a focused team to support their studies. This group were particularly vulnerable during Remote learning and the team have been commended for their exceptional results.

The student achievement results for 2020 reflect growth in all areas, despite the adversity of Bushfires and Covid 19. As we continue to strive for excellence in all aspects of our work, we will see these outcomes and opportunities for our students continue to grow.

Engagement

Attendance and student retention continue to be key pieces of work for the College.

In 2020 our attendance rates overall increased significantly. This is particularly pleasing given the challenges of the year. However; the percentage rates from year 7 to year 12, still remain too low. Students being absent from school, will always have a negative impact on their learning.

Year 9 remains the lowest attendance percentage with 85%. This means, with 40 weeks in an average school year, students at year 9 would on average be absent for 6 weeks. (absent from school 15% of the year)

Year 7 - 89% attendance rate. Year 8 - 86% attendance rate. Year 9 - 85% attendance rate. Year 10 - 91% attendance rate. Year 11 - 91% attendance rate. Year 12 - 94% attendance rate.

A large number of students at Bairnsdale Secondary College who previously experienced challenges in terms of their engagement connected strongly with the opportunities during the remote learning period. In particular students who have struggled with social interactions or have battled health concerns. In 2021 the College will focus on opportunities to continue developing a "blended model" of learning to suit individual student needs.

Student retention: This is the rate of retention of our students from when they enter BSC in year 7 through to year 10, has dropped away in 2020. Across a 4 year average Bairnsdale Secondary College students has stayed at the College at a rate of 78%. In 2020 this figure was 72%.

this is below that of similar schools, and fractionally behind the state average. (BSC 72%, similar schools 76% and state 73%)

The percentage of students from Years 10 to 12, going on to further studies or full-time employment is a concern for the College. In 2019 the percentage rate was 65%. The data for 2020 the College believes that this will be higher than the 2019 year, but at this time that is not available.

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 then becomes challenging. Exact data on this is not available at this time.

In 2019 School percent of students to further studies or full-time employment: BSC 65%, similar schools 82% and State averages 89%.

Wellbeing

The work in the wellbeing space has been exciting during 2020. The team has grown, with a clear focus on building the capacity of each team member. The 2020 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), 1.4 chaplains, an mental health practitioner, an external social worker and additional targeted programs; Clontarf (academy for ATSI boys) and Girls at the Centre (Smith family program targeting ATSI girls). This 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 Drumbeat and STEPS.

As reflected by the Attitudes to School survey, completed by the students: 52% of the BSC students felt connected to school. This is slightly above similar schools, yet below the state average (BSC 52%, Similar 51% and State 60%). When referring to this data the following should be noted: (1) The 2020 result is above the 4 year trend, (2) the result should be considered carefully as the percentage of students who completed the survey was below 50% because it was conducted during online learning.

In 2020 the results for the College regarding the management of bullying concerns rose. The 4 year average reflected a positive endorsement of only 42%. In 2020 this rose to a 49% positive endorsement. This falls below that of similar schools and well below state averages (BSC 49%, similar 52% and state 60%). The impact of low participation rates and remote learning must be taken into consideration.

During the two period of remote learning the College modified the delivery of health and wellbeing supports to students and their families. All learning support staff attended webex classes and then engaged with the whole class and then 1:1 with their allocated students throughout the week.

IEPs were also completed during this time by English, maths, the Learning support Assistants, Girls at the Centre, Clontarf, Hubs, and wellbeing staff.

Wellbeing staff and the Doctors in Secondary School continued to provide their service remotely via webex and phone. Referrals continued to wellbeing throughout this period.

The College implemented 2 Health and Wellbeing days during remote learning. During these days teachers did not provide webex interaction and work was allocated on the compass learning management system. The state wide preparation and wellbeing days allocated by DET, were invaluable for staff mental health.

The College leadership team kept in contact with all staff during the period of online learning to support wellbeing. The Employee Assistance Program was made available to all staff during the year.

Financial performance and position

The Student Resource Package (staff employed by Department of Education and Training) represents 76% of the College finances. Two percent, 2% goes to staffing through the Council payroll and this is primarily for casual relief staff.

The College has finished 2020 in a strong financial position and this is primarily attributed to a greater fee collection rate (93%), this is higher than history would suggest. Coupled with there being less events/excursions (due to COVID limitations).

Additional financial support was provided to families through various Bushfire recovery funds made available.

Like 2019 when families received Drought Assistance funding there are significant unallocated funds for families that carry over into 2021.

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.

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 1159 students were enrolled at this school in 2020, 602 female and 557 male.

1 percent of students had English as an additional language and 11 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) which takes into account parents' occupations and education.

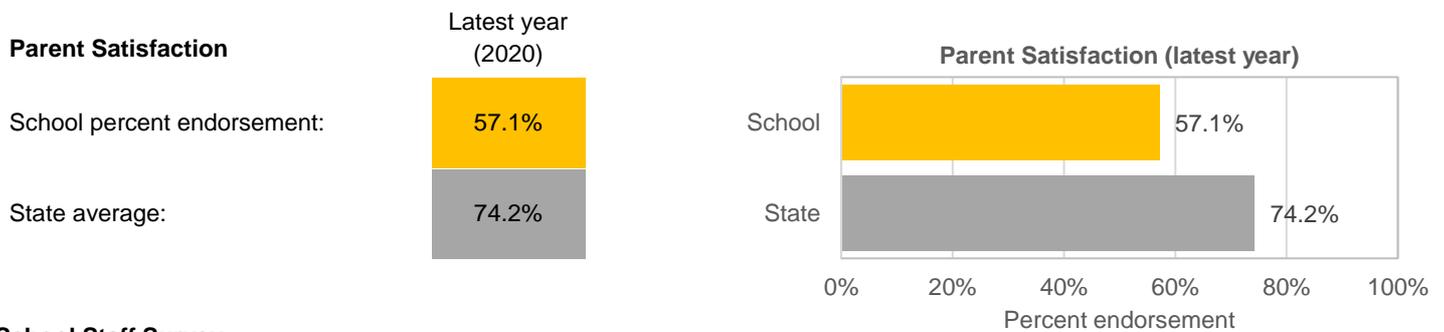
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

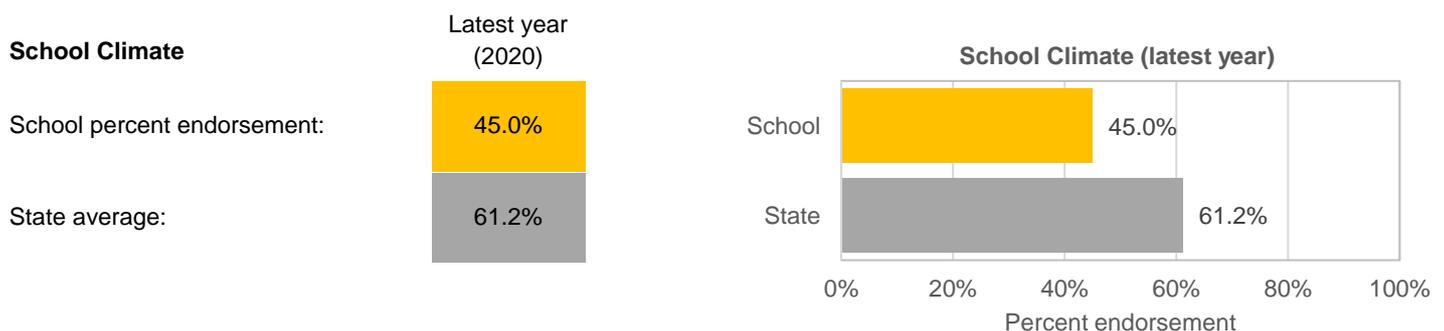


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

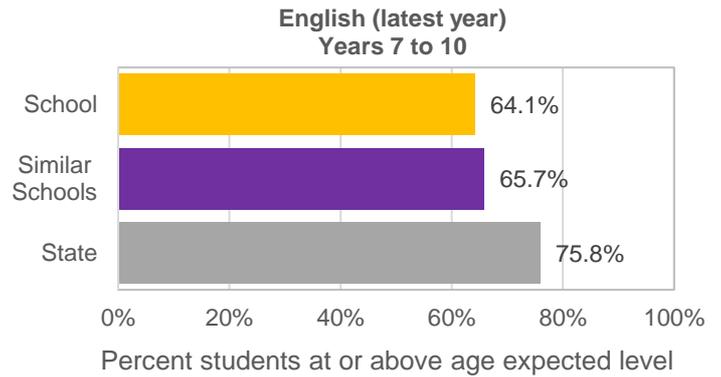
64.1%

Similar Schools average:

65.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

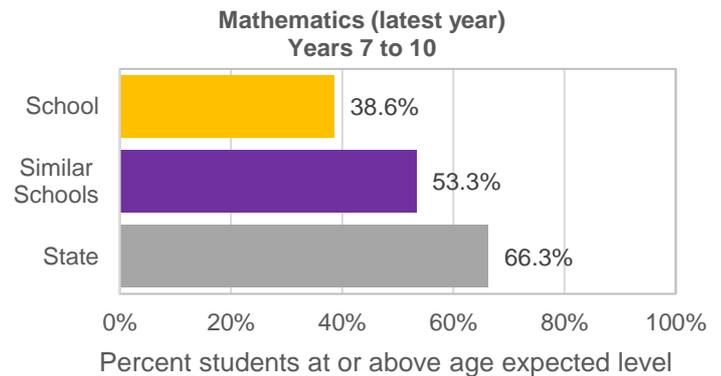
38.6%

Similar Schools average:

53.3%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

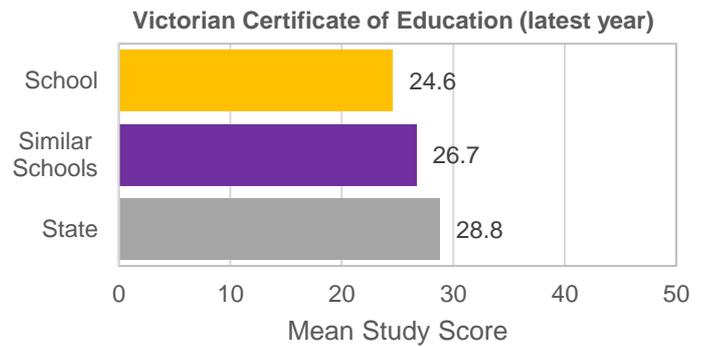
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	24.6	23.7
Similar Schools average:	26.7	26.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

45%

VET units of competence satisfactorily completed in 2020:

61%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

83%

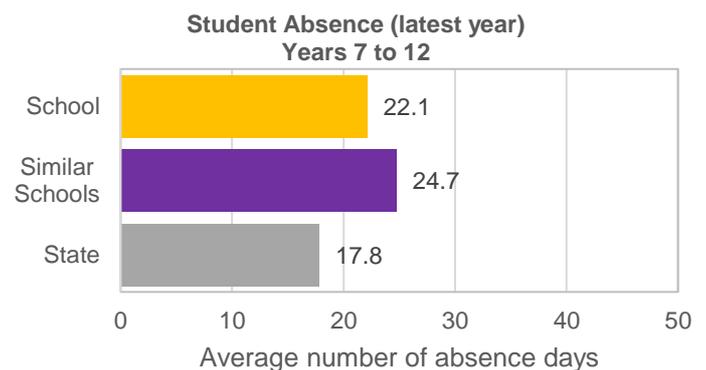
ENGAGEMENT

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	22.1	24.5
Similar Schools average:	24.7	24.6
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

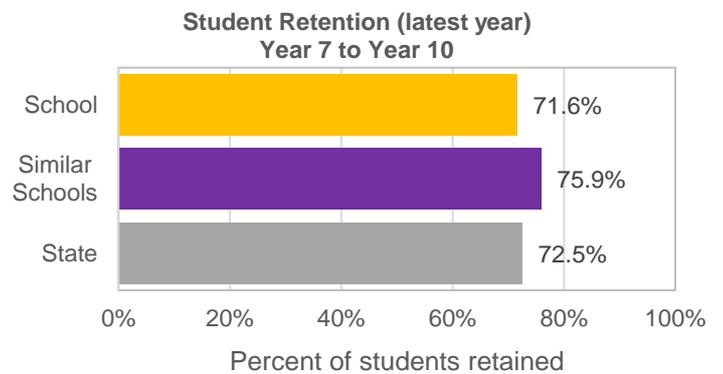
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	89%	86%	85%	91%	91%	94%

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 (2020)	4-year average
School percent of students retained:	71.6%	78.0%
Similar Schools average:	75.9%	76.9%
State average:	72.5%	72.9%



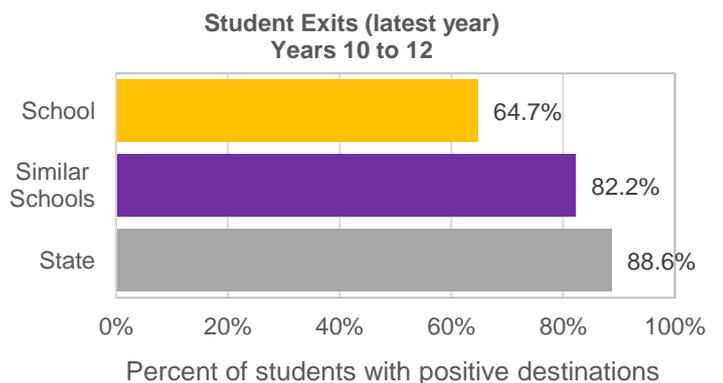
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	64.7%	63.3%
Similar Schools average:	82.2%	83.3%
State average:	88.6%	89.1%



WELLBEING

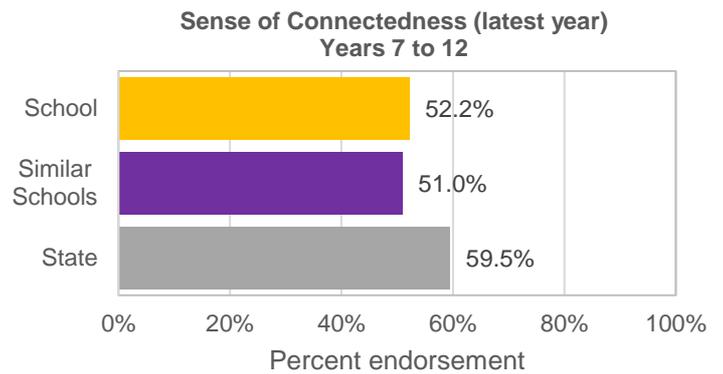
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	52.2%	47.0%
Similar Schools average:	51.0%	50.0%
State average:	59.5%	55.3%



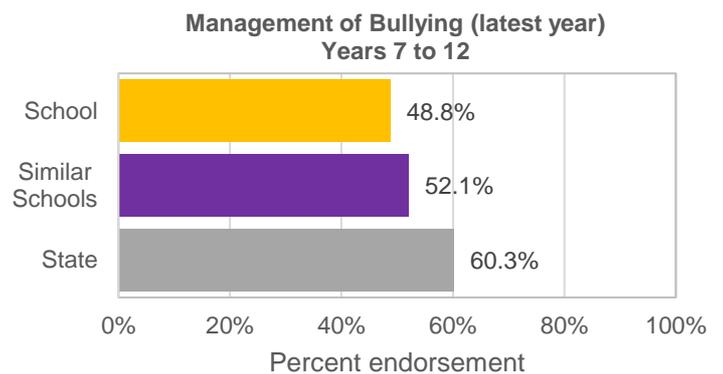
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	48.8%	41.9%
Similar Schools average:	52.1%	52.8%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$13,656,957
Government Provided DET Grants	\$2,868,206
Government Grants Commonwealth	\$1,350
Government Grants State	\$18,950
Revenue Other	\$344,556
Locally Raised Funds	\$877,207
Capital Grants	NDA
Total Operating Revenue	\$17,767,226

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,074,985
Equity (Catch Up)	\$103,451
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,178,436

Expenditure	Actual
Student Resource Package ²	\$13,599,603
Adjustments	NDA
Books & Publications	\$20,848
Camps/Excursions/Activities	\$131,719
Communication Costs	\$42,458
Consumables	\$548,541
Miscellaneous Expense ³	\$383,489
Professional Development	\$40,780
Equipment/Maintenance/Hire	\$322,911
Property Services	\$754,691
Salaries & Allowances ⁴	\$341,345
Support Services	\$322,437
Trading & Fundraising	\$122,879
Motor Vehicle Expenses	\$12,801
Travel & Subsistence	\$2,977
Utilities	\$170,467
Total Operating Expenditure	\$16,817,946
Net Operating Surplus/-Deficit	\$949,279
Asset Acquisitions	\$127,745

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,987,202
Official Account	\$51,366
Other Accounts	NDA
Total Funds Available	\$2,038,568

Financial Commitments	Actual
Operating Reserve	\$467,312
Other Recurrent Expenditure	\$2,830
Provision Accounts	\$5,000
Funds Received in Advance	\$520,956
School Based Programs	\$178,174
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$68,619
Repayable to the Department	\$3,313
Asset/Equipment Replacement < 12 months	\$260,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$62,289
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,568,492

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.