

2022 Annual Report to the School Community

School Name: Leongatha Secondary College (8745)



- 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 14 April 2023 at 03:48 PM by Brad Hutchinson (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 24 April 2023 at 02:50 PM by Tracy Vanderzalm (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

Leongatha Secondary College is situated within the Leongatha Education Precinct, on an attractive 22 hectare site that we share with Leongatha Primary School, South Gippsland Specialist School and TAFE Gippsland. A wide range of enhancement and enrichment activities are available for students such as international experiences, a music program, leadership opportunities, public speaking and a 1:1 computer program across the School. Our ICT infrastructure enables us to encourage and manage a BYOD program across the College.

At Leongatha Secondary College we are dedicated to assisting our students to be as successful as they can be during their time at the college, and in preparing them for their future beyond school. To that end, we have co-constructed the college's Effective Teacher and Learner Traits with a range of stakeholders from within our community, including students, staff, parents and carers and the desire to embed these traits into our curriculum has been in direct response to needs being identified at a global, national and local level pertaining to successful and responsible citizenship.

The college's Effective Learner Traits are: Motivation: Self-motivated, organised and inquisitive; Respect - Respects peers, teachers and the school; Resilience - Accepts, understands and uses feedback for improvement; Reflection - Accepts, understands and uses feedback for improvement; Self-Awareness - Aware of strengths and areas for improvement.

Staff work in collaboration together focussing on inquiry-based learning themselves, and also collaborate with students and parents to meet the shared educational purpose of being as successful as they can be during their time at the college, and in preparing them for their future beyond school.

All members of the Leongatha Secondary College Community are encouraged to take responsibility for their own actions and to contribute to a learning environment that is supportive and enables students to develop their skills aligned to the Effective Learner Traits, as well as strong literacy and numeracy skills and a tolerance of other viewpoints and cultures.

A total of 637 students were enrolled at this school in 2022, 342 female and 295 male. 1 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. The overall socio-economic profile of the college based on the DETs Student Family Occupation and Education index (SFOE) is considered to be Medium.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the college commenced working on the goals set out in the new School Strategic Plan:

- Improve learning growth for our students
- Improve engagement for our students
- Improve wellbeing

The following strategies were implemented as part of the Annual Implementation Plan, to focus on improving learning outcomes:

- Linking with our feeder primary schools to undertake learning walks and unpack the shared teaching of mathematics and numeracy with one another, in the effort to improve student engagement and confidence.
- Allocating time to Year Level Coordinators, so that they can hold proactive conversations with all students across the year that focus on goal-setting and general day-to-day advocacy
- An audit of the staff skill sets for formative and summative assessments were undertaken, which in turn supported the development of staff professional learning. Subsequently three targeted professional learning days were accessed to focus on improving and strengthening Professional Learning Community inquiry-based work in relation to formative assessment. (This work also continued weekly within faculty meeting time)
- A staff coaching model commenced via the introduction of newly assigned Learning Specialist roles.

Some of this work had immediate impact on student learning while other areas remain a longer-term focus for the college.

The percentage of students in Year 7 to 10 identified by staff as working at or above age expected standards was higher than similar schools for English (67.7% vs 66.0%). NAPLAN Reading results supported this judgement, with the percentage of students in Year 9 achieving in the top three bands being 45% and above that of similar schools at 39.6%. The 4-year average is also reflective of this achievement, but remains slightly below state-average still.

The percentage of students in Year 9 who achieved within the top three bands of NAPLAN Numeracy was 51.9%. This was well above the college's own 4-year average of 43.1% and that of similar schools: 35.3% and the state: 45.6%. It was concluded that the effort placed into the strategic work for improving student engagement and confidence in Mathematics and Numeracy directly correlated with this stark improvement in results.

The college's Mean Study Score at VCE remained relatively consistent with the 4-year average (26.0 in 2022) and 96% of students satisfactorily completed their VCE. 86% of students undertaking the Victorian Certificate of Applied Learning (VCAL) achieved credits to satisfactorily complete in 2022. The overall percentage of students undertaking at least one Vocational Education and Training (VET) unit of competence was 37% and this steadily grows year-on-year.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Wellbeing

In 2022, the college commenced working on the goals set out in the new School Strategic Plan:

- Improve learning growth for our students
- Improve engagement for our students
- Improve wellbeing

The following strategies were implemented as part of the Annual Implementation Plan, to focus on improving wellbeing outcomes:

- Allocating time to Year Level Coordinators, so that they can hold proactive conversations with all students across the year that focus on goal-setting and general day-to-day advocacy
- Additional wellbeing and mental health staffing appointments were made for improved access to these supports for students
- Mental Health Funding was utilised to see CyberSafety sessions focussed on uniting young people against (cyber)bullying being delivered.
- This work complemented the already delivered Respectful Relationships curriculum and that within the Health and Physical Education curriculum
- A pilot of the RESET Program was delivered in Semester 2. This pilot was developed in conjunction with SGLLEN to support identified students attending this re-engagement program every Thursday and Friday.
- Ongoing delivery of messaging aligned with our college's Effective Learner Traits was delivered at weekly sub-school and year level assemblies, as well as delivery and/or facilitation of student-selected awareness raising activities and events, i.e. Live4Life, International Women's Day and 16 Days of Activism.

Some of this work had an immediate impact on student wellbeing while other areas remain a longer-term focus for the college.

A positive for the college was that 47.3% student's positively endorsed their Sense of Connectedness to the School. Whilst slightly down on the 4-year average, this remains higher than similar schools and is recognition of the efforts made to keep students engaged and connected throughout the previous periods of Remote and Flexible Learning and their return to onsite learning.

The Management of Bullying also demonstrated increasing levels of positive endorsement by students; 51.3% up on the 4-year average of 50.6% and above similar schools at 49.4%. This is a reflection of the college's ongoing efforts and commitment to maintain a calm and orderly learning environment and the systems and processes in place that support the follow-up of student incidents.

Linked with both of these above indicators are the following student wellbeing indicators on the AToSS: Teacher Concern and Advocate at School. The college had put into place the following targets to achieve in 2022, which would demonstrate an increasing level of student support being perceived and hence likely improvement in their levels of wellbeing: Teacher Concern from 30% in 2019 to 38% - Advocate at school from 56% in 2019 to 60%. Very pleasingly, the positive endorsement for an Advocate at School was well-above target at 69%. The positive endorsement for Teacher Concern remained at 35%, still above similar schools, but an area of focus that remains to be unpacked further and worked upon in subsequent year's plans.

Engagement

In 2022, the ongoing and intentional delivery of messages and lessons linked with our core college values dubbed to Effective Learner Traits, took place. The traits are as follows:

- Motivation: Self-motivated, organised and inquisitive;
- Respect - Respects peers, teachers and the school;
- Resilience - Accepts, understands and uses feedback for improvement;
- Reflection - Accepts, understands and uses feedback for improvement;
- Self-Awareness - Aware of strengths and areas for improvement

These traits are all taught and practised throughout the year within the SPARK subject and are also incorporated into lessons and assessment rubrics by all faculties from across the college.

The Peer Support program also continued as part of the Year 7 Orientation and so too did the Early Start Program for incoming Year 11 and 12 students. These two programs form a large component of the overall efforts placed into Transitions right across the college. According to the AToSS results, the positive endorsement for School Stage Transitions remains well above Similar Schools, despite in 2022 their being a slight decline in Year 7 endorsement specifically.

A range of opportunities for student voice and development of student agency continued to be nurtured at the college. Student Voice and Agency remains positively endorsed above Similar School and State averages, once again, with this being 42%. One particular highlight of student voice in 2022, via the Student Representative Council, was the changing of several uniform items and a subsequent adjustment made to the relevant policy. This was received extremely well more broadly across the college community, as well.

With respect to Student Attendance, the college continued to utilise fortnightly attendance reports to monitor engagement levels. Reports were collated and distributed to the student management team and attendance meetings were then held every 4 weeks, to highlight students of concern and discuss the strategies needed to support each individual. Plans for contacting families, arranging meetings, referral to appropriate support services and referrals to the region's attendance support were arranged in these meetings.

The average number of absence days for 2022 was 29.9, above that of the 4-year college average of 26.7 days, but well below Similar School levels at 34.6.

Staff also continued on with a number of activities and programs to assist with engagement and connection initiated during the Remote and Flexible Learning periods in the previous two years. Awareness raising events and activities linked with health, wellbeing and engagement took place on several occasions throughout the year and they continued to form a positive connection between staff and students. The options for lunchtime clubs and organised sporting activities also continued to grow in 2022.

Financial performance

As of 31 December 2022, Leongatha Secondary College carried a school operating reserve of \$313,640.00. All under utilised budget funding has been carried forward as financial commitment for 2023. Due to a reduction in anticipated expenditure (77% realised with major capital expenditure & building works not realised) actual cash at EOY was higher than anticipated and has been carried through to 2023 as financial commitments.

This surplus was a slight increase from the previous year and was influenced by higher than anticipated student enrolment numbers that formed an increase in the overall Student Resource Package (SRP).

Department SRP funding remained our major source of revenue, included core student learning funding plus an increase in PSDMS and equity funding in order to compensate for additional student learning needs.

We also received funding under targeted initiatives of Respectful Relationships, Career Education, Tutor Learning Initiative, VET, VCE revision lectures, MYLNS teachers & improvement, Jobs Skills Pathway Coordination & the Student Excellence Program. These funded initiatives assist our schools focus on breaking the link between a student's social and economic background and how well they do at school. At the same time, this funding enables programs that aim to provide students the skills they require for work and life like resilience, and the capacity for critical and creative thinking.

Whilst we continue to refine our staffing profile, annual staffing salaries expenditure costs exceeded SRP credit budget revenue, although our anticipated staffing deficit is managed annually and budgeted via our cash surplus. Our next major expenditure areas were property services, equipment, maintenance, consumables, and relief staffing, although these were underspent on anticipated. Several larger purchases increased our total asset acquisitions.

All revenue funds received, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational/resourcing needs of the College, 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://leonsec.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 637 students were enrolled at this school in 2022, 342 female and 295 male.

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

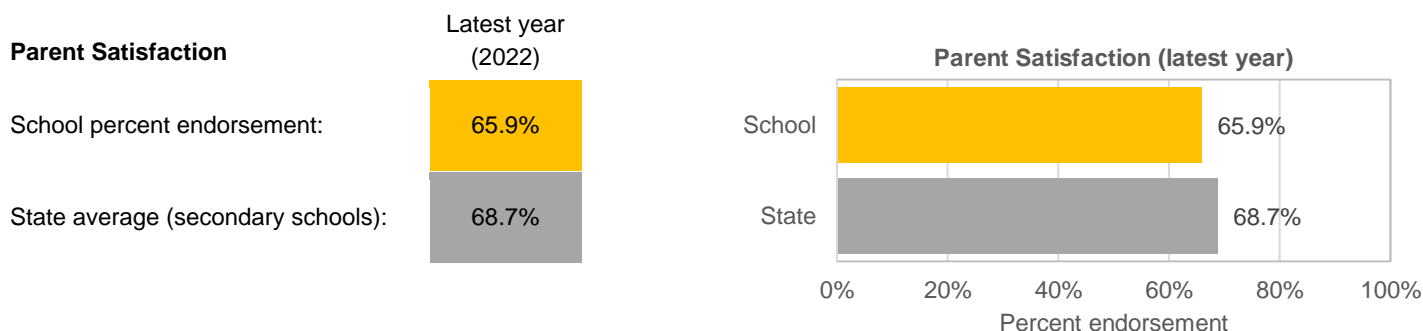
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

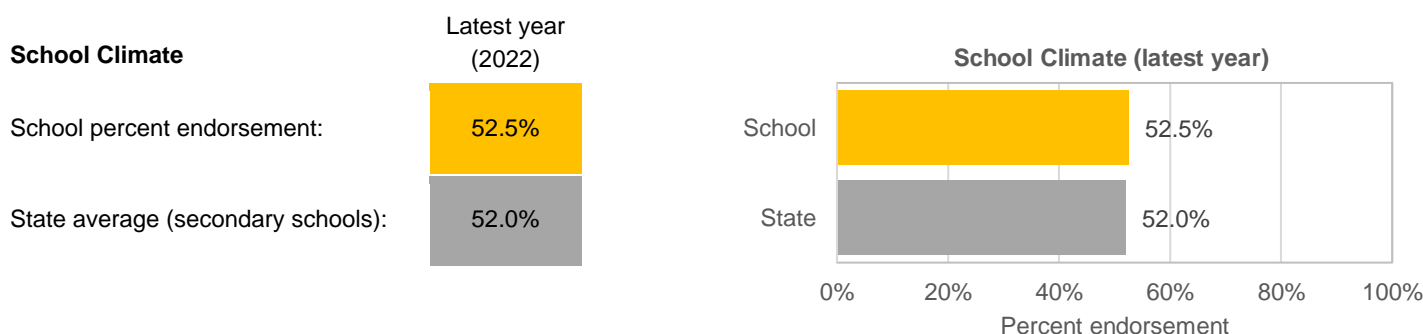


School Staff Survey

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:

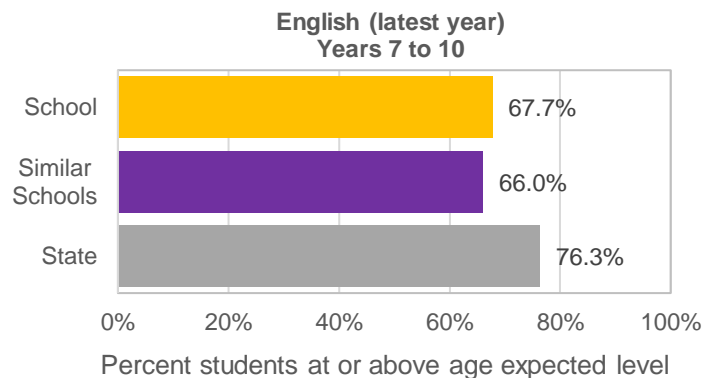
67.7%

Similar Schools average:

66.0%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

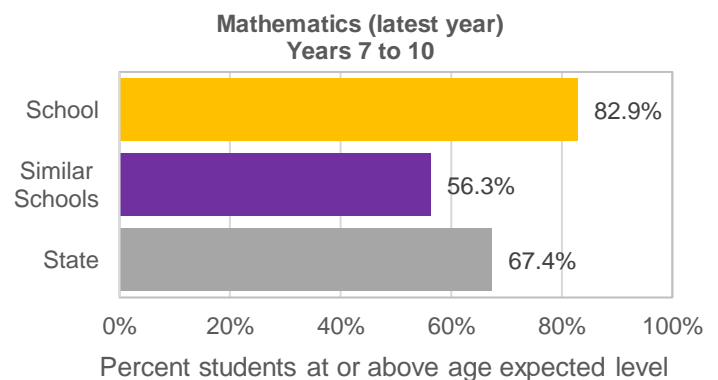
82.9%

Similar Schools average:

56.3%

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.

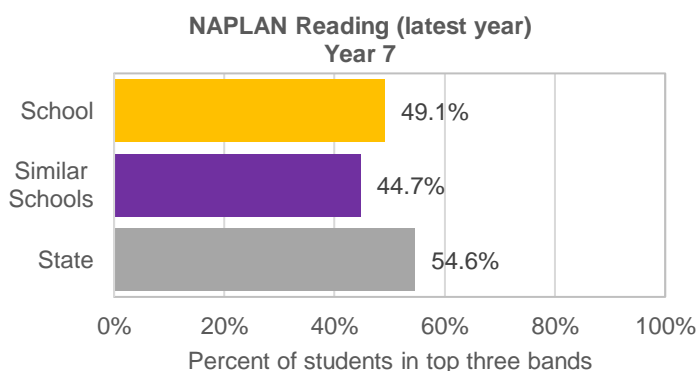
NAPLAN

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.

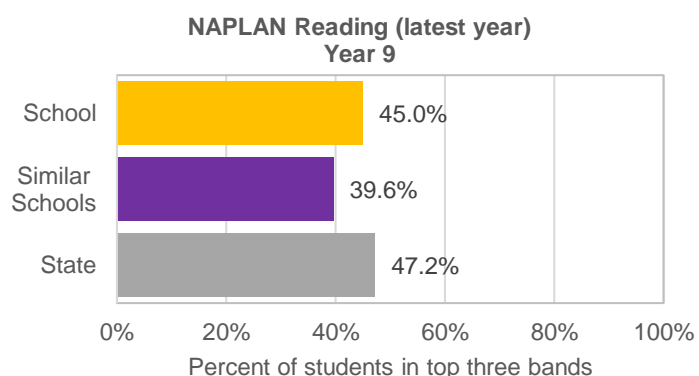
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.1%	54.8%
Similar Schools average:	44.7%	45.7%
State average:	54.6%	55.3%



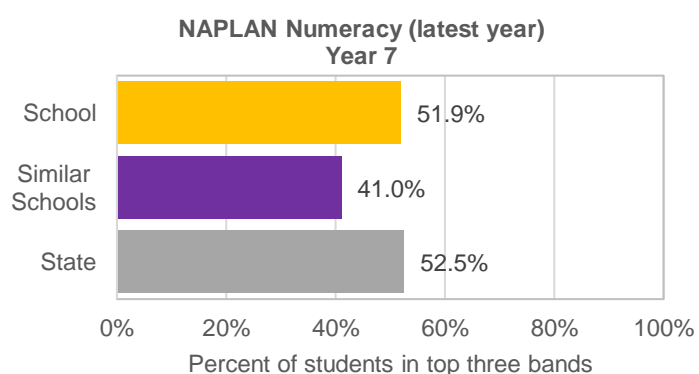
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.0%	45.1%
Similar Schools average:	39.6%	37.5%
State average:	47.2%	46.0%



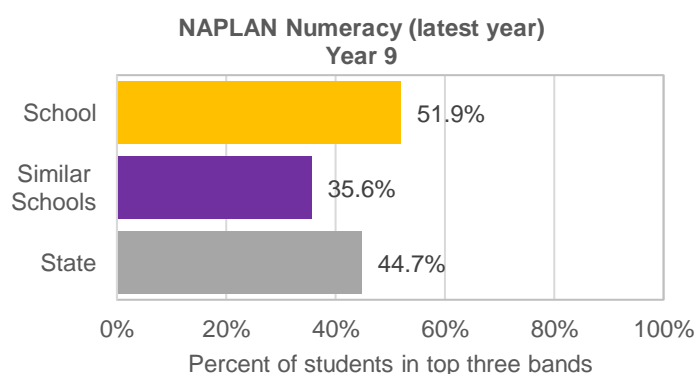
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.9%	51.8%
Similar Schools average:	41.0%	44.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.9%	43.1%
Similar Schools average:	35.6%	35.3%
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.*

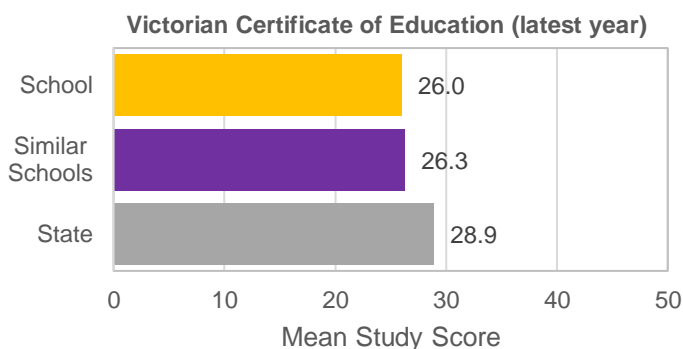
Victorian Certificate of Education (VCE)

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	26.0	26.5
Similar Schools average:	26.3	26.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

96%

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

37%

VET units of competence satisfactorily completed in 2022:

83%

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

86%

WELLBEING

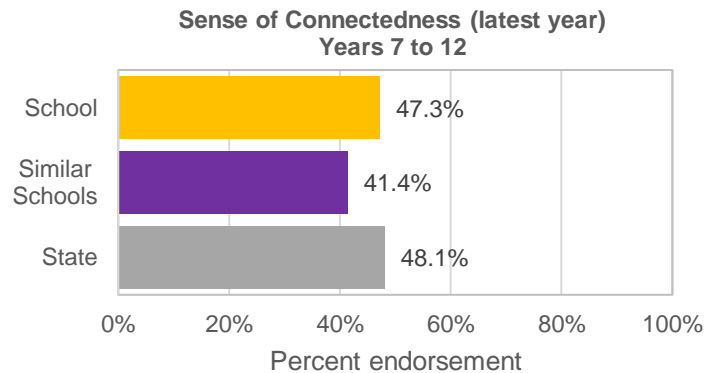
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	47.3%	48.8%
Similar Schools average:	41.4%	46.7%
State average:	48.1%	52.5%

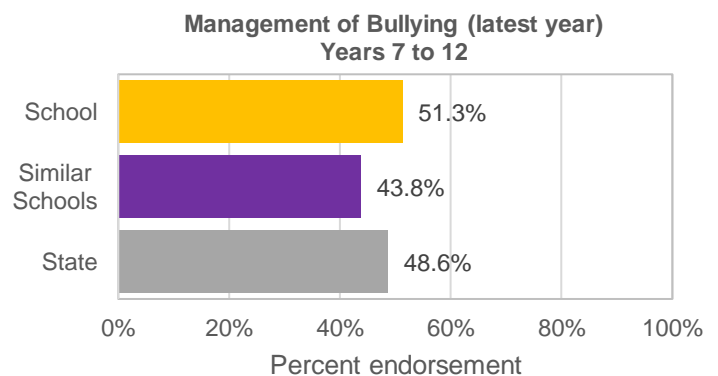


Student Attitudes to School – Management of Bullying

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:	51.3%	50.6%
Similar Schools average:	43.8%	49.4%
State average:	48.6%	54.0%



ENGAGEMENT

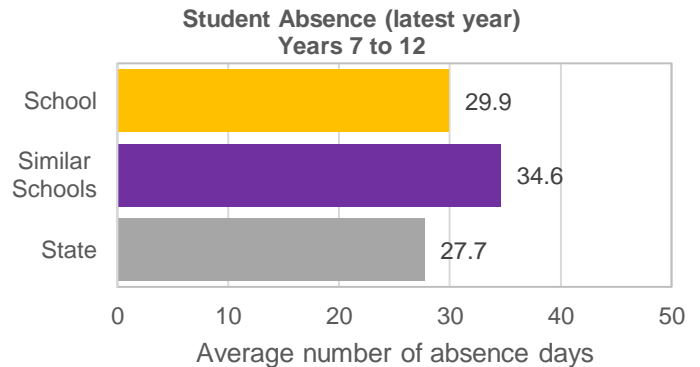
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	29.9	26.7
Similar Schools average:	34.6	28.3
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.

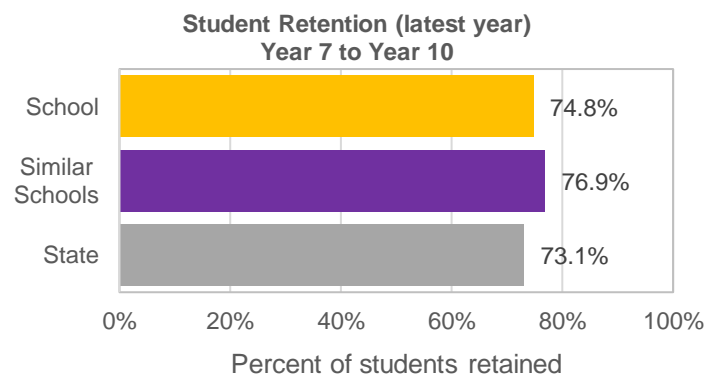
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	86%	83%	83%	84%	89%

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:	74.8%	78.0%
Similar Schools average:	76.9%	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:

87.7%

85.4%

Similar Schools average:

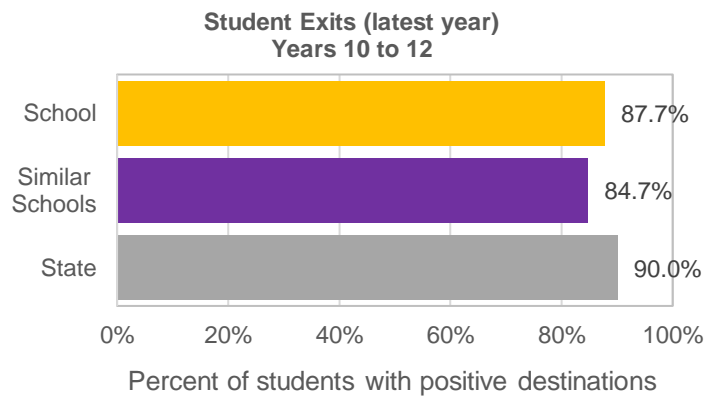
84.7%

83.8%

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	\$7,382,950
Government Provided DET Grants	\$1,333,233
Government Grants Commonwealth	\$13,995
Government Grants State	\$31,642
Revenue Other	\$63,706
Locally Raised Funds	\$488,463
Capital Grants	\$0
Total Operating Revenue	\$9,313,990

Equity ¹	Actual
Equity (Social Disadvantage)	\$230,135
Equity (Catch Up)	\$56,544
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$286,679

Expenditure	Actual
Student Resource Package ²	\$7,722,362
Adjustments	\$0
Books & Publications	\$11,361
Camps/Excursions/Activities	\$195,787
Communication Costs	\$32,734
Consumables	\$307,532
Miscellaneous Expense ³	\$81,464
Professional Development	\$69,901
Equipment/Maintenance/Hire	\$250,265
Property Services	\$269,332
Salaries & Allowances ⁴	\$261,537
Support Services	\$223,260
Trading & Fundraising	\$103,867
Motor Vehicle Expenses	\$10,761
Travel & Subsistence	\$0
Utilities	\$87,468
Total Operating Expenditure	\$9,627,630
Net Operating Surplus/-Deficit	(\$313,640)
Asset Acquisitions	\$56,426

- (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	\$1,188,709
Official Account	\$52,942
Other Accounts	\$3,398
Total Funds Available	\$1,245,050

Financial Commitments	Actual
Operating Reserve	\$304,819
Other Recurrent Expenditure	(\$250)
Provision Accounts	\$0
Funds Received in Advance	\$78,393
School Based Programs	\$193,867
Beneficiary/Memorial Accounts	\$3,398
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$73,627
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$104,464
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$167,736
Asset/Equipment Replacement > 12 months	\$58,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$984,054

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.