

# 2022 Annual Report to the School Community

School Name: Bundoora Secondary College (7874)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 24 April 2023 at 10:21 AM by Anesti Anestis (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 27 April 2023 at 09:49 AM by Robert Becker (School Council President)

# How to read the Annual Report

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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## School context

### School vision and values

We empower a lifelong love of learning to thrive in a rapidly changing world. We live by our school values Respect, Responsibility, Resilience, Relationships and Rigour (the 5 Rs). School purpose The core purpose of this College is to provide a broad and challenging education to develop students' 21st-century skills, abilities and knowledge needed as a foundation for further education, training, work and community participation.

### School structure, including the number of staff

Workforce composition FTE Teaching staff 29.6, including 2 Assistant principals, 5.3 leading teachers /learning specialists. Education support staff 14.7, Aboriginal and Torres Strait Islander staff 1

**School size, structure and geographic location** Bundoora Secondary College is a Year 7 to 12 co-educational post-primary College in a quiet residential area of Bundoora, a northern suburb of Melbourne.

It is well serviced by College buses and public transport, Latrobe University and RMIT Bundoora Campus. The traditional year-level classes do not bind students at BSC. Instead, the school is broken into Entry Year (the conventional Year 7), PACE21 (traditionally Years 8-10) and VCE/VCAL (traditionally Years 11 and 12). This vertical offering of subjects creates student choice. It provides flexibility in the learning program, ensuring that all students are engaged in their learning at their point of interest and challenged at their point of need. This complex is set within spacious grounds that include courtyard-style buildings, which contain specialist areas, including the recently refurbished Library Resource Centre; the ECA Centre consists of a gymnasium, a new fitness facility, and a Drama studio; the Arts and Technology areas include a Food, Art and Craft, Woodwork, Ceramics, Media and Music laboratories. Science rooms are fully equipped for practical experiments and activities. The school has a 1:1 laptop program, and computer Pods are accessible throughout the College to support specialist curriculum learning programs.

**Social and enrollment characteristics** We are a diverse community from various backgrounds, including indigenous, ESL and refugee families. The enrolment has been increasing since its bottom around 2019. This increase can be attributed to implementing new leadership and adopting the 'Take Control' empowerment education model. Throughout 2022, the accelerated implementation of the model is attracting greater interest and enquiry well outside the designated school zone. We provide various opportunities for students' voices at BSC, such as a Student Leadership Council, student lead tours, hosting of assemblies, and holding positions on the College Council. At Bundoora, students have an authentic voice and agency in the decision-making at the school. Strong emphasis is placed on catering for the individual learning style of each student. Achievements are recognised and celebrated. Bundoora promotes an environment that encourages students to investigate, understand and actively participate in their learning through various teaching and learning strategies. Parents are welcome and encouraged to participate in all College activities and work with teachers to develop positive educational outcomes for their children. While formal reporting to parents occurs twice a year, the College emphasises the continual monitoring and communication of student progress to students and parents.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The College's 2022 AIP focused on implementing Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. In addition, 2022 was a review year. This involved:

- Application of the empowerment instructional practice for deep learning (integrated) electives. This involved a closer review of the learning cycle along with the assessment frequency and rubrics. These arrangements allow for the vertical offering of subjects, designed to create student choice and provide flexibility in the learning program to ensure that all students are engaged and challenged at their point of interest and need.
  - Continued implementation of the targeted teaching Maths and English program. This involved a review of the scope and sequence for the identification and progression of skills from levels of classes (applied, core, core intermediate, core plus)
  - Enhancement of the whole school's social, emotional learning, well-being and careers program through PAL. This involved teacher training in well-being and social-emotional learning.
- Strong emphasis is placed on catering for the individual learning needs of each student through the Literacy, Numeracy and PAL programs.

- Enhancement of merit and student leadership program. 2022 represented the first year of the leadership program implementation across houses, PALS and the College. Students had an active role in leading and running whole school events- ANZAC, Sports Carnivals, Exhibitions

#### **Visual Performance Summary of Naplan, VCE and Pathways attached**

Given that 2022 was the review year, the following tables further summarised the data and indicated that the school met many targets.

By 2022 the percentage of Year 9 students assessed in the two middle and 2 top bands of NAPLAN for

- Numeracy will increase from 71.4% (2018) to 80% or above by 2022- Actual result 67.4
- Reading will increase from 62% (2018) to 75% or above by 2022- Actual result 79.3
- Writing will increase from 28% (2018) to 60% or above by 2022- Actual result 71.9

By 2022 the percentage of Year 9 students assessed in the bottom two bands of NAPLAN for

- Numeracy will decrease from 26.5% (2018) to 15% or below by 2022- Actual result 22
- Reading will decrease from 36% (2018) to 25% or below by 2022- Actual result 13.2
- Writing will decrease from 70% (2018) to 30% or below by 2022- Actual result 18.7

#### **VCE Target**

- By 2022, the mean VCE All Study score will increase from 22.76 in 2017 to be 27 or above- The actual result 29.3
- By 2022, the mean VCE English score (study group) will increase from 23.2 in 2017 to 27 or above - Actual result 28
- By 2022, the mean VCE Further Mathematics score will increase from 23.5 in 2017 to be 27 or above - The actual result 29.8

The school's continued investment in technology to improve our learning programs was very beneficial in allowing the seamless continuation of learning during remote learning. Office 365 tools, including Microsoft Teams and OneNote, were used to communicate and provide synchronous classes enabling teachers and students to collaborate, connect and give feedback to each other. Communication with our community also continued and, in some cases, improved through technology. This included Learning Conferences via Webex video conferencing and strengthening our partnerships with parents to support student learning. The College's small cohort of PSD students are well supported and progressing, achieving all identified personal learning goals. Our students with a disability and additional learning needs have Individual Education Plans (IEP) and Student Support Groups each term. Parents, teachers, students and the Wellbeing team are involved in these meetings.

## **Wellbeing**

Our school values guide our behaviours and teacher response to behavioural concerns. We continue to address strategies to enable students to take greater responsibility in the classroom and become involved in how the curriculum is designed. Student voice is valued and shapes the daily experience of a College student.

Our College Student Wellbeing Team, working closely with our Sub-School Teams and supported by the documentation available via the COMPASS system, ensures all students have ongoing access to multiple tiers of support.

Student wellbeing was supported by our primary pastoral system (PAL) of students being academically and pastorally connected to a Class and House Community that stays with them throughout their time at the College, building connections with students and families. PAL classes involved explicit teaching of social, emotional, and well-being strategies along with small group individual check-in. The PAL program remains central to the Bundoora SC experience as it facilitates the 'knowing the person' philosophy of the College. A breadth of co-curricular and student leadership opportunities continues to enhance students' connectedness to school and build their sense of belonging. We will continue to promote and celebrate student participation, leadership and service to the community.

The Annual Attitudes to School Survey data demonstrates student connectedness to school that exceeds similar schools and the state average. In addition, the robust data (above similar schools and the state average) on how the College manages bullying reflects the positive learning environment at our College.

Student Attitude to School Survey data focuses our work to build further student engagement, connectedness, the integrity of relationships with all College stakeholders and our ability to manage student relationship issues better. In 2022, we continued to provide professional development for teachers on how best to seek pathways for enhanced student connections and relationship building. T

## **Engagement**

The College is committed to developing independent, confident, resilient students who are engaged in and enjoy school. College programs continue to foster student engagement, connectedness to peers, to the College and to the local and global community. Attendance is a ONE indicator of students' engagement with the school and with their learning. The average days absent per full

time equivalent students was higher in 2022 (32.4 average number of days) than previous days. This value is slightly higher than similar schools and +5 compared to the state. The BSC empowerment program attracts some students who have not experienced any success at their previous schools, and while we make significant transformations in their lives, their data significantly skews the results.

Student attendance is recorded for each lesson by class teachers using an online information management system, Compass. Attendance was also monitored by the attendance officer and the School level Leaders (Middle and Senior). Parents are also able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday. Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health issues. The Student Wellbeing Team also co-ordinate an Outreach Program for students who, for whatever reason, are finding it difficult to attend school on a regular basis.

Student retention rates for Years 7-10 continue to reach Similar Schools and State median benchmarks. We expect the retention rates to remain lower than other schools. Students discover BSC and sometimes unlearn their conditioning to acclimate in this contemporary environment, sometimes the change is too great.

Our College continues to ensure that all Year 10-12 students who leave the school, continue to high quality pathways or employment. Students are supported with a comprehensive careers education program from the start of their schooling. Students are expertly supported through regular and ongoing careers counselling and pathways planning.

Student exit data reflects a culture of life readiness, aspiration and thorough preparation for further studies. The College percent of students to further studies or full-time employment at 98% is markedly higher than Similar Schools and the state average.

This continued positive trend is partly related to students having greater access to vocational pathways via VET, intermediate and senior VCAL/Headstart programs at the College.

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## Financial performance

Bundoora SC ensures the efficient allocation of resources to optimise the achievement, engagement and wellbeing of all students. The College prioritises investment in leadership development and continual staff professional learning directly related to the identified College key priorities and targets. Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further tiers of support.

Within the School budgetary processes, we have ensured that our priority has been focused upon improvement in the teaching and learning program, improvement in our physical environment and a continual improvement in our responsiveness to families across the community.

The College remains in a sound financial position as we continue to plan for further improvement in the learning program and physical environment of the College in a prudent and responsible manner.

The Operating Statement Summary for the year ending 31 December 2022 indicates a Net Operating Surplus of \$291,060. The Parents and Friends association....

# 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 391 students were enrolled at this school in 2022, 187 female and 204 male.

11 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).

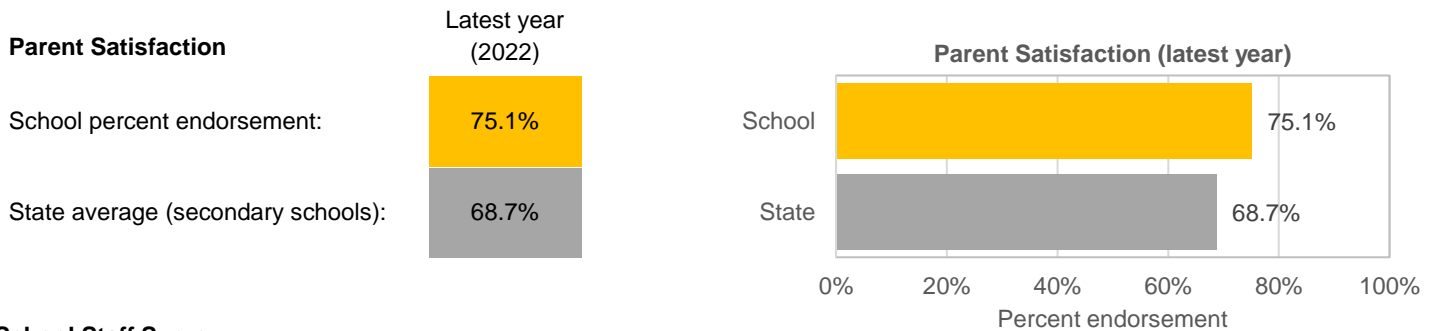
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

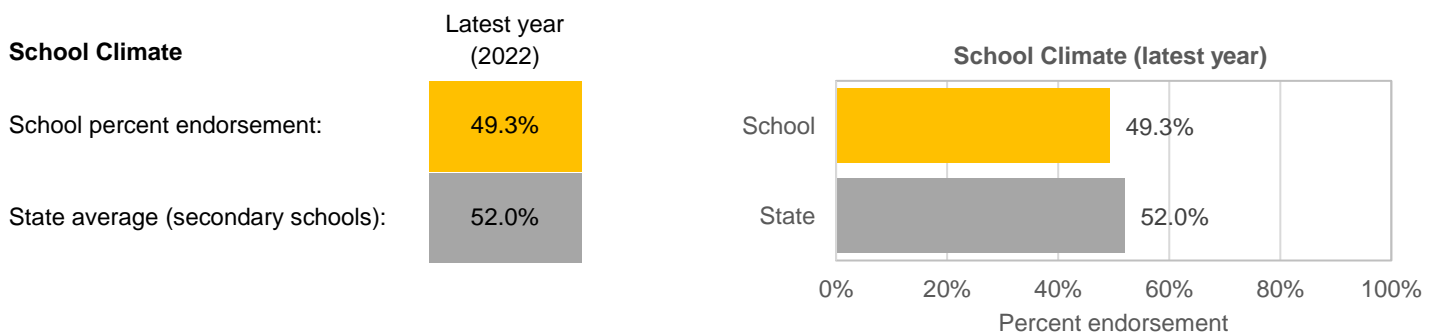


### School Staff Survey

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:

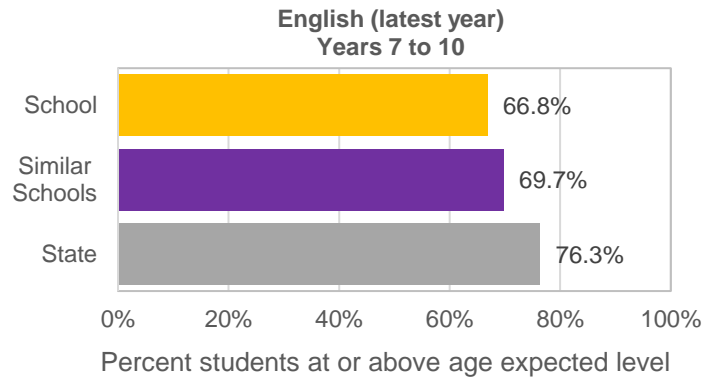
66.8%

Similar Schools average:

69.7%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

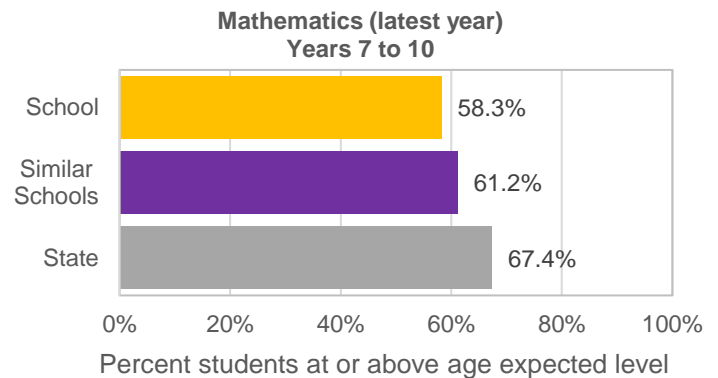
58.3%

Similar Schools average:

61.2%

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.

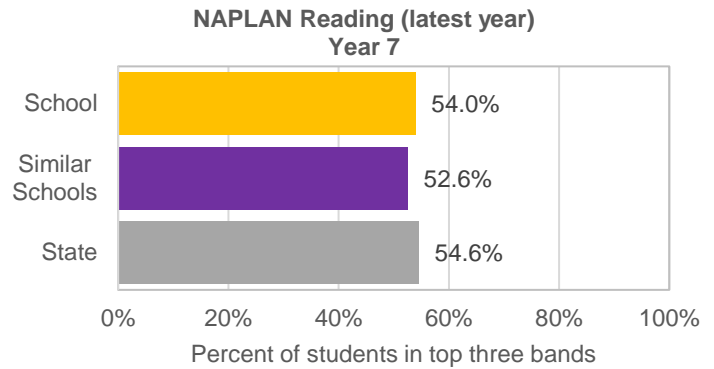
### NAPLAN

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.

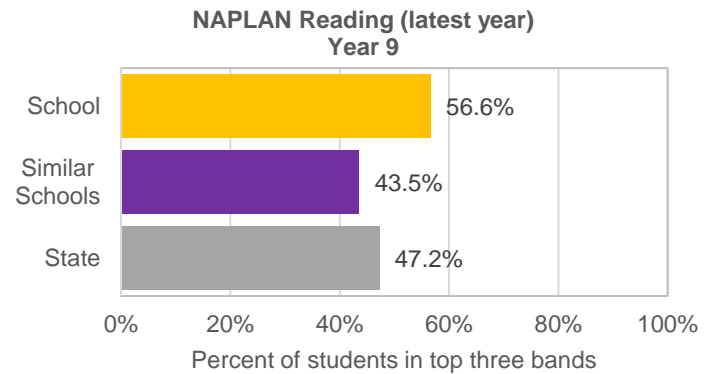
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.0%	56.3%
Similar Schools average:	52.6%	52.6%
State average:	54.6%	55.3%



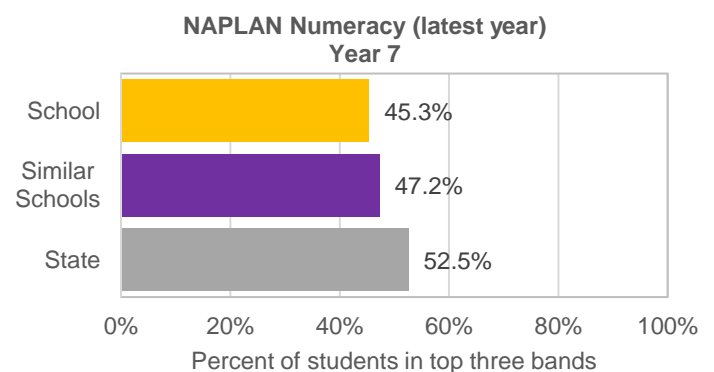
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.6%	48.1%
Similar Schools average:	43.5%	41.6%
State average:	47.2%	46.0%



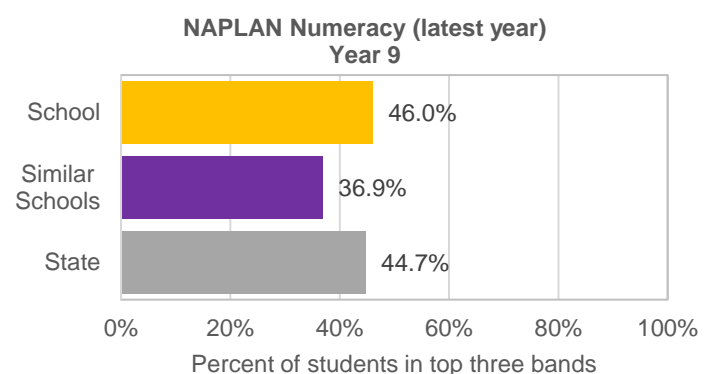
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.3%	53.3%
Similar Schools average:	47.2%	50.2%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.0%	40.6%
Similar Schools average:	36.9%	38.5%
State average:	44.7%	45.6%



## LEARNING (continued)

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

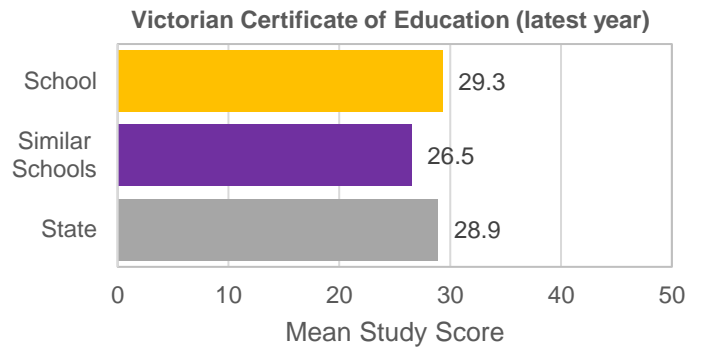
### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	29.3	25.1
Similar Schools average:	26.5	26.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

41%

VET units of competence satisfactorily completed in 2022:

84%

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

73%

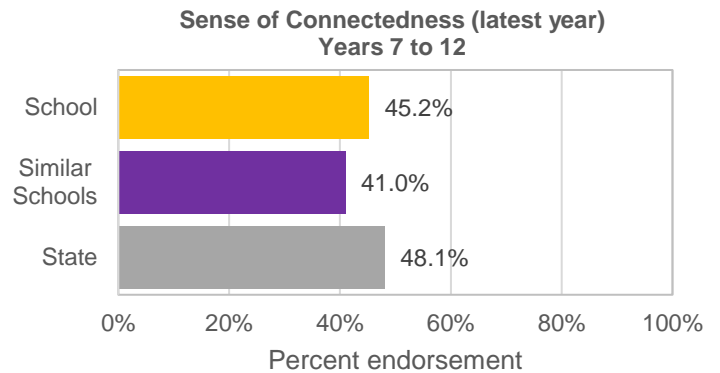
## WELLBEING

**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).

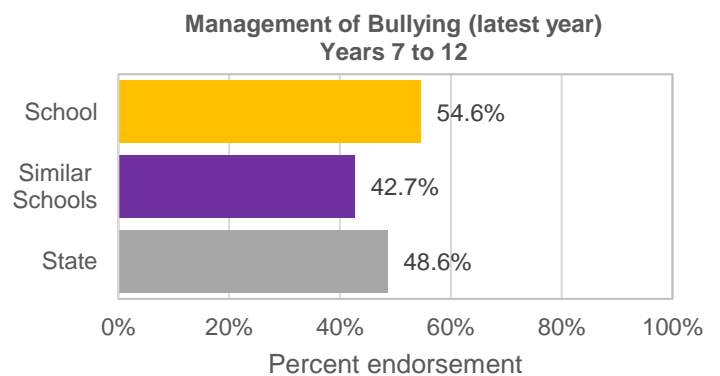
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	45.2%	51.7%
Similar Schools average:	41.0%	45.6%
State average:	48.1%	52.5%



### 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:	54.6%	57.8%
Similar Schools average:	42.7%	48.7%
State average:	48.6%	54.0%



## ENGAGEMENT

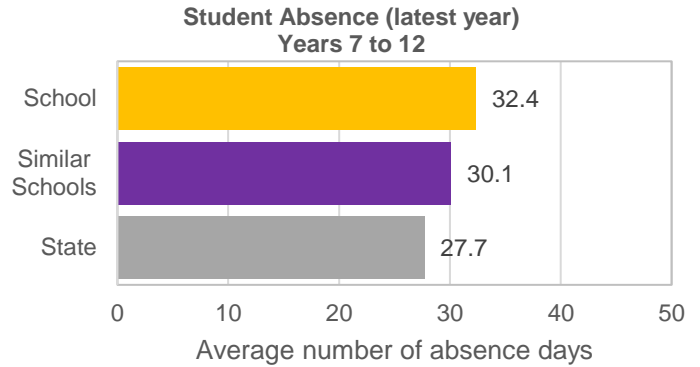
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	32.4	26.7
Similar Schools average:	30.1	23.8
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.

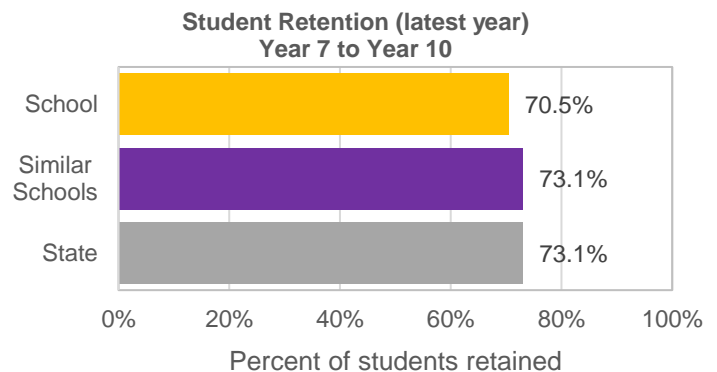
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	84%	84%	82%	86%	84%

### 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:	70.5%	67.1%
Similar Schools average:	73.1%	72.4%
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.

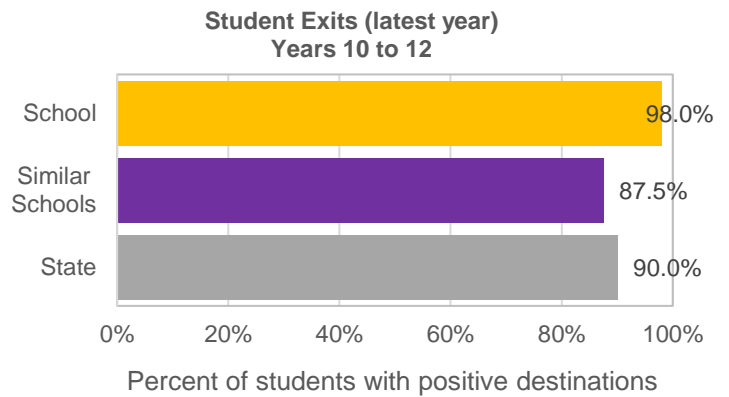
### Students exiting to further studies or full-time employment

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:	98.0%	89.6%
Similar Schools average:	87.5%	87.5%
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	\$5,279,012
Government Provided DET Grants	\$1,112,528
Government Grants Commonwealth	\$0
Government Grants State	\$14,966
Revenue Other	\$70,754
Locally Raised Funds	\$369,841
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,847,102</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$171,730
Equity (Catch Up)	\$22,264
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$193,994</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,188,155
Adjustments	\$0
Books & Publications	\$2,405
Camps/Excursions/Activities	\$121,883
Communication Costs	\$13,834
Consumables	\$119,406
Miscellaneous Expense <sup>3</sup>	\$191,862
Professional Development	\$49,463
Equipment/Maintenance/Hire	\$176,409
Property Services	\$239,381
Salaries & Allowances <sup>4</sup>	\$196,444
Support Services	\$42,538
Trading & Fundraising	\$118,792
Motor Vehicle Expenses	\$4,999
Travel & Subsistence	\$0
Utilities	\$90,470
<b>Total Operating Expenditure</b>	<b>\$6,556,042</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$291,060</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 24 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$849,675
Official Account	\$90,819
Other Accounts	\$23,781
<b>Total Funds Available</b>	<b>\$964,275</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$194,719
Other Recurrent Expenditure	\$30,188
Provision Accounts	\$0
Funds Received in Advance	\$48,132
School Based Programs	\$852
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,847
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$289,739</b>

*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.*