

2022 Annual Report to the School Community

School Name: Dohertys Creek P-9 College (8397)



'Balit Yirramboi'
Dohertys Creek P-9 College
TRUGANINA

- 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 17 March 2023 at 04:53 PM by Tami-Jo Richter (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 26 April 2023 at 10:57 AM by Ken Wright (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

2022 was our first full year back on site after two years of COVID and remote learning. For DCC, it has been a tumultuous few years. One year of operation, two years of remote learning, change of principal and then a full year back on site has meant a lot of change. The DCC community is a strong one. They have wrapped their arms around each other and supported one other.

The school is situated in a growth area of Truganina and enrolments continue to grow rapidly. Stage 2 was completed the year at the end of 2021 but we still needed more relocatables to house the growing number of students. We began the year with 1069 students and finished with 1170 and 1422 are enrolled for 2023. We had 49 classes and our staffing profile included: 1 principal and 3 assistant principals (one on family leave), 4 leading teachers and 4 learning specialists, 63 teachers, 21 classroom based ES staff and 10 non classroom based ES staff.

DCC is an inclusive school that believes relationships are the foundation of all that we do.

The school vision is:

Our vision is to inspire and empower thinkers. We will create authentic relationships to enable successful living and wellbeing. We will become a recognised centre of educational excellence and inclusion.

Our values are:

Respect, Kindness, Learning, Teamwork, Integrity

"It takes a village to raise a child"

We held a school review at the end of 2021 and the strategic plan goals for 2022-2025 are:

- maximise learning growth for all students particularly in literacy and numeracy
- strengthen engagement in learning
- build an inclusive community.

Our whole school focus was on reading during 2022 and we have been pleased with our results in this area. We also spent a lot of time focussing on student and staff well-being; building capacity and re-establishing routines. There was a strong focus on professional learning, coaching and mentoring. We tightened processes such as induction, OHS and planning. With a growing number of staff and two years of not being on site, we needed to re-establish who we are as a school and induct new staff to the DCC way.

We tried to re-connect and establish relationships with the community through the School Community Picnic, Celebrations of Learning and parent information nights. This was very slow; we think it was a post-COVID reaction. As the year went on, participation increased. Staffing was a concern throughout the year; many staff were affected by COVID and CRTs were very hard to secure. Despite this, staff kept as much fidelity as they could with the classroom programs.

Staff established a Rainbow Alliance. We held regular check ins with staff and provided social opportunities to support staff well-being.

Progress towards strategic goals, student outcomes and student engagement

Learning

It has been very pleasing to see that for most of our results; we are either above or close to both the state average and similar schools average. Our NAPLAN results show a significant improvement in all areas except Year 5 mathematics. With a focus on reading within the school, we have been happy to see not only the results improve but also practice.

We had a re-set at the beginning of the year around all school routines and expectations which helped calm the classrooms and supported all the new staff to provide consistency for all our students.

As mentioned previously, we also had a focus on the social and emotional development of the students. More time was allocated to that part of the program in light of DET's focus on well-being and feedback from families. Professional learning was provided to support the staff. We had two days of Berry St training for all staff which focussed on student wellbeing; regulation and focussing on students with unconditional positive regard. The ES staff also participated in Berry St and received a day of Team Teach training to help them with supporting students with additional needs.

With the roll out of Disability Inclusion funding, DCC received support from DET with DI EILs to help us become a lighthouse school for inclusion. This began in Term 3 of 2022 and will continue throughout 2023.

We attempted to keep our tutoring program running but because of the staff shortage and CRT shortage, could not manage this as well as we would have liked. The Learning Specialists focussed in small groups of students as part of their coaching model in order

to keep some targeted tutoring occurring. We also began the Levelled Literacy Intervention program in Year 1. Some ES staff were trained and began our pilot program. It was such a success that we have continued the program into 2023.

Wellbeing

Our Student Attitudes to School survey results show that our students' sense of connectedness was strong; above both the state and similar schools average. These positive results continued with positive management of bullying results being above the state and similar schools average. This was achieved with a strong focus on our social and emotional program and extra time allocated to it; regular yarnning circles, time given to unpack situations that occurred between students and a restorative approach taken to resolve them. When classroom teachers were away, the children were split in order to ensure that they received the same program as their peers. The teachers worked very hard to wrap their arms around all students and show unconditional positive regard for them. Year levels organised events within their cohorts to further develop relationships and create a sense of community after the COVID years such as pyjama days and special lunches.

Engagement

Our student absence rate is a concern being above the state average and that of similar schools. We know that the rate was affected by significant absence recorded by some families going overseas for a substantial amount of time as well as a small number of families with chronic absenteeism. A number of strategies were put in place to engage these families and support was sought from DET to assist. We were commended on our commitment to these families.

We had camps at Year 3-7 which were well attended and the students were excited to attend after two years of COVID. Prep- Year 2 had the Prep breakfast, the Year 1 Stay Late and the Year 2 Sleepover. It was great to see excursions and incursions planned again throughout the year.

The La Mana program was introduced to engage some of our Islander families by allowing them to share their culture with others. Chinese New Year was celebrated at the beginning of the year as a way to begin the year and celebrate our teaching of Mandarin. There were a number of initiatives introduced through the PE department such as Walk and Ride to School day.

There were a number of clubs running at lunchtime such as choir, yog and Chinese dance.

There were also a number of leadership opportunities throughout the year for our senior leaders and running assembly was a regular duty for them.

The staff completed the first two days of the Berry Street training which focused on engagement and strategies for student empowerment and regulation. The staff will complete the rest of the course in 2023.

Other highlights from the school year

The whole school community picnic held at the beginning of the year was a wonderful success. We were able to welcome families back into the school and allow everyone to meet face to face.

The Colour Run raised over \$15000. The students had an amazing time. One of our Prep classes raised the most money in the school and as such had the pleasure of 'sliming' the principal.

2022 brought the first year of swimming classes for Preps and Year 2 and swimming safety for Year 4 and Year 6.

Our Year 6 and 7 students also began the Interschool sport program.

Sarah Connolly, our local MP opened the new buildings for us at the beginning of the year and was a cause for celebration.

Financial performance

In 2022, Dohertys Creek P-9 College managed funds in a fiscally responsible manner ensuring compliance with financial control and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994.

DET's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets.

In addition to the DET quarterly cash grant, 2022 revenue comprised of:

- Relocatable grants – for the procurement of furniture & equipment for new relocatable buildings
- Locally raised funds – raised from the hire of our facilities, parent payments, various donations, commission, and fundraising.
- Community Hubs Grant – for the continuation of a Community Hub and employment of a Community Hub Leader at the College.

In 2022 we commenced fundraising for the construction of a Covered Outdoor Learning Area over our external Multi-courts. This will enable the school to utilize this area by becoming an additional timetabled learning space that can be used irrespective of the weather. This project is a significant financial investment. We anticipate that it will take several years to raise the capital and complete the procurement/construction phase which will be coordinated by the VSBA.

The rapid growth in student numbers coupled with supply chain issues following on from COVID-19 also provided many challenges from a resourcing point of view however adequate planning ensured we were able to procure significant furniture/ equipment & ICT resources to fit out our new double story portables and single portables for the 2023 year. External lockers were also installed for our secondary students and we continued to build our numeracy and literacy resources to cater for our additional classes.

For more detailed information regarding our school please visit our website at
<https://www.dohertyscreekcollege.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 1069 students were enrolled at this school in 2022, 486 female and 583 male.

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

Overall Socio-Economic Profile

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

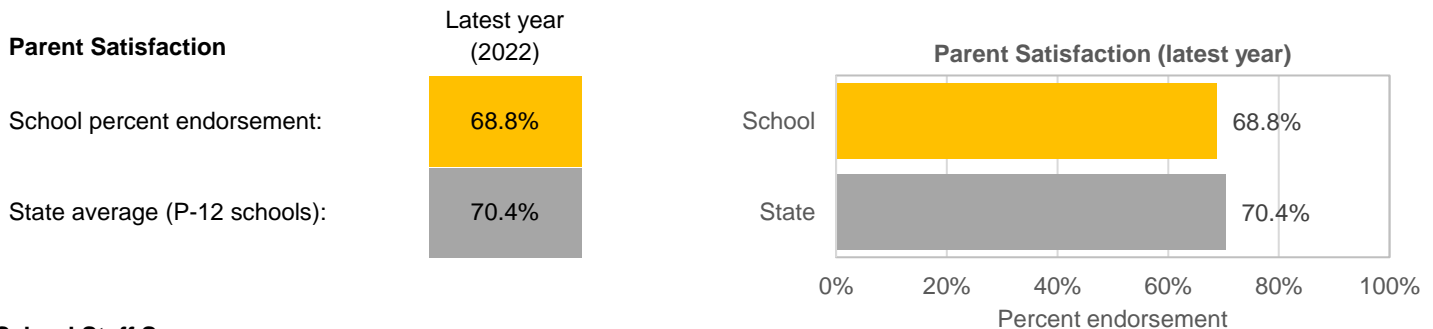
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

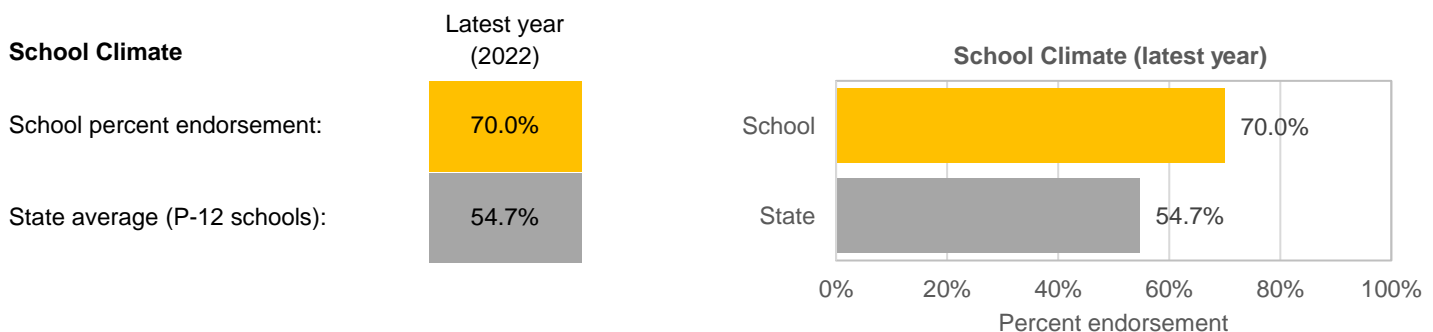


School Staff Survey

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

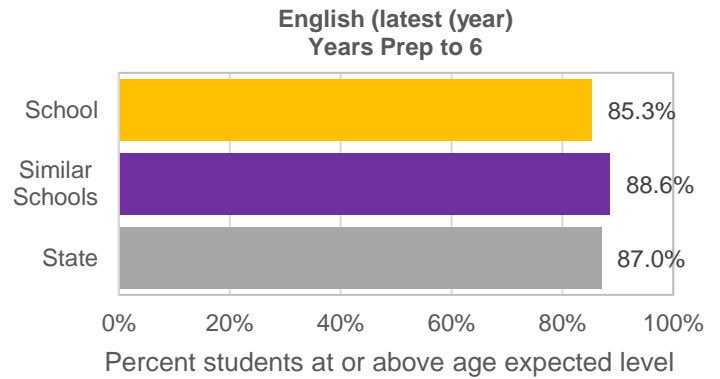
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

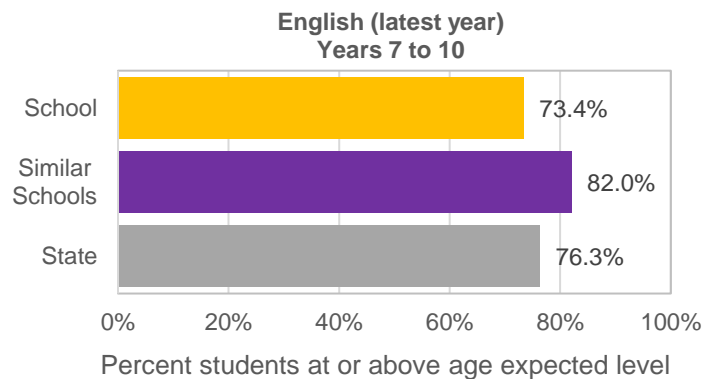
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	85.3%
Similar Schools average:	88.6%
State average:	87.0%



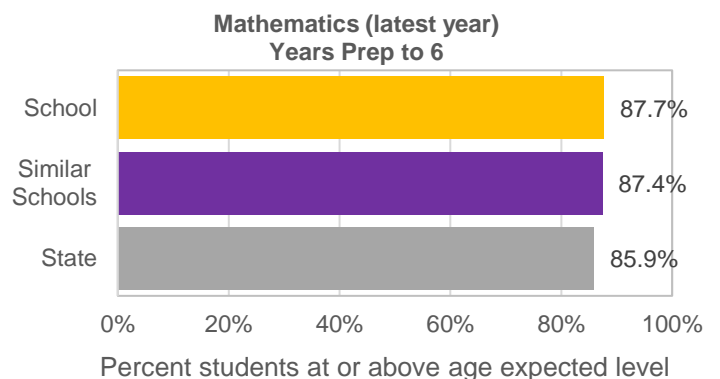
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	73.4%
Similar Schools average:	82.0%
State average:	76.3%



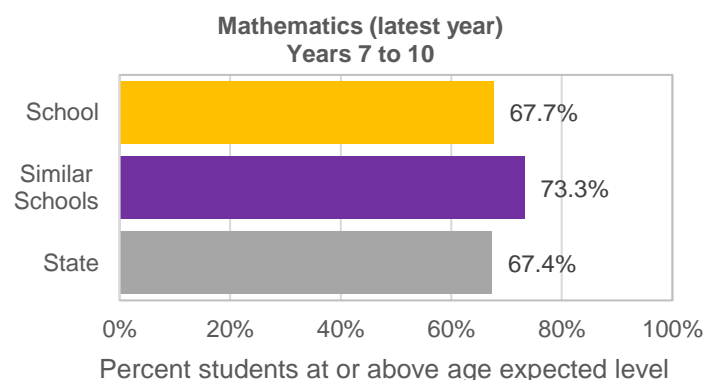
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	87.7%
Similar Schools average:	87.4%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	67.7%
Similar Schools average:	73.3%
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.

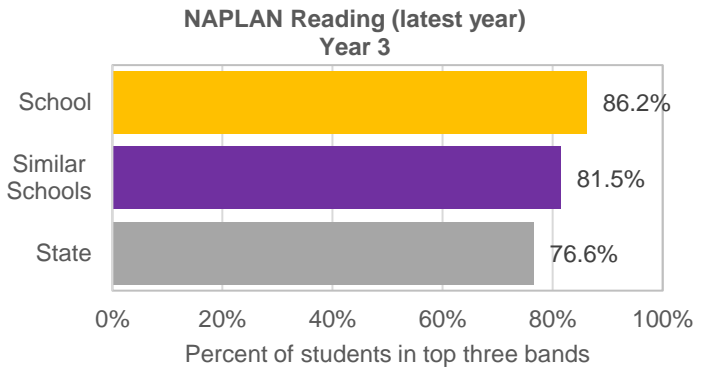
NAPLAN

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.

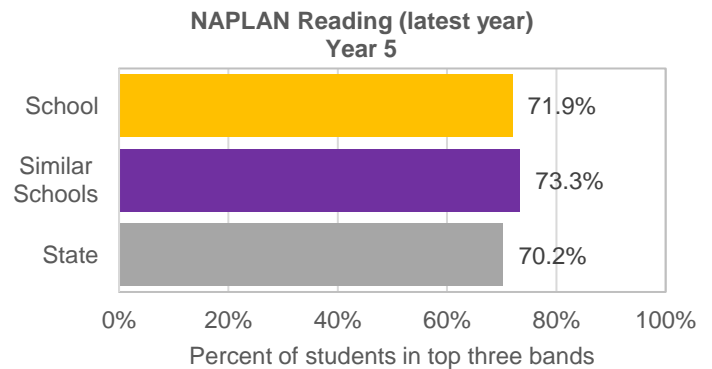
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.2%	79.0%
Similar Schools average:	81.5%	80.9%
State average:	76.6%	76.6%



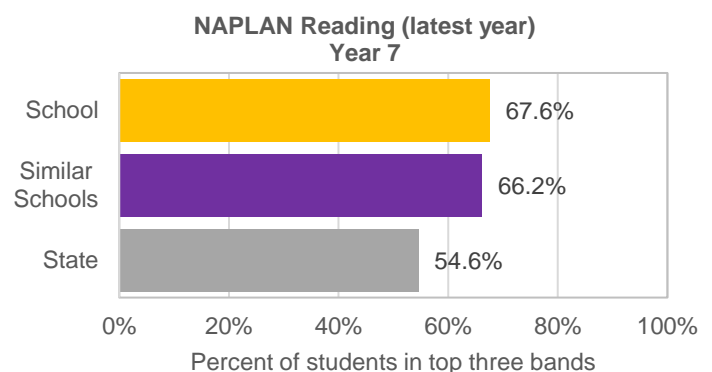
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.9%	72.6%
Similar Schools average:	73.3%	73.5%
State average:	70.2%	69.5%



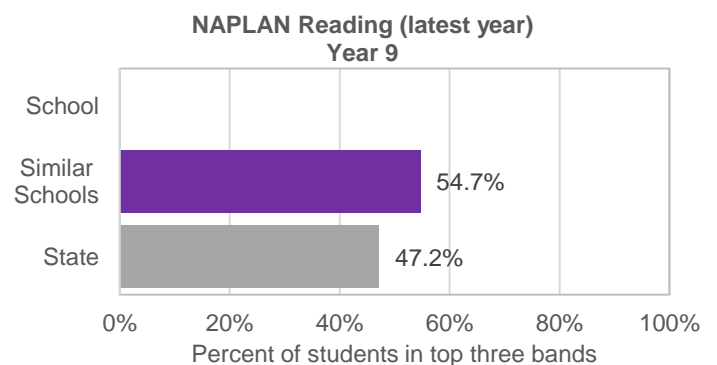
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.6%	67.6%
Similar Schools average:	66.2%	65.7%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	54.7%	53.8%
State average:	47.2%	46.0%



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.

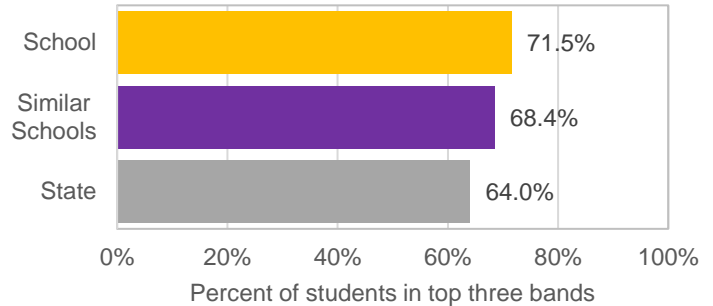
NAPLAN (continued)

Numeracy Year 3

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.5%	67.4%
Similar Schools average:	68.4%	70.9%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

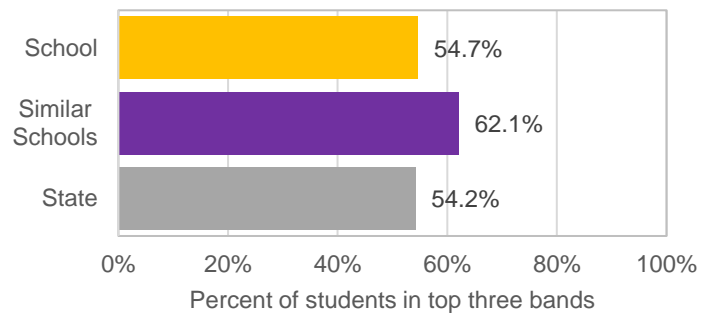


Numeracy Year 5

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.7%	61.0%
Similar Schools average:	62.1%	66.1%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

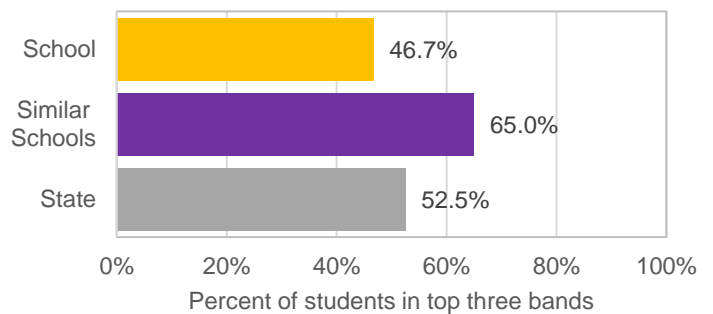


Numeracy Year 7

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.7%	46.7%
Similar Schools average:	65.0%	65.3%
State average:	52.5%	54.8%

NAPLAN Numeracy (latest year) Year 7

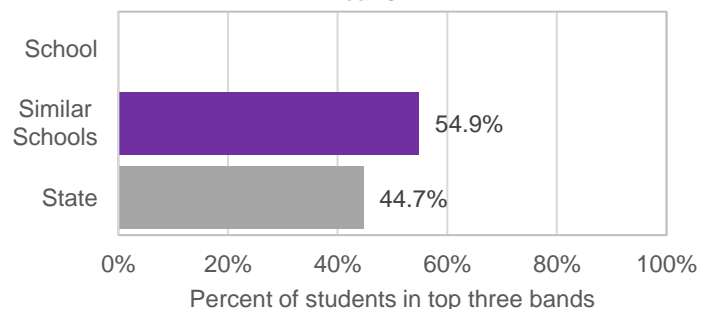


Numeracy Year 9

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	54.9%	54.1%
State average:	44.7%	45.6%

NAPLAN Numeracy (latest year) Year 9



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)

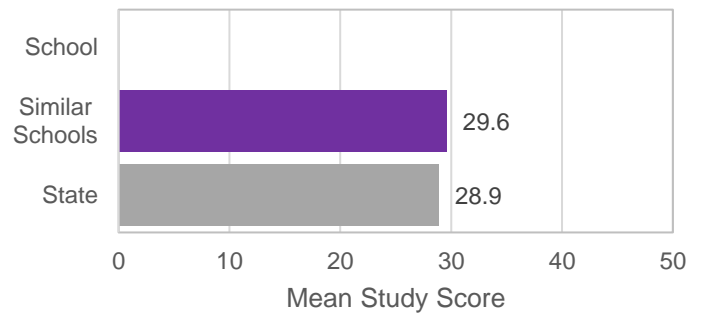
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	NDA	NDA
Similar Schools average:	29.6	29.5
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

WELLBEING

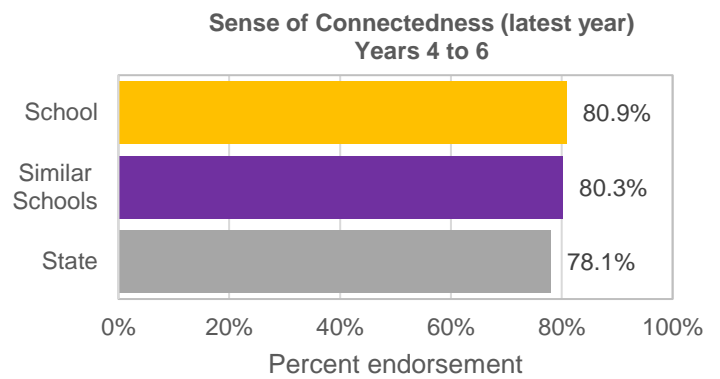
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

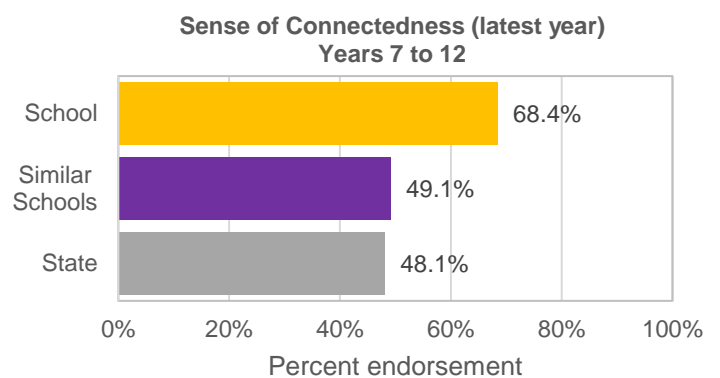
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.9%	84.8%
Similar Schools average:	80.3%	81.7%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	68.4%	68.4%
Similar Schools average:	49.1%	52.3%
State average:	48.1%	52.5%



WELLBEING (continued)

Student Attitudes to School – Management of Bullying

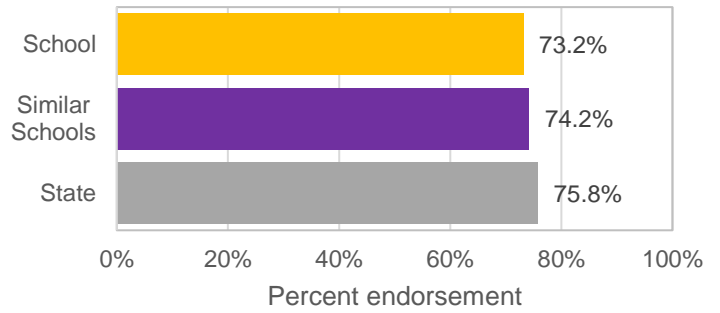
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

**Management of Bullying
Years 4 to 6**

Latest year
(2022) 4-year
average

School percent endorsement:	73.2%	79.0%
Similar Schools average:	74.2%	77.1%
State average:	75.8%	78.3%

**Management of Bullying (latest year)
Years 4 to 6**

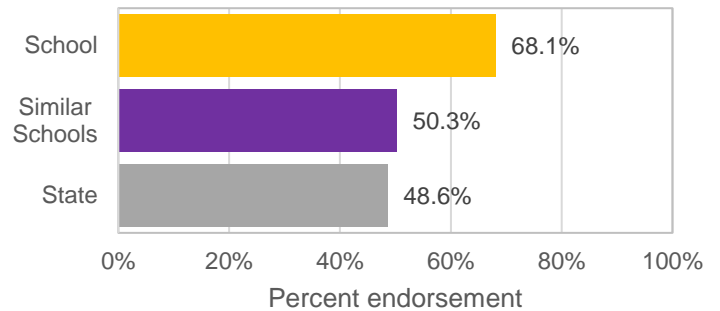


**Management of Bullying
Years 7 to 12**

Latest year
(2022) 4-year
average

School percent endorsement:	68.1%	68.1%
Similar Schools average:	50.3%	54.3%
State average:	48.6%	54.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

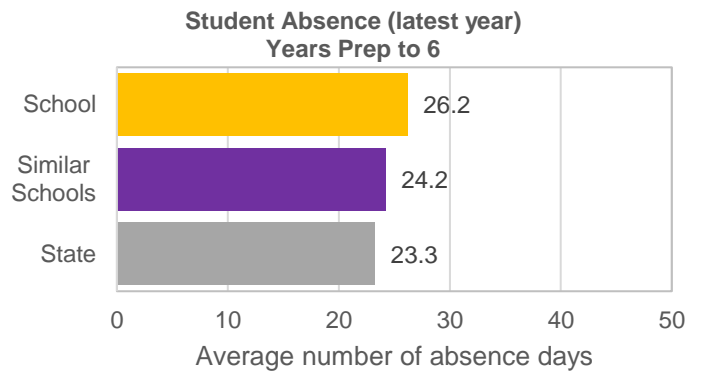
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

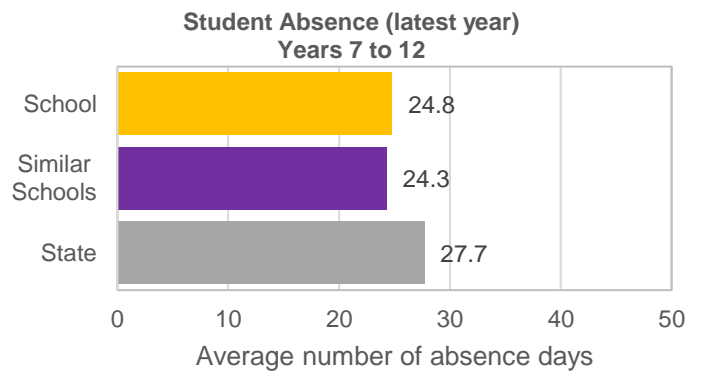
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.2	18.5
Similar Schools average:	24.2	17.5
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	24.8	24.8
Similar Schools average:	24.3	19.1
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	86%	87%	86%	89%	85%	88%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	87%	NDA	NDA	NDA	NDA	NDA	NDA

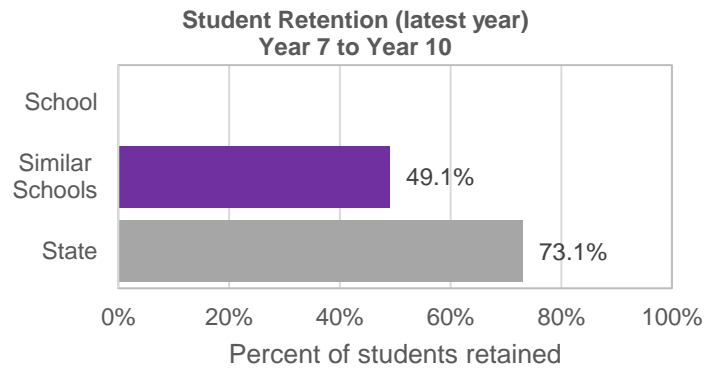
ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	49.1%	50.0%
State average:	73.1%	73.0%



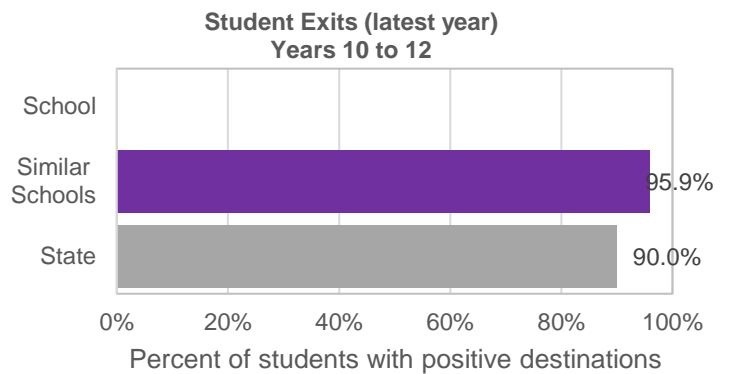
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	95.9%	96.3%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$10,078,990
Government Provided DET Grants	\$1,561,998
Government Grants Commonwealth	\$80,525
Government Grants State	\$0
Revenue Other	\$33,400
Locally Raised Funds	\$460,712
Capital Grants	\$24,795
Total Operating Revenue	\$12,240,420

Equity ¹	Actual
Equity (Social Disadvantage)	\$54,642
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$54,642

Expenditure	Actual
Student Resource Package ²	\$9,275,805
Adjustments	\$0
Books & Publications	\$41,565
Camps/Excursions/Activities	\$164,468
Communication Costs	\$5,839
Consumables	\$270,303
Miscellaneous Expense ³	\$32,968
Professional Development	\$33,806
Equipment/Maintenance/Hire	\$268,947
Property Services	\$155,598
Salaries & Allowances ⁴	\$272,038
Support Services	\$149,387
Trading & Fundraising	\$24,605
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$77,557
Total Operating Expenditure	\$10,772,884
Net Operating Surplus/-Deficit	\$1,442,740
Asset Acquisitions	\$122,085

- (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

Funds available	Actual
High Yield Investment Account	\$1,272,098
Official Account	\$57,258
Other Accounts	\$0
Total Funds Available	\$1,329,356

Financial Commitments	Actual
Operating Reserve	\$229,799
Other Recurrent Expenditure	\$5,672
Provision Accounts	\$5,779
Funds Received in Advance	\$35,511
School Based Programs	\$267,630
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$160,887
Capital - Buildings/Grounds < 12 months	\$195,000
Maintenance - Buildings/Grounds < 12 months	\$78,098
Asset/Equipment Replacement > 12 months	\$61,683
Capital - Buildings/Grounds > 12 months	\$302,364
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,342,423

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.