2020 Annual Report to The School Community

School Name: Sunbury College (8350)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 21 March 2021 at 07:11 PM by Darryn Kruse (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2021 at 12:26 PM by Eric Eastaughffe (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

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

School performance data

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

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

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

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

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

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

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

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Sunbury College envisions our students as engaged learners and independent thinkers that are met at point of need as partners in their learning – where education matters, emotional, social and physical wellbeing is nurtured, and pathways for all students are maximized. Our work together as a learning community is guided by four key values, determined by staff, students and parents in 2017: Respect, Responsibility, Resilience, Endeavour. In particular, we: value ourselves, others and our environment; are accountable for our actions; are strong, healthy and successful; and constantly strive for excellence.

The college is one of three secondary schools within the town and is located approximately 30 kilometres north west of Melbourne. Enrolments have been steadily increasing over the last few years, resulting in the college having just over 1100 students in 2020. Sunbury is also currently experiencing significant residential development, in at least three areas of the township, which will in the long term further increase enrolments. An additional impact of this development is the shift from a homogeneous to a more multicultural community.

The college continues to enjoy a strong connection with the local community. We have a reputation as a 'school of choice' as we offer an extensive selection of academic subjects coupled with a wide range of successful extra curricula activities. We pride ourselves on our commitment to 'knowing your child' both academically and personally. The implementation of the Connect program has further fostered authentic relationships between staff and students and between students from Years 7-12. Further to this, the LP7 (Year 7 Learning Program) enables a smooth transition from primary to secondary school and ensures our youngest students feel confident and safe as they embark on their secondary education.

Staffing in 2020 consisted of five principal class (three full-time substantive and two part-time acting, making an EFT of four), ninety teachers and twenty-nine education support staff. The high expectations we have of our students also apply to our staff who are committed to the college values and continually challenged to develop their knowledge and skills.

The college has received equity funding for a number of years now. This has enabled us to employ extra staff to support wellbeing, provide learning support, and run additional senior programs. In addition we also received $8.4 million to upgrade our school which saw the opening of seven new general purpose classrooms and four new science rooms at the beginning of 2019. This was followed in the middle of the year by the completion of a significant refurbishment program, which delivered a new creative arts space and new library area, further enhancing the learning opportunities we provide for our students.

Framework for Improving Student Outcomes (FISO)

The two FISO areas chosen for development in 2020 were Excellence in teaching and learning with a focus on 'Building practice excellence' and Community engagement in learning with a focus on 'Building communities'.

In terms of 'Building practice excellence' the college has placed significant emphasis on the development and implementation of an agreed instructional model, providing an agreed framework to build many of the key improvement strategies in our strategic plan upon, and a common language for staff and students based on some common understandings about teaching and learning. Providing staff with professional development in the areas related to the model, and involving students in operationalising and developing support materials for the model has been an important part of the work across 2020.   The impact of COVID-19 moved some of this work forward -- over the period of remote and flexible learning, the classroom instructional model (GENAR) was used extensively to structure the online lessons, embedding the structure in the work of the teacher and the learner. The work during this time also significantly grew our eLearning practices and processes.

Much of the continuous improvement agenda underpinning the pedagogical elements of our strategic plan relied on the continual development of our professional planning teams within the school. These teams particularly focused on pedagogical development, literacy data analysis and classroom literacy strategies, differentiation processes, and the teaching of vocabulary across the curriculum. There has also been an emphasis on developing a professional development program around the Sunbury College Instructional Model, eLearning and the incorporation of High Impact Teaching Strategies and on promoting and encouraging improved attendance rates across the school, the latter of which remains a work in progress.

In the area of 'Building communities' we have focused on developing clear processes following a positive school wide behaviour model that offers consistency of practice and enhances the classroom environment and we have focused on enhancing the wellbeing of all students through their connectedness to school. The students, staff and college community have worked to develop several matrices of expected behaviours that match the college values – behaviours that are promoted, rewarded and increasingly taught across the school. The college continued to roll out the Connect program where staff (within their houses) took on responsibility as a learning coach to a group of students from their house from Years 7-12 to build relationships, enhance learning confidence, reflect on learning outcomes, develop learning and pathways plans, and improve attendance and retention. The focus of the Connect program across 2020 was on understanding and developing resilience. Additionally, the college has established a wellbeing team to coordinate, support and promote positive and engaging activities for the students to develop healthy mindsets and build positive relationships. The work of staff-led teams and student-led teams across the school was also foundational to the development of a strong sense of community across the college.

Achievement

The lack of NAPLAN data skews this area of the Annual Report this year. Our internal testing in literacy and numeracy indicated significant growth for our students from Year 7 in 2018 to Year 9 in 2020, but we don't have the external data to support this outcome. Our data suggests that there has been development in numeracy outcomes, and particularly in Year 9 numeracy, where our student growth has continued the improvement trend begun in the previous year, and a smaller but still significant improvement in literacy growth outcomes from Year 7 to Year 9, with a small increase in the number of students experiencing high and medium growth in reading. Without NAPLAN data it is more difficult to judge growth across the two years in writing, and we believe that an emphasis on writing for learning across the curriculum is a necessary next step to support our students' growth in this area and into the senior years. It is clear that our staff judgements continue to suggest that a significant number of our students are working below expected standards in English and Mathematics -- significantly fewer than in similar schools. We are, of course, working to bridge this gap. All learning tasks are uploaded onto Compass for instant feedback to families about student outcomes. Staff development plans and Statements of Expectation have continued to complement the focus of the Annual Implementation Plan, a continuing emphasis on professional learning (including the work of professional learning teams) in literacy and numeracy, the embedding of a research-based instructional model and the incorporation of evidence-based teaching and learning practices.

Around 80% of our PSD students showed progress at a satisfactory level in line with their Individual Education Plans. Traditionally, all our PSD students make satisfactory progress each year, but in 2020 a number of our PSD students found the lengthy period of remote and flexible learning particularly challenging and this impacted on their outcomes.

Our VCE results have fallen this year below those of similar schools, which was perplexing and disappointing and is not expected to repeat in 2021. Our VCE completion rates have remained high at 96%. Our VCAL and VET completion rates have dropped (potentially due to the disruptions of COVID-19), and while the comparison data does not currently exist for VET completion, our VCAL completion rates (84%) are significantly higher than the state mean (75.9%).

Engagement

Student attendance is a continuing concern, but has shown some improvement. In Year 9 through to Year 12 there was improvement in the attendance rate, and only Year 8 had lesser attendance than in 2019. The differential between our data in this area and that of similar schools has widened nonetheless -- possibly due to the very rigorous program and online attendance requirements we put in place that were not in place across the state. Our students

were expected to check in to every lesson, while in a significant number of other schools, a daily check in was all that was required to register full attendance for the day. While pleased with the improvement, the level of absence continues to be a concern, and we do have a number of programs in place aimed at increasing attendance across the year. The Connect learning coaches will continue to follow up on attendance on a personal level and the attendance promotion program will continue to be implemented across the school. While we have a small number of school refusers that have inflated the figures to some degree, we work closely with outside agencies and families to implement strategies to re-engage these young people. Our engagement of students and improving their connectedness is also a priority which appears now to be leading to slightly more consistent attendance. Our tightened VCE Attendance Policy is also having an impact. An education support officer has been employed to follow up on undocumented absences, and this meant that we met targets in 2019 around the number of unexplained absences for the year, but the impact of remote and flexible learning in 2020 made it difficult to match that outcome. It is a focus for this year, to reduce undocumented absences to a very low percentage for 2021. However, overall our attendance figures are not where we would like them, as missing school impacts on outcomes and opportunities for students.

Our retention rates are very pleasing and continue to be above the state mean, but the continued development of the Connect program in an onsite environment in 2021 should also contribute to increased retention and connectedness to school. The exit destination data is well above that of schools with similar profiles and well above the state mean. The good results in these two areas is on an upward trajectory, and may reflect the impact of the implementation of VCAL from 2017 and the additional resources allocated to our careers and pathways program – now that the college offers a broader range of options at the senior end, we have had fewer students exit from Year 10 and 11 which could help enormously with successful student pathways. The growth of student connectedness over the last few years may also have contributed to these pleasing and improving trends.

Wellbeing

Our Attitudes to School Survey shows results that have matched or improved on the 2019 results, and which are better than similar schools and pretty much matching the state median. It should be noted that the state and similar schools averages have gone up significantly for 2020, which is likely to be the impact of the student attitudes to school survey being optional in 2020 and therefore likely not to reflect the results from struggling schools. Overall there continues to be a pleasing increase in some areas around 'sense of connectedness'. Some further work will be done this year to access student thoughts about school connectedness, and there will continue to be an emphasis on increasing student voice within the school as part of the Strategic Plan. The student views on 'management of bullying' are also around the mark of our 2019 result, suggesting that our students feel safe and secure. This strongly supports our philosophy of 'knowing your child' and the engagement work undertaken by our wellbeing staff, especially our engagement workers with their lunchtime activities and other support programs. We are intending, nevertheless, to increase our proactive implementation of anti-bullying programs in 2021 and to survey our students to get a sense early in the year of areas for improvement.

Financial performance and position

In 2020 the college completed the year with an on-paper deficit approaching $100,000. However, this is misleading as some of the payment for our staffing comes into the budget as cash even though the expenditure creating the deficit comes from our credit budget. This amount well exceeds $100,000 and has been set aside in the school budget planning to cover any on-paper deficit. Consequently the real financial situation for the school has us operating with a small surplus. This surplus was mainly due to an increase in enrolments and a higher retention level from Year 10 to 11 than in previous years. A number of retirements and resignations also occurred which reduced some staffing costs. On the other hand, some additional leadership roles were incorporated into the 2020 staffing (which added costs to the staffing budget that had not been present in 2019). In 2020 the college received equity funding. This was used in a variety of ways to support student outcomes. Additional teaching staff were either hired or released from teaching to pursue a range of support processes and additional resources were purchased for classroom use by students. We are in the process of refurbishing elements of the school in the wake of the building program so there was some expenditure on grounds and buildings that will also carry over into 2021. The cash component of the SRP has been used to support student outcomes through the provision of a wide variety of resources across all teaching and non-teaching areas.

For more detailed information regarding our school please visit our website at
https://www.sunburysc.vic.edu.au/

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1119 students were enrolled at this school in 2020, 579 female and 540 male.

2 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) which takes into account parents' occupations and education.
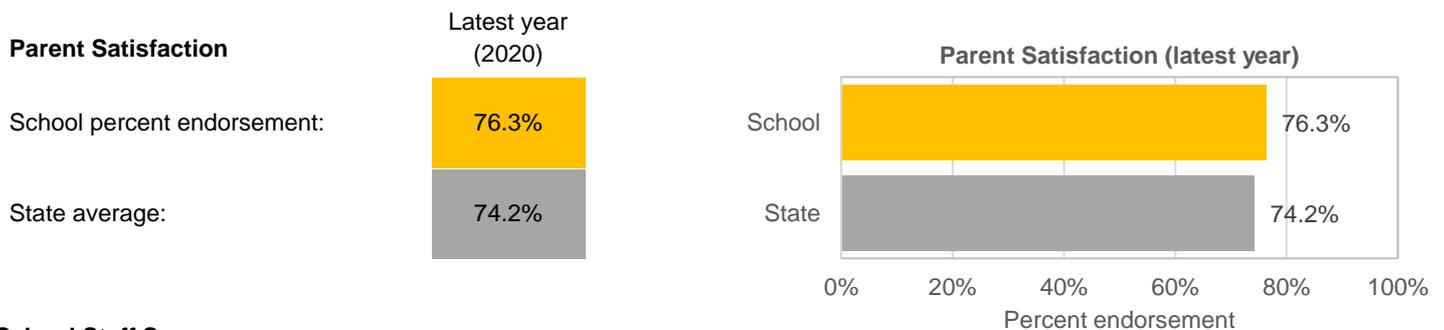
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
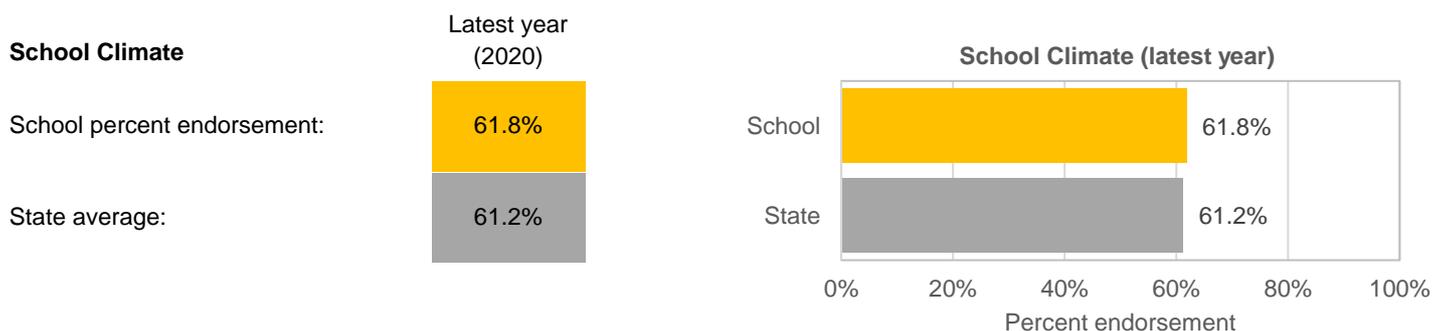
Parent Satisfaction	Latest year (2020)
School percent endorsement:	76.3%
State average:	74.2%

Parent Satisfaction (latest year)

School	76.3%
State	74.2%

Percent endorsement

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2020)
School percent endorsement:	61.8%
State average:	61.2%

School Climate (latest year)

School	61.8%
State	61.2%

Percent endorsement

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English **Years 7 to 10**	Latest year (2020)
School percent of students at or above age expected standards:	65.0%
Similar Schools average:	73.7%
State average:	75.8%

English (latest year)
Years 7 to 10

School	65.0%
Similar Schools	73.7%
State	75.8%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
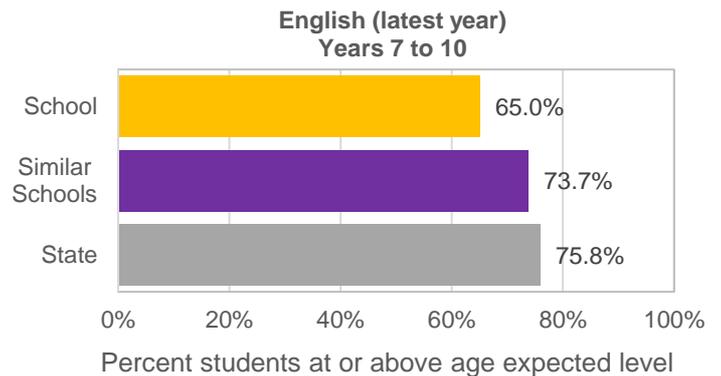
Mathematics **Years 7 to 10**	Latest year (2020)
School percent of students at or above age expected standards:	53.6%
Similar Schools average:	65.2%
State average:	66.3%

Mathematics (latest year)
Years 7 to 10

School	53.6%
Similar Schools	65.2%
State	66.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
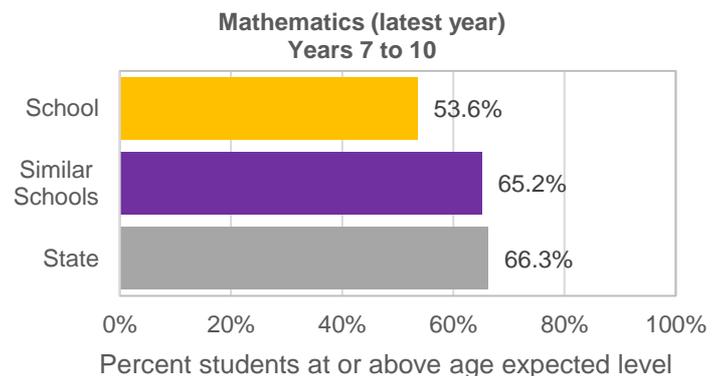
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	25.5	26.5
Similar Schools average:	27.1	27.3
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

	Mean Study Score
School	25.5
Similar Schools	27.1
State	28.8
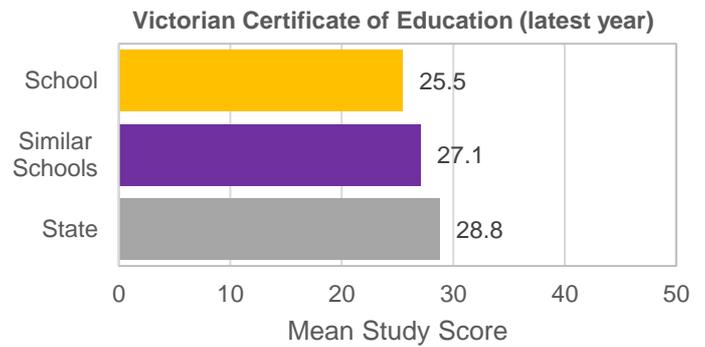
|	
Students in 2020 who satisfactorily completed their VCE:	96%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	20%
VET units of competence satisfactorily completed in 2020:	76%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	84%

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	23.3	23.6
Similar Schools average:	17.3	19.9
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	23.3
Similar Schools	17.3
State	17.8
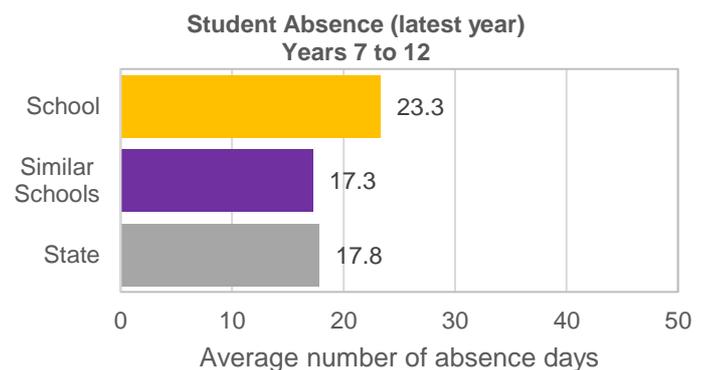
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	88%	85%	85%	88%	93%	93%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	81.3%	81.0%
Similar Schools average:	77.2%	76.5%
State average:	72.5%	72.9%

Student Retention (latest year) Year 7 to Year 10

- School: 81.3%
- Similar Schools: 77.2%
- State: 72.5%

Percent of students retained
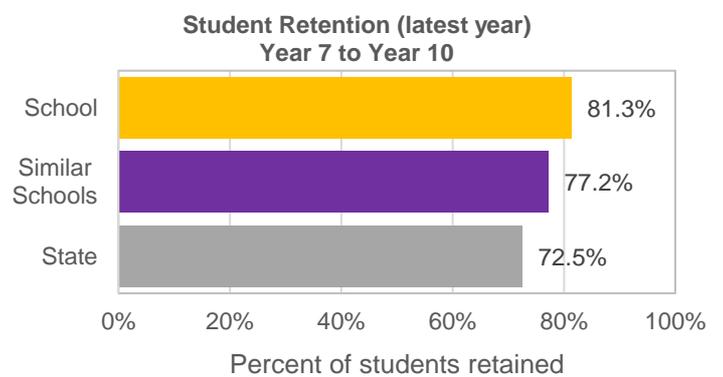
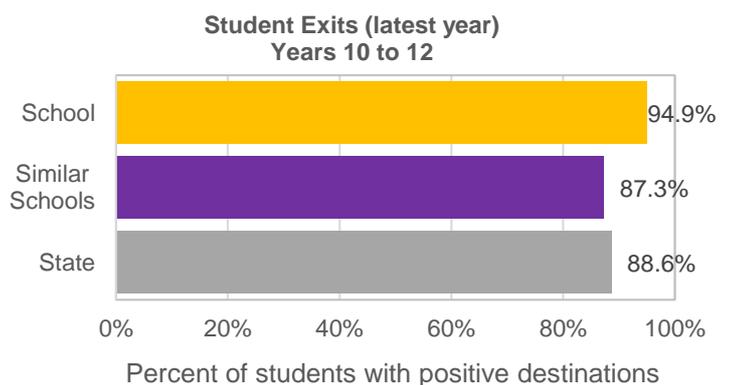**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	94.9%	89.3%
Similar Schools average:	87.3%	88.3%
State average:	88.6%	89.1%

Student Exits (latest year) Years 10 to 12

- School: 94.9%
- Similar Schools: 87.3%
- State: 88.6%

Percent of students with positive destinations

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

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

| Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	59.0%	54.3%
Similar Schools average:	56.8%	50.5%
State average:	59.5%	55.3%
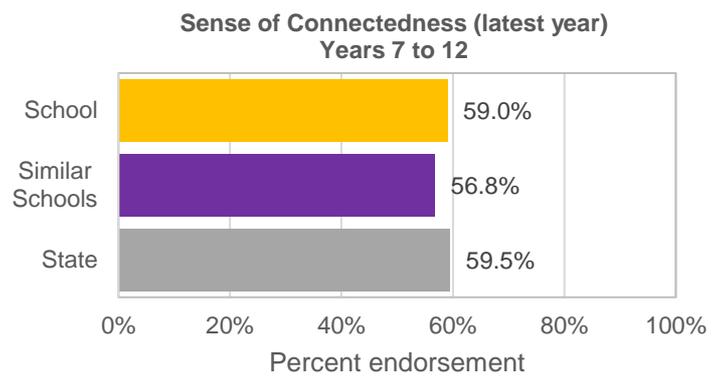
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

	Percent endorsement
School	59.0%
Similar Schools	56.8%
State	59.5%

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).

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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	58.9%	59.2%
Similar Schools average:	58.0%	54.9%
State average:	60.3%	57.9%
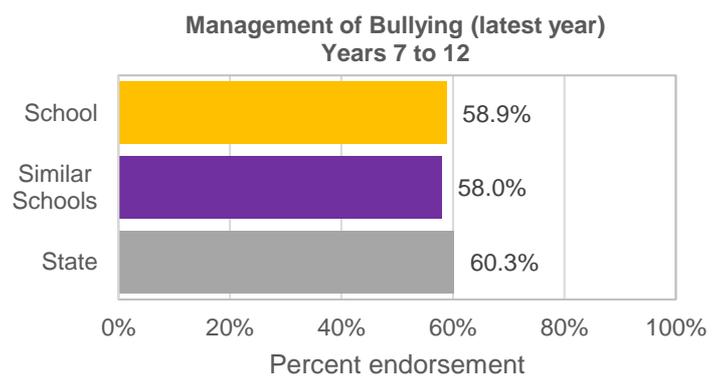
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

	Percent endorsement
School	58.9%
Similar Schools	58.0%
State	60.3%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$11,173,208
Government Provided DET Grants	$2,059,416
Government Grants Commonwealth	$13,936
Government Grants State	$17,866
Revenue Other	$11,340
Locally Raised Funds	$217,024
Capital Grants	NDA
Total Operating Revenue	**$13,492,790**

Equity [1]	Actual
Equity (Social Disadvantage)	$696,859
Equity (Catch Up)	$92,882
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$789,741**

Expenditure	Actual
Student Resource Package [2]	$11,272,403
Adjustments	$161
Books & Publications	$8,365
Camps/Excursions/Activities	$152,161
Communication Costs	$30,782
Consumables	$257,788
Miscellaneous Expense [3]	$46,639
Professional Development	$44,741
Equipment/Maintenance/Hire	$411,869
Property Services	$194,536
Salaries & Allowances [4]	$196,016
Support Services	$268,644
Trading & Fundraising	$60,771
Motor Vehicle Expenses	NDA
Travel & Subsistence	$52
Utilities	$98,220
Total Operating Expenditure	**$13,043,149**
Net Operating Surplus/-Deficit	**$449,642**
Asset Acquisitions	**$149,394**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$1,196,001
Official Account	$42,578
Other Accounts	$8,235
Total Funds Available	**$1,246,813**

Financial Commitments	Actual
Operating Reserve	$270,276
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$300,879
School Based Programs	$317,559
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$28,122
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$329,977
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,246,813**

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.