2020 Annual Report to The School Community

School Name: Keysborough Secondary College (8867)

KEYSBOROUGH COLLEGE

- 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 02 May 2021 at 04:18 PM by John Baston (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 10 May 2021 at 10:44 AM by Carol Williams (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

Keysborough College is a place where education matters. Our Vision is 'Keysborough College is committed to excellence by raising the achievements of all of our students. The school community will provide an environment that enables them to achieve their personal best in each of their intellectual, creative, sporting and social pursuits. Through their voice and leadership our students will be encouraged to make a difference by being active participants in their community. They will have the ability to succeed independently in life and empowered to achieve their ambitions.'
Keysborough College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.
As learners today and leaders tomorrow our values are Respect, Excellence and Diversity
In 2020 this school has total of 270 staff: 8 principal class, 179 teachers and 83 Education Support Staff.
Keysborough College is a multi-campus school with campuses in Keysborough (Acacia Campus) and Springvale South (Banksia Campus) with an organizational structure arranged around Junior and Senior Villages on each site.
Both campuses offer a variety of both academic and non-academic programs for students that allow students to extend their skills and knowledge in years 7-12. The school utilises a team based approach to assist in development of teaching practice
Our families are characterised by a high Student Family Occupation and Education (SFOE) index which indicates considerable disadvantage. This index is determined by parental occupation, parental education and the level of concentration of disadvantage in a school.
A total of 1843 students were enrolled at this school in 2020 (1713 local + 130 International students) , 884 female and 959 male students. Our students are of many different nationalities with over 75% coming from families with language backgrounds other than English. 64 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander,
The school has a significant International Students Program with students accessing Victorian Curriculum from Years 7 - 10 and then VCE in Years 11 & 12.

Framework for Improving Student Outcomes (FISO)

In 2020 our first AIP Goal - To develop the social and emotional learning capacity of students. - focussed on the FISO dimensions of Building practice excellence (KIS 1 & 2) and Empowering students and building school pride (KIS 3)
The first KIS was - To have the Learning processes and expected learning behaviours clearly defined and recognised across the college. We were to do this by evaluating the Student Voice program implemented in 2019 to ensuring that enabled authentic active student involvement in College wide decision making processes. We would also implement the student learning behaviour framework (5Ps) developed in 2019 that will inform and guide teaching and learning practice across the school.
The second KIS was - To build capacity of staff to provide feedback to students and receive feedback from students in relation to their learning, and use this to inform teacher practice. We were to do this by implementing and evaluating a school wide approach in the use of feedback practices to inform and guide effective teaching and learning practice across the College.
Our ability to implement these two strategies was significantly impacted through being in remote learning although a number of student forums were able to be held via WebEx. Staff professional learning continued throughout remote learning and regular PLT meetings held and the focus of this KIS was providing feedback in a remote environment.
The third KIS focussed on the FISO dimension of Empowering students and building school pride was - To establish a practice where authentic leadership positions for students across the college ensure effective student voice. We were to do this by providing ongoing support for teacher-student partnerships by establishing clear structures, roles and responsibilities for implementing recommendations from the review of existing student forums.
The decision was made to postpone this until we were onsite again.

Our second Goal - To improve learning outcomes for all students, particularly in literacy and numeracy. - also focussed on the FISO dimension of Building Practice Excellence

The first KIS was - To build the capacity of staff to improve literacy outcomes and numeracy in their subjects. We were to do this by using Professional Learning Teams to provide teachers with professional learning on data literacy and to strengthen their practice in effective curriculum program development, planning and delivery, and student learning assessment. We were also to refine the process by which student performance data is collected in a timely manner and is then organised and presented to teachers in a way that can be used to inform their classroom instruction

The second KIS was - To use data and the use of assessment tools and moderation to increase the accuracy and spread of teacher judgments

Again our ability to implement these two strategies was significantly impacted through being in remote learning although we continued to run PLTs via WebEx. Staff professional learning continued throughout remote learning and regular PLT meetings held and the focus of this was how to enable accurate formative assessment in a remote environment.

Achievement

In 2020 as we entered remote learning it was decided that our students would continue with their normal class timetable. We believed that the consistency would assist them in achieving their best as it provided them with certainty and familiarity around their lesson program and structure. A variety of formative assessment tasks were developed and used at all year levels to provide continuous feedback on student progress and early identification of those not performing as expected.

With the absence of NAPLAN in 2020 progress of students in Year 7 - 10 was measured using Teacher Judgement of student achievement which measure level of achievement against the standards of the Victorian Curriculum. These judgements showed that the percentage of students working at or above age expected standards in English and Mathematics were as follows:

English
Years 7 to 10   Latest year (2020)
School percent of students at or above age expected standards: 74.5%
Similar Schools average: 68.2%
State average: 75.8%

Mathematics
Years 7 to 10   Latest year (2020)
School percent of students at or above age expected standards: 63.3%
Similar Schools average: 55.7%
State average: 66.3%

These measures show that our students in Years 7 - 10 were performing significantly better that students in similar schools and close to on-par with state averages in both

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.0	27.4
Similar Schools average:	27.4	27.5
State average:	28.8	28.8

Students in 2020 who satisfactorily completed their VCE:100%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence: 21%
VET units of competence satisfactorily completed in 2020:   74%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:   85%

These figures show that for VCE results we compare favourably with both Similar Schools and State averages. However it was in our 2017-2020 Strategic Plan to have achieved a School mean study score of 30 by 2020 - this has not happened.
Similarly the completion rates for VCE and VCAL are as desired, the completion rate of VET units must be a focus in the coming year as it is not acceptable

Engagement

The College provides a broad range of VCE, VCAL and VET subjects for our students across the two campuses and every student 7-12 is required to have a MIPs plan outlining their current pathway. Junior students undertake careers planning during their Investigate classes (including Morrisby testing) and year 10-12 undertake weekly Pathways sessions. Student attendance is monitored at each year level through our attendance system, with student management teams being responsible for the identification of students at risk of disengagement. Attendance rates are higher at all year levels compared to Region and State averages. We monitor and analyse school attendance records regularly and use tools (such as Compass) for early identification of students at risk of poor attendance. We regularly discuss student attendance records in staff meetings and in the staff performance and development review process. Common reasons for non-attendance include illness and extended family holidays. We have employed two ES staff members for the specific purpose of decreasing the number of 'Unapproved Absences'
In 2020 as we entered remote learning it was decided that our students would continue with their normal class timetable. This involved having the role marked four times each school day (at the beginning of each lesson) plus an 'exit ticket' required of the students to confirm they were still engaged at the end of each lesson. We believe this accountability had a direct influence on maintaining high attendance rates

Percentage of Students with 20+ Absences days: School = 19%   Similar Schools = 30%   State = 27%

Student Absence

Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	12.0	14.9
Similar Schools average:	18.1	19.5
State average:	17.8	19.2

The employment of Attendance officers to decrease the Unapproved Absence also appears to have had a positive effect:
Average Absence Breakdown (per student 7-12):

	2018	2019	2020
All absences	165	174	120
Unapproved absences	9.2	8.7	3.3

Absence from school can impact on students' learning. Our Absence from School data indicates that Keysborough College records less absences than expected, relative to the similar schools group with similar characteristics and compared to State averages

When we look at Student Retention (percentage of Year 7 students who remain at the school through to Year 10) again we see that we compare favourably to both Similar Schools and State average.

Student Retention

Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	78.9%	78.3%
Similar Schools average:	75.7%	73.6%
State average:	72.5%	72.9%

Wellbeing

The College Wellbeing Team is managed by the College Wellbeing Team Leader who is full time and works across each campus. On each campus the team consists of a Student Wellbeing Coordinator, two youth workers, an Inclusion Support Worker (who particularly works with students new to the school) and a Chaplain on each campus. They are supported by a Doctors in Schools facility at the Acacia campus which is accessible to students on both campuses. A range of SSSO's also work with our students on both campuses.

The College provides a safe learning environment for all students. The wellbeing program includes a range of activities to engage students and care for student wellbeing,
 As a school we face a number of challenges;
• While our students have a strong connectedness to school and peers and feel safe at school there is a need to improve their Learning Confidence and their aspirations for the future.
• Our students need to be more resilient and develop a greater involvement in their learning
• There is a need to cater for the transient nature of many students resulting in enrolments at different stages of the year.
• There is a need for greater involvement of parents and the wider community in our student's learning
In 2020 an additional challenge was caring for our students while they experienced remote learning. In order to maintain the support we identified students that we considered vulnerable and provided a full time onsite learning program for them as well as onsite wellbeing support. On a typical day there would be up to 80 students onsite across the two campuses. Our Wellbeing Team were worked with the Student Management Teams at each year level to monitor the attendance and wellbeing of all students working remotely and put into place online support as deemed necessary. Mobile phone numbers and email addresses of all wellbeing staff were made available to students and parents/guardians

Sense of Connectedness	School	State
Percent positive endorsement - 2020	69%	60%
Percent positive endorsement 2019	66%	55%

Management of Bullying	School	State Median
Percent positive endorsement - 2020	71%	60%
Percent positive endorsement - 2019	69%	57%

The percent endorsement on both Sense of Connectedness and Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12 shows a percent endorsement significantly higher than the State Median for both and also a slight increase on the previous year which is a please result, particularly for Sense of Connectedness, considering the time students spent away from the school in 2020

Financial performance and position

Keysborough College maintained a very sound financial position throughout 2020. The 2017 -2020 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.
The Financial Performance and Position report shows a total Operating Revenue of $28,171,164 with Total Funds Available as at 31 December 2020 of $7,200,620 . The need for this surplus is that it includes a commitment of over four million dollars to a building program we have recently have had approved by the VSBA for commencement in 2021.
Additional income was generated through hire of facilities and from our International Student Program
In addition to our Core Student Allocation our budget also includes an allocation for EAL Students, PSD Students, and for our Instrumental Music Program. We also received Equity Funding (Catch Up and Social Disadvantage).
Funding was also received for Targeted Initiatives – MIPs, VETiS and the Refugee and Asylum Seeker Supplement.

For more detailed information regarding our school please visit our website at
www.keysboroughsc.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 1856 students were enrolled at this school in 2020, 889 female and 967 male.

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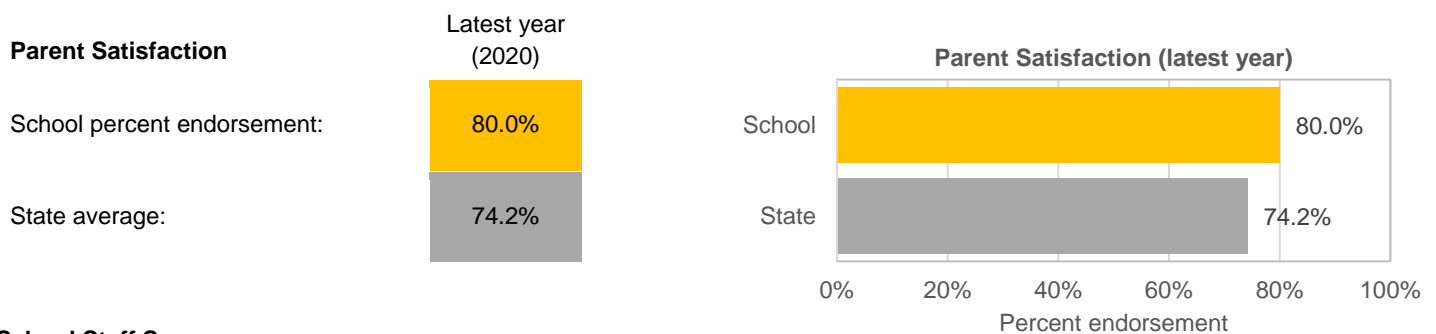
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.
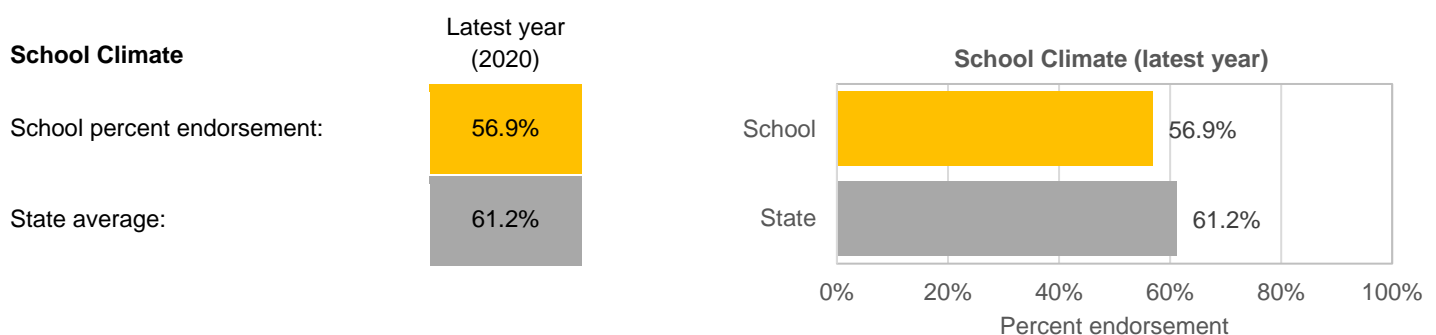
Parent Satisfaction	Latest year (2020)
School percent endorsement:	80.0%
State average:	74.2%

Parent Satisfaction (latest year)

School	80.0%
State	74.2%

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:	56.9%
State average:	61.2%

School Climate (latest year)

School	56.9%
State	61.2%

ACHIEVEMENT

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)

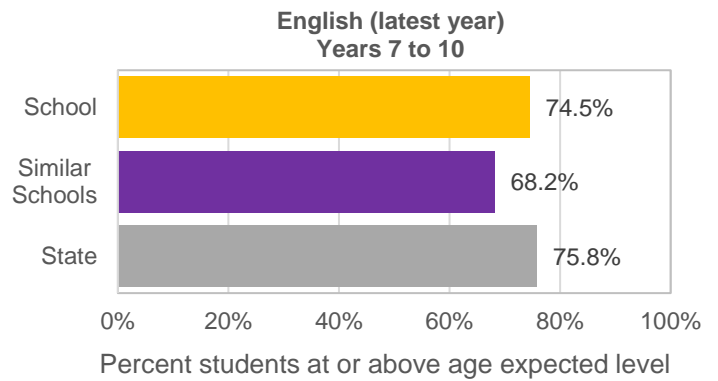School percent of students at or above age expected standards: 74.5%

Similar Schools average: 68.2%

State average: 75.8%

Mathematics
Years 7 to 10

Latest year (2020)

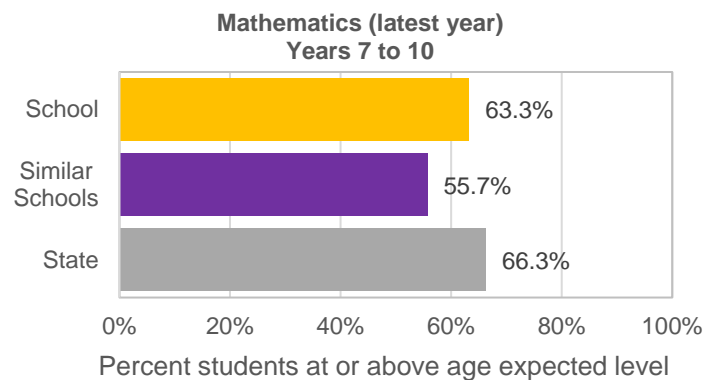School percent of students at or above age expected standards: 63.3%

Similar Schools average: 55.7%

State average: 66.3%

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.0	27.4
Similar Schools average:	27.4	27.5
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

School	28.0
Similar Schools	27.4
State	28.8

Mean Study Score
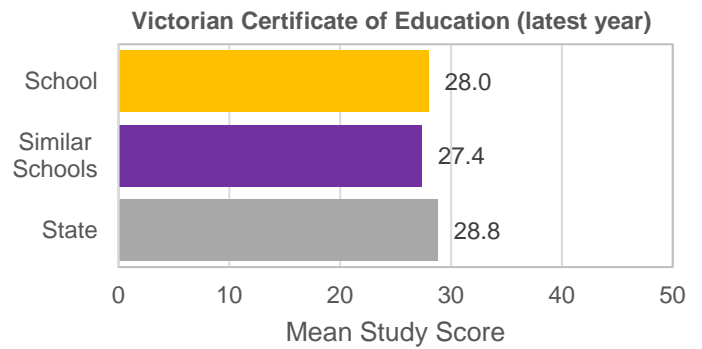
|	
Students in 2020 who satisfactorily completed their VCE:	100%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	21%
VET units of competence satisfactorily completed in 2020:	74%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	85%

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:	12.0	14.9
Similar Schools average:	18.1	19.5
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

School	12.0
Similar Schools	18.1
State	17.8

Average number of absence days
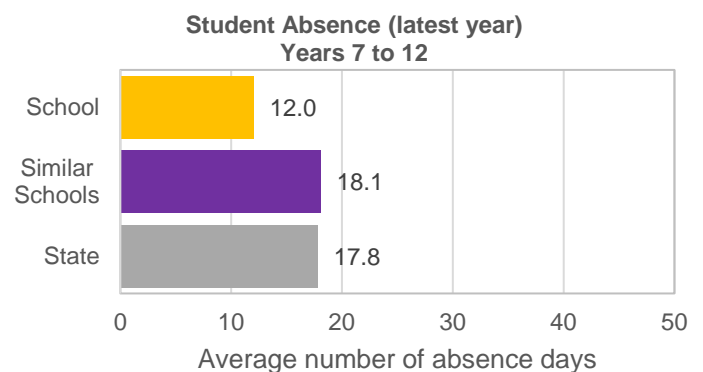
ENGAGEMENT (continued)

Attendance Rate (latest year)

Attendance Rate by year level (2020):	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	95%	92%	94%	93%	95%	94%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	78.9%	78.3%
Similar Schools average:	75.7%	73.6%
State average:	72.5%	72.9%

**Student Retention (latest year)
Year 7 to Year 10**

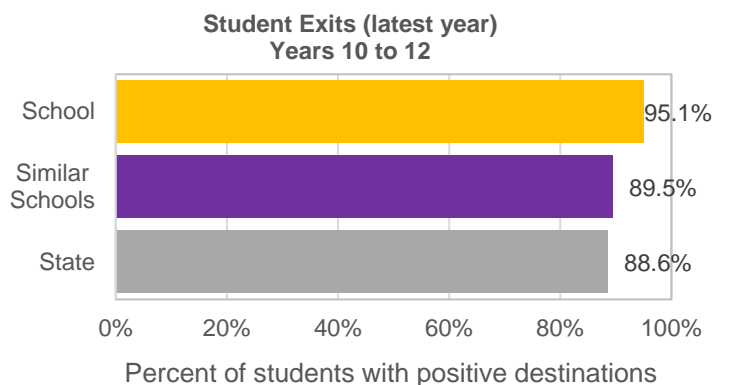|	
School	78.9%
Similar Schools	75.7%
State	72.5%

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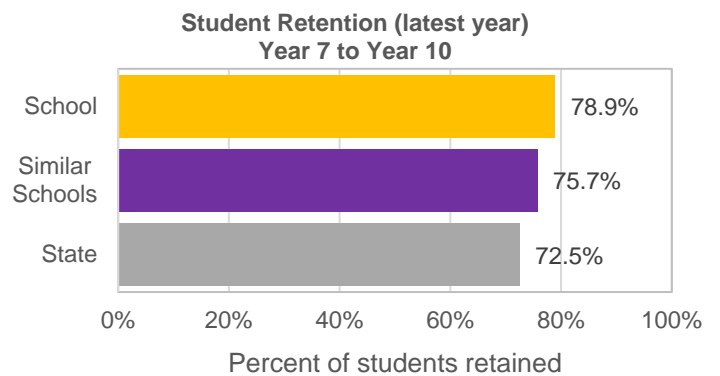
Students exiting to further studies or full-time employment

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:	95.1%	96.8%
Similar Schools average:	89.5%	90.4%
State average:	88.6%	89.1%

**Student Exits (latest year)
Years 10 to 12**

School	95.1%
Similar Schools	89.5%
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:	69.5%	67.4%
Similar Schools average:	NDP	56.3%
State average:	59.5%	55.3%
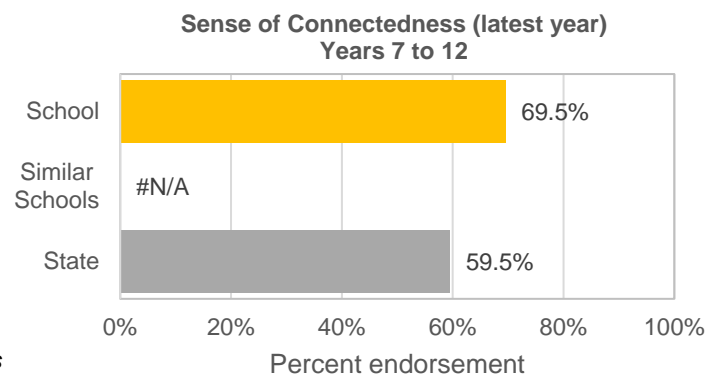
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

	Percent endorsement
School	69.5%
Similar Schools	#N/A
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:	71.2%	69.6%
Similar Schools average:	NDP	57.9%
State average:	60.3%	57.9%
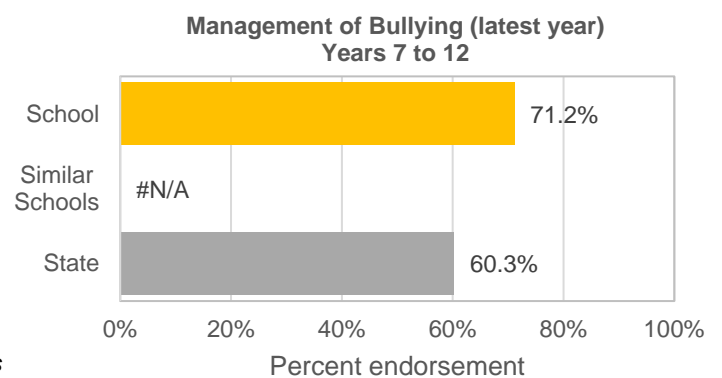
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

	Percent endorsement
School	71.2%
Similar Schools	#N/A
State	60.3%

Financial Performance and Position

Revenue	Actual
Student Resource Package	$22,506,804
Government Provided DET Grants	$4,822,855
Government Grants Commonwealth	$38,436
Government Grants State	$36,127
Revenue Other	$101,783
Locally Raised Funds	$665,159
Capital Grants	NDA
Total Operating Revenue	**$28,171,164**

Equity [1]	Actual
Equity (Social Disadvantage)	$3,696,904
Equity (Catch Up)	$134,711
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$3,831,615**

Expenditure	Actual
Student Resource Package [2]	$22,637,751
Adjustments	$3,600
Books & Publications	$18,530
Camps/Excursions/Activities	$129,363
Communication Costs	$73,853
Consumables	$475,051
Miscellaneous Expense [3]	$558,317
Professional Development	$74,756
Equipment/Maintenance/Hire	$943,997
Property Services	$803,140
Salaries & Allowances [4]	$306,024
Support Services	$1,140,670
Trading & Fundraising	$53,505
Motor Vehicle Expenses	$8,264
Travel & Subsistence	$4,495
Utilities	$259,800
Total Operating Expenditure	**$27,491,115**
Net Operating Surplus/-Deficit	**$680,049**
Asset Acquisitions	**$721,931**

(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	$7,100,592
Official Account	$100,028
Other Accounts	NDA
Total Funds Available	**$7,200,620**

Financial Commitments	Actual
Operating Reserve	$722,784
Other Recurrent Expenditure	$29,743
Provision Accounts	NDA
Funds Received in Advance	$371,783
School Based Programs	$240,027
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$19,320
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$338,786
Capital - Buildings/Grounds < 12 months	$3,800,000
Maintenance - Buildings/Grounds < 12 months	$300,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	$2,000,000
Maintenance - Buildings/Grounds > 12 months	$100,000
Total Financial Commitments	**$7,922,443**

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.