

2022 Annual Report to the School Community

School Name: Highvale Secondary College (7918)



- 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 03 April 2023 at 05:06 PM by Evan Miller (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 09:11 AM by Ashwin Bindu (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Highvale Secondary College has a culture which aims to empower students to be active, motivated, and independent learners, working co-operatively and individually to prepare them for a digital and changing society. The school's values of Respect, Responsibility, Resilience, Integrity and Excellence are central to our school culture and is embedded in all elements of the school.

Highvale Secondary College is located in Glen Waverley on a large flat parcel of land allowing easy mobility throughout the grounds. In 2019, the school completed a major refurbishment creating modern teaching spaces, well set up for teaching and learning. The school's SFOE index is 0.2193 which is classed as low. Highvale has a total population of 1095 students. The school has 94.9 equivalent full-time staff: 3 Principal class, 77.8 teaching staff and 17.2 education support staff.

Our educational philosophy is that students are individuals with differing learning needs. This philosophy is reflected by the student-centred vertical curriculum structure, where individual student placement into classes is based on student choice, previous experience, ability, and interest rather than chronological age. We actively promote academic excellence with an emphasis on acceleration, enrichment, student leadership and promotion of positive self-esteem.

The College is a registered provider of the International Student programs, currently with 32 international students from several different countries. Due to the impact of lockdowns, our International Student program has declined over recent years, however the school is looking to increase back to normal levels of approximately 50 students over the next few years.

Music is an important feature of the College, providing opportunities for our students to be involved in vibrant junior and senior bands, music ensembles and major music performances. Over 2022, many live music performances were held enabling our school community to further connect with our school, giving our students the chance to perform in front of an authentic audience.

Progress towards strategic goals, student outcomes and student engagement

Learning

Highvale Secondary College's NAPLAN results continue to be very strong in all elements. Consistently well above the state average and above similar schools' average. Teacher judgements show a discrepancy between teachers' assessment of student performance and NAPLAN, PAT testing performance. This is an area of focus in the future to better align these judgements. Our VCE mean study score at 31 was also above the state and similar schools averages and 2022 saw a 100% completion rate for VCE.

Professional learning for all staff in 2022 focused on the Professional Learning Communities (PLC) model. Staff undertook action research on team-based inquiry questions linked explicitly to their teaching and classes. Staff engaged in professional development aligned to 'Student Voice and Agency', 'High Impact Teaching Strategies'(HITS) and 'Literacy'. This professional learning formed the basis for PLC inquiry questions. Through this process, staff were able to focus their expertise on effective teaching, targeted to the needs of our students as identified in the AIP.

Staff also engaged in professional learning on data analysis and interpretations through the online platform, Edapt. This gave staff the skills to analyse their classes and specific subgroups in their classes to target teaching to the point of need of that group. Through these processes staff continue to build their teaching capacity and better address the needs of each cohort, year level or group of students.

The school appointed MYLNS and TLI staff to support students who were identified as not progressing at the expected rate or are below the expected achievement based on NAPLAN, PAT and teacher judgements. Through these supports students received small group and individual support in Numeracy and Literacy. English and Math after school tutoring continued to be supplied for all students in Years 7-10 alongside our after-school tutor program for VCE students. Students were provided access to Edrolo in VCE classes to assist with learning and revision of concepts across many subjects. These supports allowed a wraparound approach to our students.

Staff also worked through the revised college instructional model. Moving to begin a greater focus on the 'we do it' and 'You do it together' elements of classroom teaching. This aligned with a greater focus on student voice and agency and stimulating learning, self-regulation and goal setting as well as teacher concern as highlighted as a point of required focus through our Attitudes to School survey data and in our AIP.

Wellbeing

Highvale Secondary College has strong processes in place to ensure the health and wellbeing of all our students. One key highlight of our ongoing work is the School Wide Positive Behaviour Support Framework (SWPBS) which is underpinned by our college values of Respect, Resilience, Responsibility Excellence, and Integrity. Key work undertaken in 2022, further developed teacher understanding and capacity around positive classroom behaviour and engagement practices.

Highvale has agreed student management and wellbeing routines. All teachers regularly use COMPASS Chronicle to record student behaviours both positive and negative and data is collected by the SWPBS team to identify areas of focus. Heads of School and our Year Level Coordinators identify at-risk students and follow school wellbeing procedures to ensure our students receive targeted support in a timely manner. All staff are provided with training focusing on positive mental health for teenagers.

School Wide Positive Behaviours (SWPBS) and sub school teams undertook professional learning to develop their capacity to collect, interpret and respond to student wellbeing data. School Wide Positive Behaviours (SWPBS) templates continued to be developed and refined to better capture student data to assist in responding more effectively to student needs. A strong focus on green chronicles (positive Compass posts) recognising students exhibiting our school values in a positive way has shifted the staff focus from negatively responding to unwanted behaviours with discipline, to positively responding to desired behaviours with praise or even rewards. It has also provided consistency among staff, but also continuity for students as they progress throughout the school.

Through Focus Groups and year level assemblies, students participate in targeted proactive and preventative activities that aim to inform and instil positive skills to build their resilience.

We have a strong proactive approach to mental health and wellbeing. This is underpinned by our Wellbeing team consisting of a full-time Student Wellbeing Coordinator, Mental Health Practitioner and Psychologist. The team is based in our Wellbeing Centre, which provides a safe space for students to go to when they need support.

In 2023 we will continue to implement the School Wide Positive Behaviour Support Framework. and promotion of positive behaviours and attitudes and a sense of optimism across the College.

Engagement

The average days absent per full time equivalent student was less than the median for all Victorian government schools. This result is greater than the four-year average. The attendance rate for each year level was as follows, Year 7 - 91%, Year 8 - 90%, Year 9 - 89%, Year 10 - 90%, Year 11 - 90% and Year 12 - 94%.

Student attendance is recorded for each lesson by class teachers using the online information management system, Compass. Attendance is also monitored by Year Level Coordinators and our Heads of Sub School. Parents can monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods because of serious illness or a family holiday. Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health concerns. In conjunction with the Sub School, they support students on issues of school refusal, chronic absenteeism, and other issues impacting on completion of studies. The very precise online monitoring of attendance by both teachers and parents has no doubt contributed to the high student attendance rate.

The percentage of students who remain at Highvale Secondary College from Year 7 through to Year 10 is slightly higher than the median for all Victorian government schools. Our pathways program at Highvale includes careers and course counselling for all junior and senior school students. Careers education is embedded into our Focus Group program for all year levels. This is complemented by ongoing incursions, pathways experiences, immersion days and guest speakers. Year 9 students complete

Morrisby testing culminating in a one-on-one interview with a trained Morrisby counsellor. Morrisby endeavours to highlight areas of interest and relate these to potential future pathways.

Early exposure and exploration of potential areas of interest and pathways is paramount to providing our students with a solid foundation to become active participants in their chosen areas of interest. Students are empowered with the tools to explore areas of interest. The goal of our transition and pathways at Highvale Secondary College is to ensure all students secure an education, training or employment pathway beyond their time at Highvale. In 2022, 100% of students continued onto further studies or full-time employment which is higher than the median for all Victorian government schools.

Other highlights from the school year

In 2022, the school undertook our Central Australia Camp for the first time in 3 years due to lockdowns. Students in Years 10, 11 and 12 were given the opportunity to attend this camp and all who attended had an amazing experience.

We also held our annual Presentation Night in December at the Alexander Theatre at Monash University where we were able to celebrate the achievements of our students again for the first-time face to face in 3 years. It was fantastic to share this with our school community.

Our music concerts returned in 2022, with a performance held each term, giving our students the opportunity to perform in front of their parents and peers.

2022 also saw the return of many of our lunchtime or after school clubs for students. In 2023, we will continue to offer co-curricular activities, giving our whole community the opportunity to be involved in our school and we will continue to offer greater voice and agency to our students, so we are offering activities that meet their needs and interests.

Financial performance

Highvale Secondary College Financial Performance and Summary for year ending 31 December 2022.

The Operating Statement Summary for the year ending 31 December 2022 reflects a total operating revenue of \$14,209,148 and a total operating expenditure of \$13,814,475. This indicates a net Operating Surplus of \$394,673. In addition to this the College spend \$83,354 on Capital items.

Surplus funds will be committed to future projects to be completed within the next 12 months, including classroom furniture, commencement of initial architectural drawings and plan for future Library extension, as well as synthetic resurfacing of tennis courts.

College Council approved in budgeting process that reserve funds will be used in 2022 to install further air conditioning to the college including major upgrades to school power supplies both internally and externally. Updates will be made in our Information Technology area. This includes installation of new WAPs, Switches and Cabling which will improve IT and internet performance around the College, including replacement of 28 student desktops in the College's Music Department.

- During 2022 College own funds were spent on maintenance and improvements including:
- New hot water system to Food Technology area \$7,856.
- Gutter Repairs to Arts/Technology Building.
- Installation of Pod for Instrumental Music Lessons \$34,282.
- Emergency Fire Service Repairs to Gymnasium, Humanities, Science areas and Administration \$52,293

Asset acquisitions for 2022 included the purchase of 50 lap top computers for student use \$50,500.

In 2022 the College received Department Grants for the following items in additional to regular annual funding.

- Shade Sails \$25,000 (These were installed with total cost to the college of \$28,100)
- International Support Funding \$25,000 to offset costs involving College international student program due to decline of international student numbers due to covid restrictions.
- Maintenance Grant \$64,600 in 2022 (Plus additional balance of grant \$16,500 to be paid in 2023) These funds contributed towards roofing works repairs \$30,324, Asphaltting of concreting of grounds \$32,415, Maintenance Painting of \$24,450, and replacement of floor coverings in Physical Education and Music Areas. \$6,645.

The Financial position on 31 December 2022 was as follows: Total funds available \$3,313,242 and total future financial commitments totalling \$3,268,243 which includes savings towards further major capital projects. The College's strong financial position reflects the ongoing support by our school community and the commitment and dedication of our College Council members.

For more detailed information regarding our school please visit our website at
<https://www.highvalesc.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 1095 students were enrolled at this school in 2022, 517 female and 578 male.

40 percent of students had English as an additional language and NDP 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).

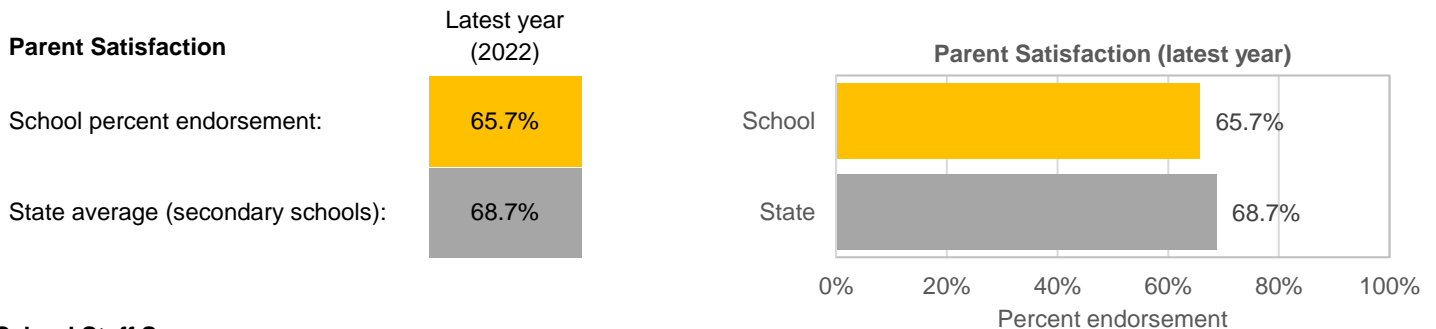
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

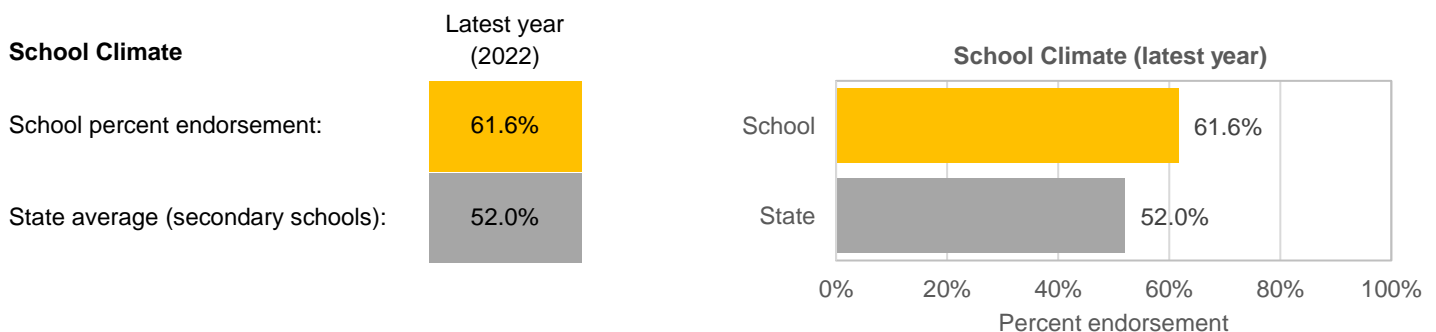


School Staff Survey

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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

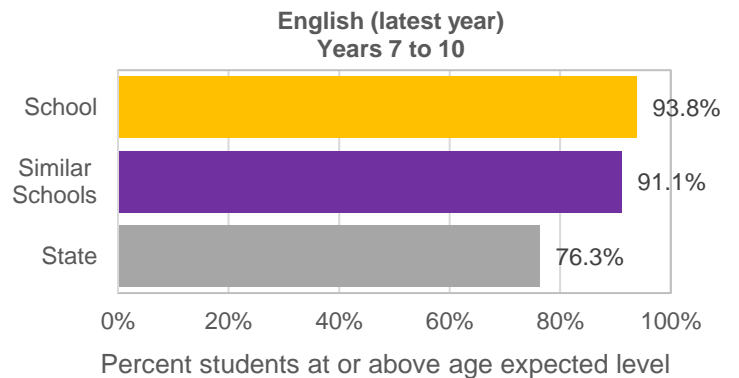
93.8%

Similar Schools average:

91.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

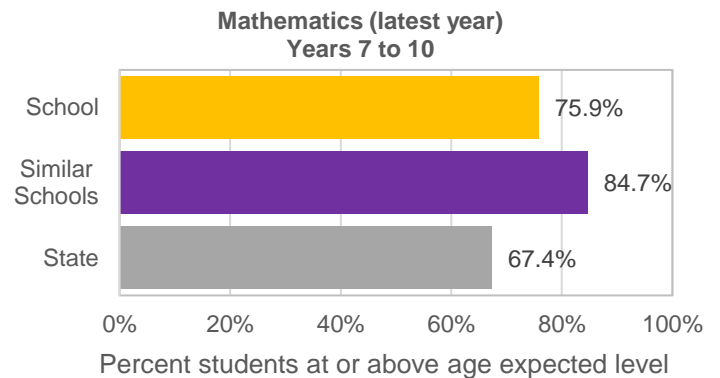
75.9%

Similar Schools average:

84.7%

State average:

67.4%



LEARNING (continued)

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

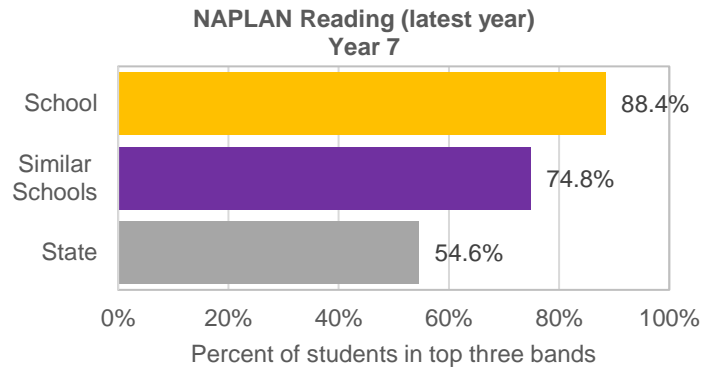
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

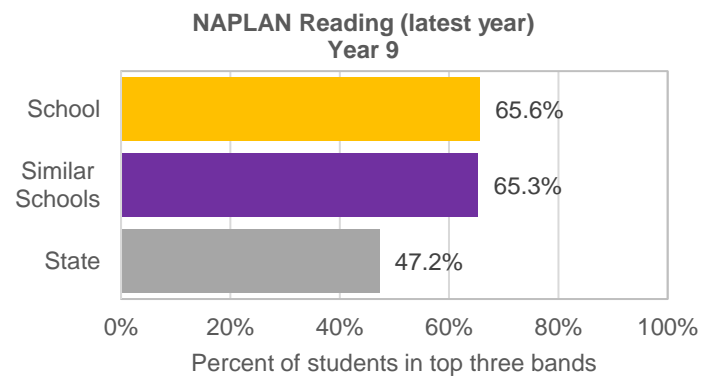
**Reading
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.4%	84.4%
Similar Schools average:	74.8%	75.1%
State average:	54.6%	55.3%



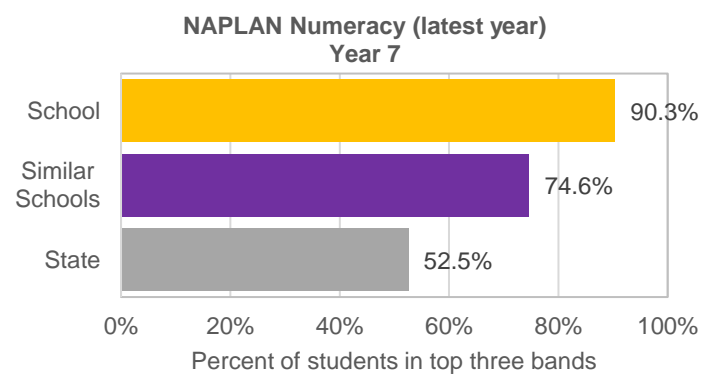
**Reading
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.6%	69.6%
Similar Schools average:	65.3%	64.1%
State average:	47.2%	46.0%



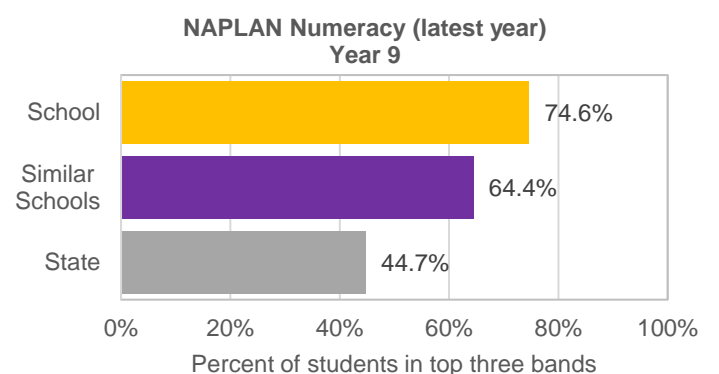
**Numeracy
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.3%	89.9%
Similar Schools average:	74.6%	75.6%
State average:	52.5%	54.8%



**Numeracy
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.6%	76.7%
Similar Schools average:	64.4%	65.2%
State average:	44.7%	45.6%



LEARNING (continued)

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

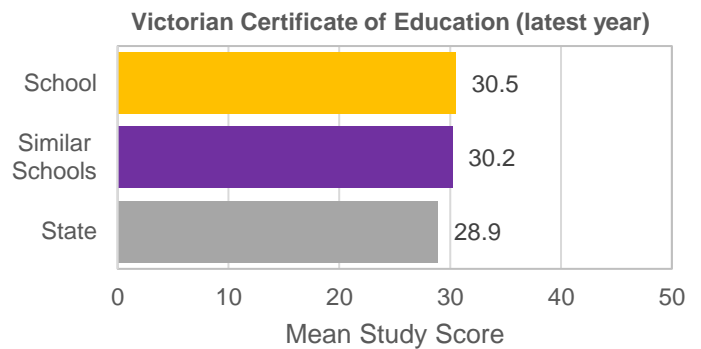
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	30.5	30.5
Similar Schools average:	30.2	30.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

NDA

VET units of competence satisfactorily completed in 2022:

90%

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

NDA

WELLBEING

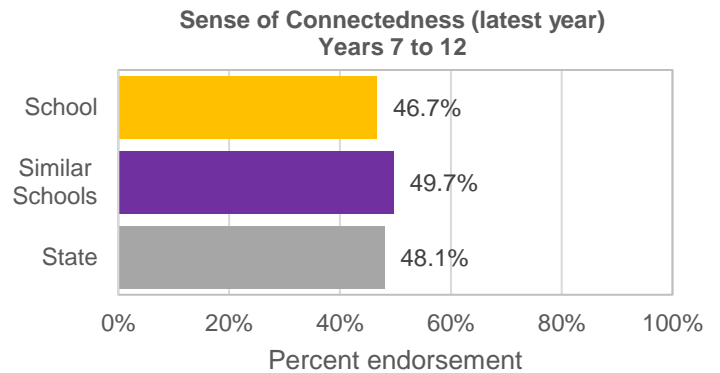
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	46.7%	47.0%
Similar Schools average:	49.7%	54.1%
State average:	48.1%	52.5%

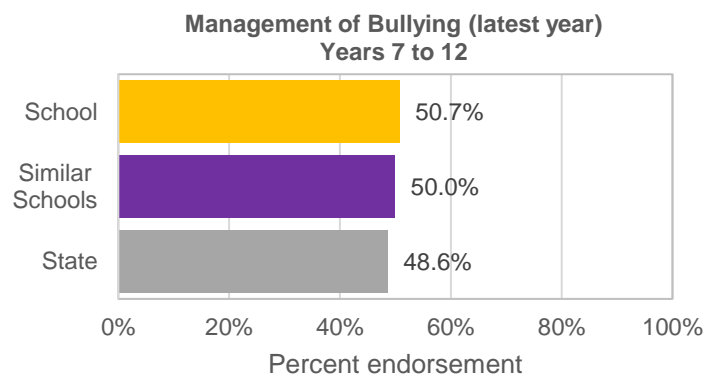


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	50.7%	50.9%
Similar Schools average:	50.0%	55.3%
State average:	48.6%	54.0%



ENGAGEMENT

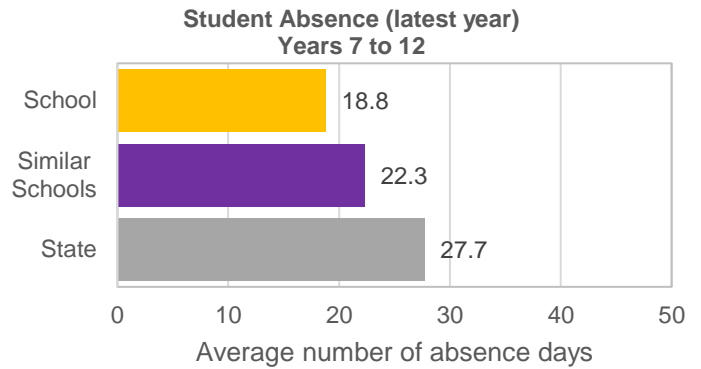
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	18.8	14.4
Similar Schools average:	22.3	16.6
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

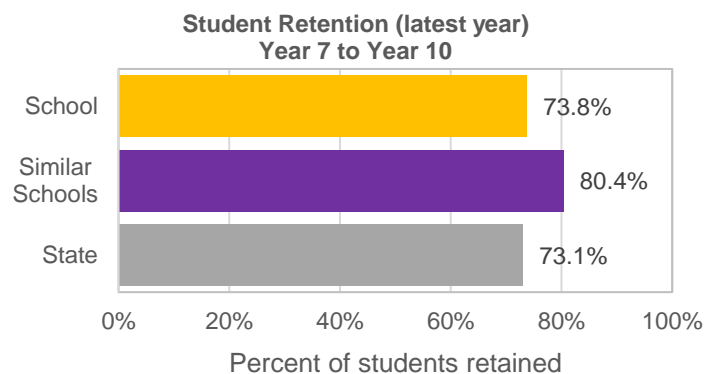
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	90%	89%	90%	90%	94%

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 (2022)	4-year average
School percent of students retained:	73.8%	71.9%
Similar Schools average:	80.4%	79.2%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

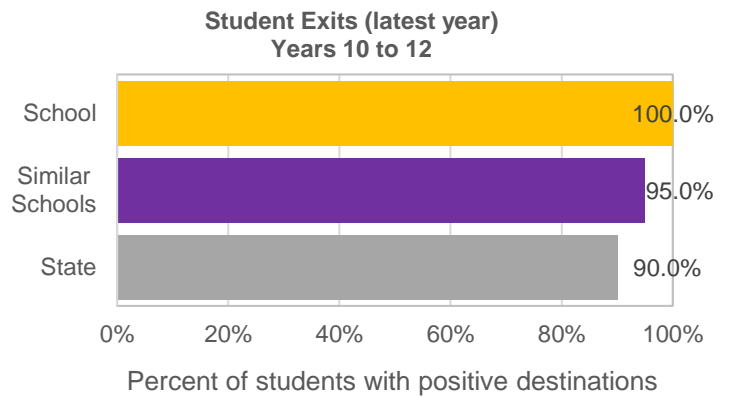
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	100.0%	97.3%
Similar Schools average:	95.0%	95.6%
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	\$11,179,250
Government Provided DET Grants	\$1,523,743
Government Grants Commonwealth	\$10,133
Government Grants State	\$268
Revenue Other	\$45,680
Locally Raised Funds	\$1,450,073
Capital Grants	\$0
Total Operating Revenue	\$14,209,148

Equity ¹	Actual
Equity (Social Disadvantage)	\$52,582
Equity (Catch Up)	\$11,780
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$64,362

Expenditure	Actual
Student Resource Package ²	\$11,101,886
Adjustments	\$0
Books & Publications	\$3,994
Camps/Excursions/Activities	\$526,509
Communication Costs	\$36,855
Consumables	\$386,677
Miscellaneous Expense ³	\$146,691
Professional Development	\$55,321
Equipment/Maintenance/Hire	\$148,411
Property Services	\$278,481
Salaries & Allowances ⁴	\$746,352
Support Services	\$90,865
Trading & Fundraising	\$184,683
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$312
Utilities	\$107,439
Total Operating Expenditure	\$13,814,475
Net Operating Surplus/-Deficit	\$394,673
Asset Acquisitions	\$83,354

- (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	\$2,894,221
Official Account	\$22,941
Other Accounts	\$396,080
Total Funds Available	\$3,313,242

Financial Commitments	Actual
Operating Reserve	\$410,800
Other Recurrent Expenditure	\$132
Provision Accounts	\$15,000
Funds Received in Advance	\$416,103
School Based Programs	\$35,985
Beneficiary/Memorial Accounts	\$15,500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$730,989
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$362,250
Capital - Buildings/Grounds > 12 months	\$1,043,154
Maintenance - Buildings/Grounds > 12 months	\$238,330
Total Financial Commitments	\$3,268,243

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.