

2021 Annual Report to The School Community



School Name: Dimboola Memorial Secondary College (7770)



- 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 2021 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 2022 at 09:54 AM by Sally Klinge (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 2022 at 09:23 PM by Neil Zippel (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Dimboola Memorial Secondary College is the only provider of secondary education in the town of Dimboola in the Wimmera region, and accordingly, strives to provide a comprehensive curriculum with a broad range of pathways and options to meet the various needs and interests of its 143 students - 76 female and 67 male. 13% of the school's population were Aboriginal or Torres Strait Islander. Our overarching vision is for all students to reach their academic, social, emotional and physical potential. This will occur in a safe environment where they develop independence, self-discipline, resilience, acceptance of others and a sense of achievement. To achieve this vision, we aim to develop a culture of collaborative learning for staff and foster strong links with our community.

The school's socio-economic band value is medium, which is higher than in past years. In 2021, 56 families were eligible for the Camps, Sports and Excursions Fund (CSEF) payments. Approximately 36 students travel to school on buses, from a range of outlying areas. Years 10-12 students can access VETiS programs, through several providers in the larger regional centre of Horsham. A strong VCAL program is offered at Years 11-12, as well as VCE subjects, which are also available to students in Year 10 and higher. Australian School Based Apprenticeships are taken up by a small number of students. Instrumental music and a well-planned camps program contribute to a rich school environment. At Dimboola, we aim to develop each student's full academic and social potential in a stimulating learning environment. Our school values are: Freedom, Care, Excellence, Honesty and Respect. The workforce of the school includes the equivalent of 30.6 EFT staff: 2 Principal class, 20.6 teachers and 10 Education Support Staff. There are no Aboriginal and Torres Strait Islander staff.

Framework for Improving Student Outcomes (FISO)

In 2021, DMSC identified one key area from the Framework for Improving Student Outcomes (FISO) to include in the Annual Implementation Plan (AIP). State-wide priority goals had been set which focussed on ensuring that students were happy, healthy and active, catching up with missed work due to the 2020 remote learning periods and ensuring that the local community was connected with school. As much as possible was done to ensure that these three priorities were implemented and the use of facebook and sms messages to parents proved to be effective means of staying connected when remote learning and Covid restrictions were reintroduced in 2021. Staff continued their focus on differentiation in 2021 as a means of reengaging students with their learning and also catering for the needs of high-performing students and those who had excelled during remote learning. The Tutor Learning Initiative was implemented to support students who were identified as needing extra assistance to catch them up following the extended periods of remote learning in 2020. Students in all year levels, including Year 12 VCAL students, were given extra supports with their learning. This program, together with the Middle Years Literacy and Numeracy Support (MYLNS) initiative, focussed on building student capability in literacy in numeracy. Learning progress of those in the tutor program was monitored using a Google document, which tutors could access at any time to update information. This process will continue in 2022, with two staff working as tutors specifically in English and Maths classes in Years 7 to 10. Staff obtained student feedback regarding the effectiveness of their curriculum delivery through the use of regular online surveys during remote learning. Parents provided a positive endorsement of the school with a rating of 88%, well above the state average of 72%. The 2021 Student Attitudes to School Survey, showed a rating of 73% for differentiated learning, which was well above the results for like schools and the state. In 2022, DMSC will continue working towards improving practice in promoting independent learning skills and embedding opportunities for student voice and agency in the curriculum and around the school through the new Student Voice and Leadership group.

Achievement

In 2021, DMSC reported on the Victorian Curriculum. All teaching staff continued with relevant professional development where possible due to the disrupted year which involved remote learning for various periods throughout the year. During remote learning, staff were able to utilise online resources for content delivery and assessment, and

subsequently develop new ways of differentiating tasks to engage students. The use of Google classroom was identified as a useful platform for some senior classes and will be used more extensively in the future. Most students responded well to the use of Webex as a means of delivering content, while some found the challenges of working independently from home to be overwhelming and difficult. Learning gain for students in Years 7 to 9, as measured by NAPLAN results showed that the high gains in Spelling and Grammar and Punctuation were well above those in similar schools and were above in Reading and Numeracy. Writing remains the area in which there was the lowest high gain and this is a Key Improvement Strategy for 2022. Our VCE results in 2021 were very pleasing in light of the fact that these students had experienced two interrupted years with remote learning. DMSC was the highest performing school in the Wimmera area for the fifth consecutive year, with a median study score for all VCE studies of 31. The four year average for the mean VCE study score is an excellent 32, well above state and similar schools averages. The 100% completion rate in VCE was outstanding, given the disruptions during the year due to the COVID-19 pandemic. 71% of VCAL credits were satisfactorily completed in 2021, which is slightly lower than in 2020. 89% of VET units were satisfactorily completed in 2021, which is another pleasing outcome in a year of many practical based VET courses having to be conducted online.

Engagement

Student attendance data at all levels did not improve in 2021; with the average number of days absent for students in Years 7 to 12 being 22.8. This is a lower absence rate than that for similar schools, but slightly higher than the state average. The average attendance rate across all year levels was 88% in 2021. Individual students have absence concerns, often exacerbated by external factors, and the school continues to work hard to encourage students to regularly attend school. The pastoral care model of Mentor Groups was not able to operate effectively for most of 2021 due to Covid 19 restrictions preventing the mixing of year levels. During periods of remote learning, Mentor teachers made regular contact with families in order to encourage engagement with learning and subsequently attendance. Student retention data for students in Years 7 to 10 was slightly less than similar schools at 72%, however the four year comparison was 4% higher. Students exiting to further studies and full time employment was 70.6% in 2021, with a four year average of 77.8%, which continues to be below state average and similar schools data. This will continue to be an area of focus in 2022, with a greater emphasis being placed on career pathways in younger cohorts - in particular the Year 9 and 10 year levels. Student success is highlighted and celebrated through the presentation of Academic, Values and Effort Awards and with annual Merit awards. Attendance Awards are also given to students who have 100% attendance for the term and these awards are well-received by students. During the period of remote learning, there were a number of students who became disengaged and did not "attend" school virtually. The school worked with both the individual students and families to try and reconnect them with their learning - including offering to attend on site, with mixed success. The transition back to school following several periods of remote learning was very smooth, with only a small group of students requiring additional support with their re-engagement. This will continue to be a strong focus in 2022, as attendance remains a concern with a small group of disenfranchised students. Increasing student voice and agency will be a focus in our new Student Voice and Leadership group in 2022.

Wellbeing

Dimboola Memorial Secondary College provides a diverse and holistic approach to student wellbeing. Student Attitudes to School Survey results are higher than both the state and similar schools, with 64% of students in 2021 giving a positive endorsement of being connected with their school, and the four year average being 66.7%. It should be noted that these results were slightly lower than in previous years, which the school believes was a reflection of the disconnect from school and their peers that some students experienced as a result of remote learning. The students' attitudes to the school's management of bullying were much higher than similar schools and the state, with 71.2% of students saying that the school manages bullying well compared to 56 % for similar schools and 53% for the state. Our school modified the delivery of health and wellbeing supports during 2021 through regular posts via the online learning platform of Edmodo. Webex was used as a means of staying socially connected for year level groups during remote learning and this proved to be very popular with the younger cohorts eg Years 7, 8 and 9. Once students returned to onsite learning in Term 4, a small group of students found it difficult to reconnect with their peers. This was most noticeable in the Year 10 cohort, which had missed out on two years of school camps and excursions due to remote

learning and Covid restrictions. All students in Years 7-10 have an Individual Education Plan and a Career Action Plan (CAP).

Finance performance and position

Dimboola Memorial Secondary College managed its funds responsibly and used the income and resources to maximise the impact on student learning in 2021. The school produced a surplus which is in part due to remote learning and the inability to conduct many excursions, as well as staff Professional Development being confined to Webex or Zoom sessions. Much of the surplus that appears on the financial report is from two bequests to the school. This money will be used for major works in future years and has also been specifically earmarked for student scholarships in a legal document, including the new Year12 Dux award. Equity funding of \$165,690 was used to ensure that all students had access to a broad educational program and to strengthen the literacy and numeracy programs within the school. It also provided additional classroom support for all students through additional Education Support staff being in classrooms. Government provided grants assisted with our work as a Professional Learning Community (PLC) Link School and were used to provide professional development and learning through external providers for all staff, even during periods of working from home. The Health and Fitness Centre continues to utilise financial resources and the school's one-to-one laptop program also accounts for a sizable amount of expenditure. Maintenance of buildings and grounds continues to be a large expenditure item, as there is considerable acreage to maintain.

For more detailed information regarding our school please visit our website at
<https://www.dmsc.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 143 students were enrolled at this school in 2021, 76 female and 67 male.

NDP percent of students had English as an additional language and 13 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

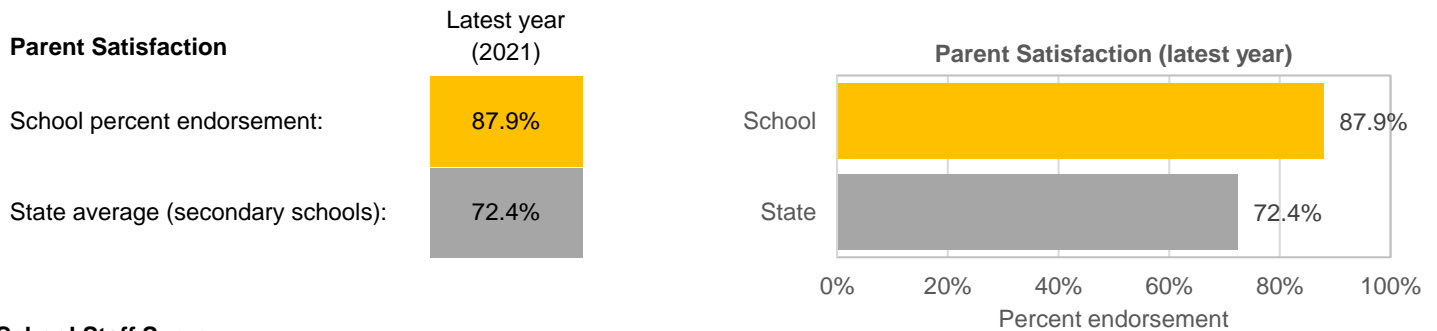
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

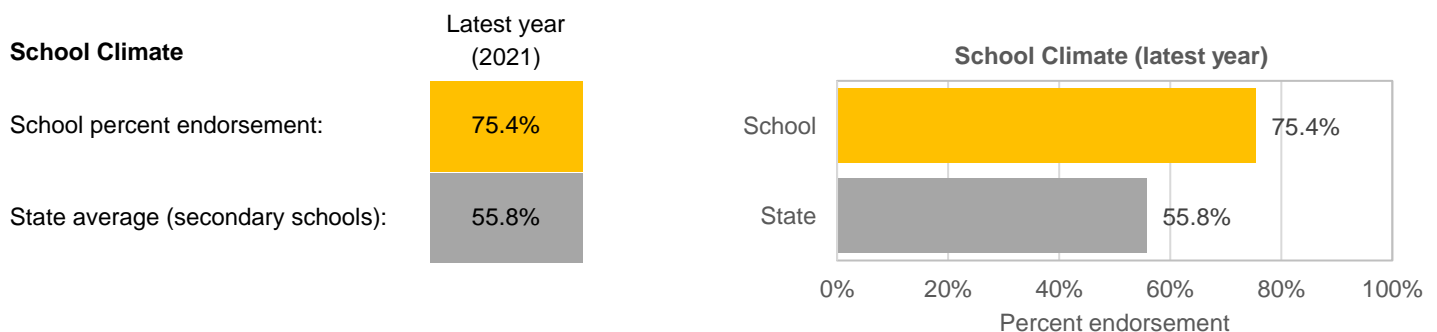


School Staff Survey

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

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

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



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
(2021)

School percent of students at or above age expected standards:

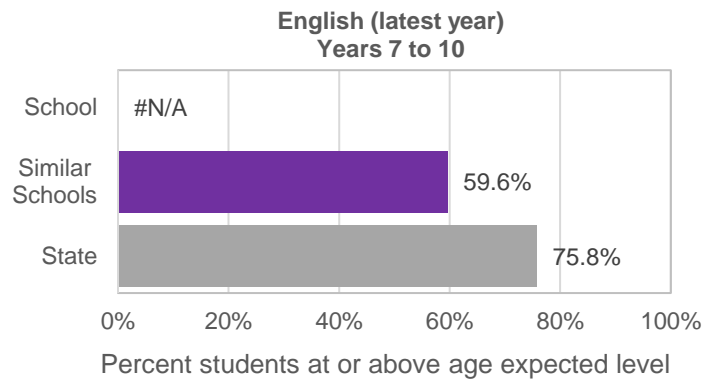
NDA

Similar Schools average:

59.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

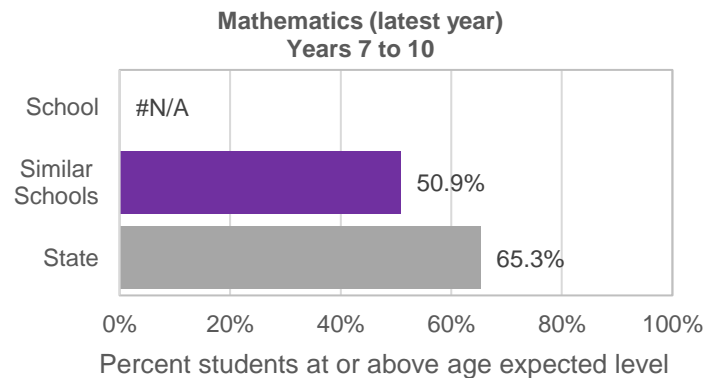
NDA

Similar Schools average:

50.9%

State average:

65.3%



ACHIEVEMENT (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.

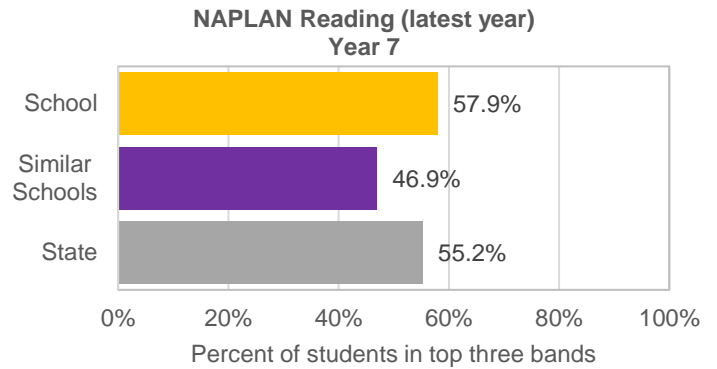
NAPLAN

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 2018, 2019 and 2021 data.

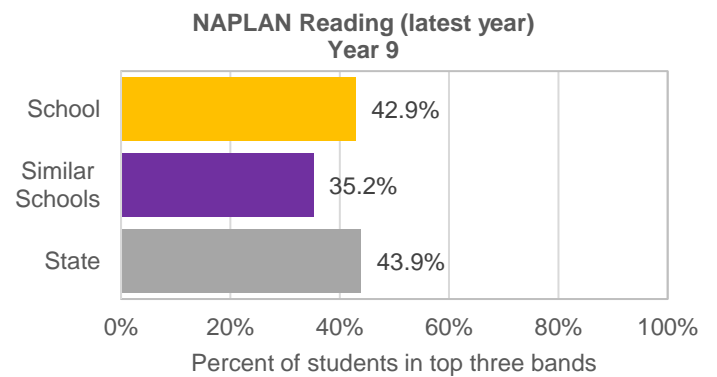
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.9%	46.2%
Similar Schools average:	46.9%	46.8%
State average:	55.2%	54.8%



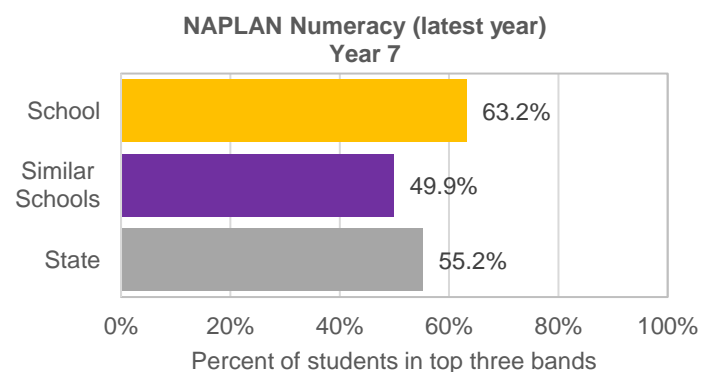
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	49.3%
Similar Schools average:	35.2%	40.4%
State average:	43.9%	45.9%



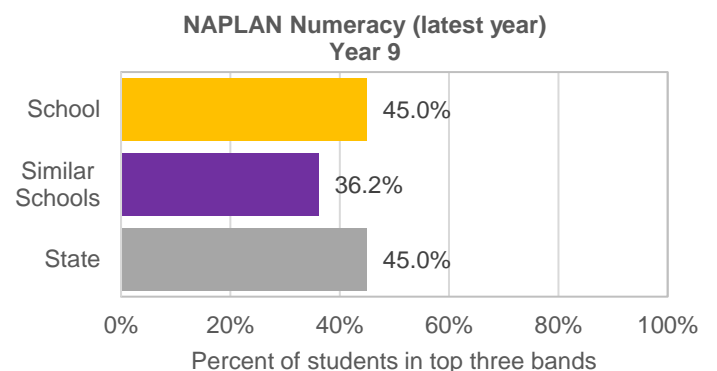
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.2%	52.3%
Similar Schools average:	49.9%	51.1%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.0%	50.0%
Similar Schools average:	36.2%	43.3%
State average:	45.0%	46.8%



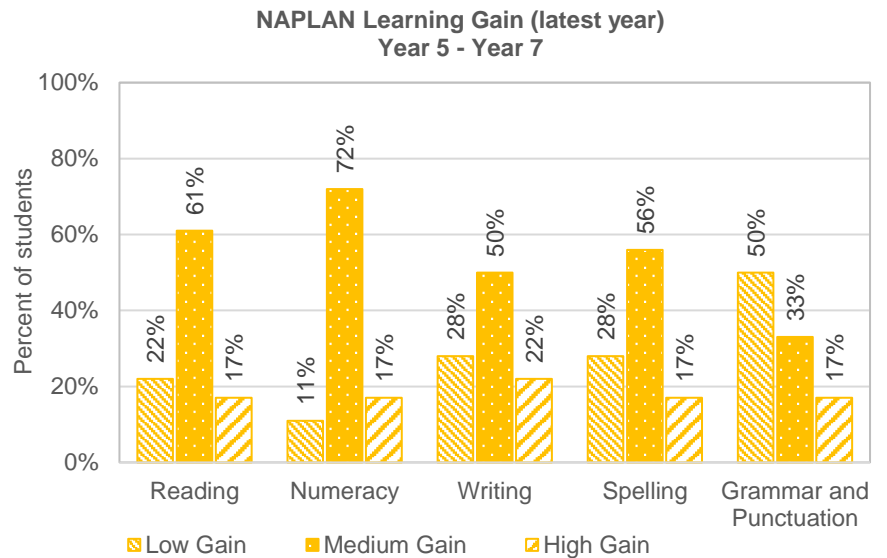
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

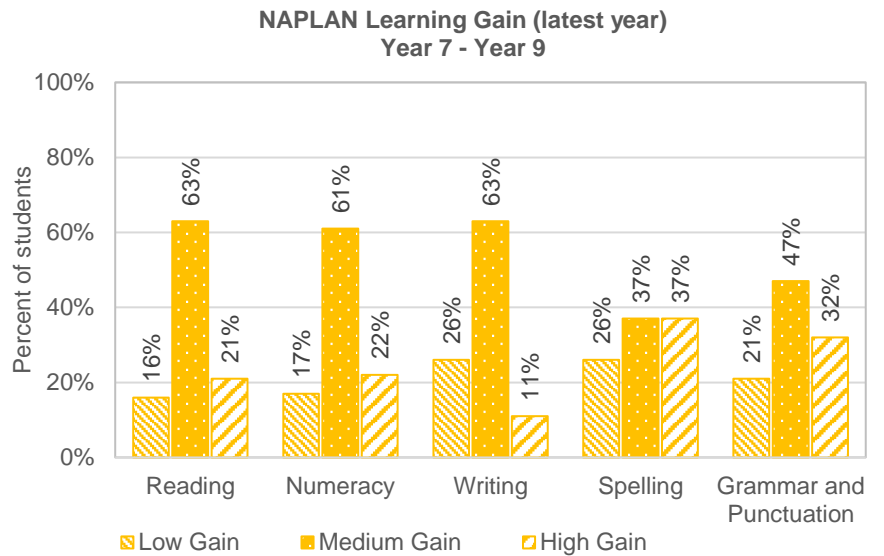
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	61%	17%	19%
Numeracy:	11%	72%	17%	20%
Writing:	28%	50%	22%	16%
Spelling:	28%	56%	17%	24%
Grammar and Punctuation:	50%	33%	17%	22%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	16%	63%	21%	18%
Numeracy:	17%	61%	22%	20%
Writing:	26%	63%	11%	17%
Spelling:	26%	37%	37%	21%
Grammar and Punctuation:	21%	47%	32%	22%



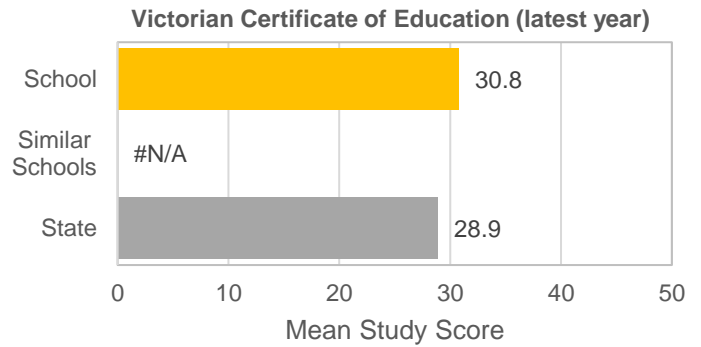
ACHIEVEMENT (continued)

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 (2021)	4-year average
School mean study score	30.8	31.2
Similar Schools average:	28.6	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

21%

VET units of competence satisfactorily completed in 2021*:

89%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

71%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

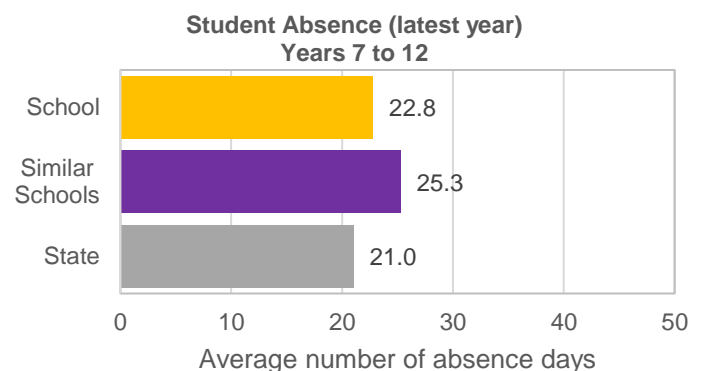
ENGAGEMENT

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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	22.8	21.0
Similar Schools average:	25.3	23.2
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

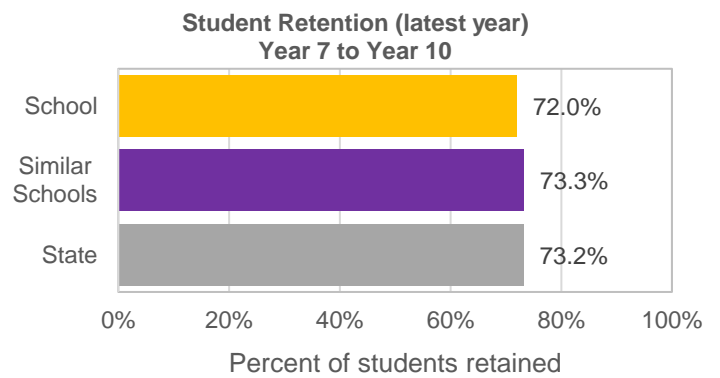
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	88%	88%	88%	89%	91%

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 (2021)	4-year average
School percent of students retained:	72.0%	75.7%
Similar Schools average:	73.3%	71.9%
State average:	73.2%	72.9%



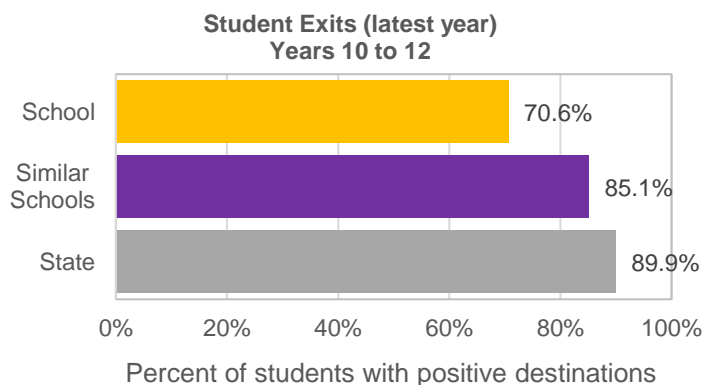
Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	70.6%	77.8%
Similar Schools average:	85.1%	86.0%
State average:	89.9%	89.2%



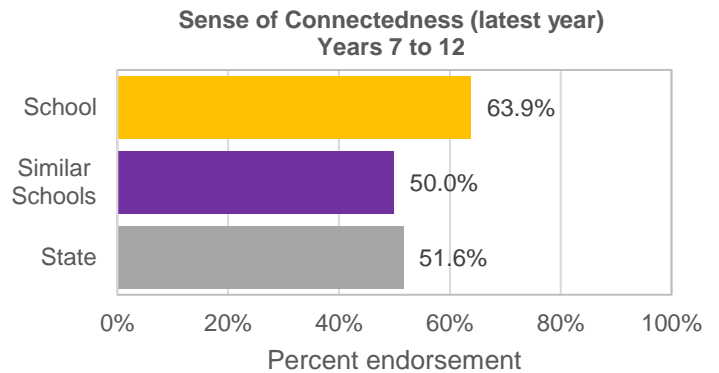
WELLBEING

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 (2021)	4-year average
School percent endorsement:	63.9%	66.7%
Similar Schools average:	50.0%	52.5%
State average:	51.6%	54.5%

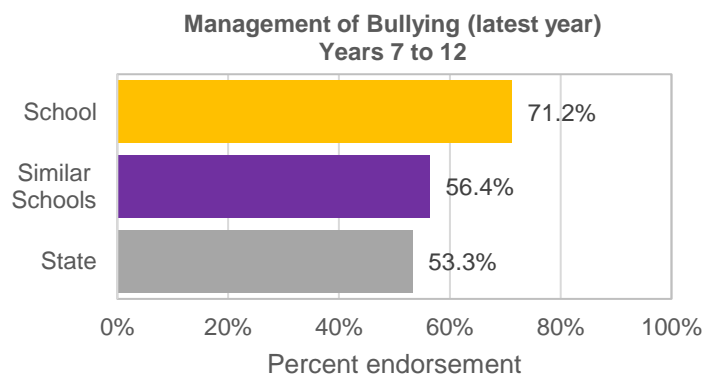


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	71.2%	75.1%
Similar Schools average:	56.4%	58.9%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,914,484
Government Provided DET Grants	\$817,898
Government Grants Commonwealth	\$0
Government Grants State	\$10,092
Revenue Other	\$25,649
Locally Raised Funds	\$182,712
Capital Grants	\$0
Total Operating Revenue	\$3,950,836

Equity ¹	Actual
Equity (Social Disadvantage)	\$158,143
Equity (Catch Up)	\$7,547
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$165,690

Expenditure	Actual
Student Resource Package ²	\$2,729,790
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$33,107
Communication Costs	\$7,565
Consumables	\$104,701
Miscellaneous Expense ³	\$43,209
Professional Development	\$15,621
Equipment/Maintenance/Hire	\$120,518
Property Services	\$135,225
Salaries & Allowances ⁴	\$42,474
Support Services	\$49,879
Trading & Fundraising	\$54,563
Motor Vehicle Expenses	\$12,717
Travel & Subsistence	\$0
Utilities	\$34,949
Total Operating Expenditure	\$3,384,316
Net Operating Surplus/-Deficit	\$566,520
Asset Acquisitions	\$22,410

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,355,950
Official Account	\$34,089
Other Accounts	\$635,346
Total Funds Available	\$2,025,386

Financial Commitments	Actual
Operating Reserve	\$108,625
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$101,000
School Based Programs	\$72,800
Beneficiary/Memorial Accounts	\$672,557
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$235,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$212,000
Asset/Equipment Replacement > 12 months	\$152,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$464,690
Total Financial Commitments	\$2,018,671

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.