

# 2022 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](http://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 27 March 2023 at 09:18 AM by Sally Klinge (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 05 April 2023 at 01:20 PM by Rhianna Paech (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
- 

## 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

At Dimboola Memorial Secondary College (DMSC), we aim to develop each student's full academic and social potential in a stimulating learning environment. Dimboola 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 131 students - 67 female and 64 male. 11% 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. Our school values are: Excellence, Honesty, Respect, Care and Freedom.

The school's socio-economic band value is medium, which is higher than in past years. In 2022, 51 families were eligible for the Camps, Sports and Excursions Fund (CSEF) payments. Approximately 53 students travel to school on buses, from a range of outlying areas. The workforce of the school includes the equivalent of 30 EFT staff: 2 Principal class, 18 teachers and 10 Education Support Staff. There are no Aboriginal and Torres Strait Islander staff.

Years 10-12 students can access VETiS programs, through several providers in the larger regional centre of Horsham. A strong VCE VM and VPC 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.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, DMSC identified one key area from the Framework for Improving Student Outcomes (FISO) to include in the Annual Implementation Plan (AIP). The state-wide priority goal around Learning was a key focus. As much as possible was done to ensure that this priority goal was targeted effectively.

Staff continued their focus on differentiation in 2022 as a means of reengaging students with their learning and also catering for the needs of high-performing students. Differentiated learning challenge was in the ninety-third percentile for all Year 7 to 9 students and in the eighty-third percentile for Year 10 to 12 students in the 2022 Attitudes to School Survey. 70.4% of students in Years 7 to 10 were at or above the expected level in English using teacher judgements. 65.6% of Year 7 to 10 students were at or above expected level in Mathematics using teacher judgements. NAPLAN results for Year 9 students in Reading showed that 30.4% of students were in the top two bands, which is lower than similar schools and the state. Conversely, the same group of students had 52.2% of them in the top two bands for Numeracy, which is well above the figures for similar schools and the state. Reading will be a whole-school focus in 2023. The VCE mean study score in 2022 was 29.2 and the four year average is 30.7. 100% of all VCE students completed their studies in 2022 and 69% of VCAL credits were satisfactorily completed.

The Tutor Learning Initiative was implemented in the same manner that was used in 2021 to support students who were identified as needing extra assistance to catch them up with their learning. This program, together with the Middle Years Literacy and Numeracy Support (MYLNS) initiative, focussed on building student capability in literacy and 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 2023. Two staff worked 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 surveys and the PIVOT survey. These PIVOT surveys proved to be an effective method for staff to obtain honest and consistent student feedback on their classroom delivery style and teachers adjusted their methodology in order to improve their practice and ultimately student outcomes.

Parents provided a positive endorsement of the school with a rating of 91%, well above the state average of 75%. The 2022 Student Attitudes to School Survey, showed a rating of 8% for differentiated learning, which was well above the results for like schools and

the state.

In 2022, DMSC continued working towards improving practice in promoting independent learning skills and embedding opportunities for student voice and agency in the curriculum.

## Wellbeing

Dimboola Memorial Secondary College provides a diverse and holistic approach to student wellbeing.

Student Attitudes to School Survey results regarding wellbeing are in the excelling category in nine of the eleven categories and are only one percentage point below excelling in the NOT experiencing bullying category at 87%. In 2022, 69% of students gave a positive endorsement of being connected with their school, compared to 48% for the state. Emotional awareness and regulation was at 74%, which is significantly higher than like schools and the state figure of 62%. Life satisfaction for our students was at 65% compared to 52% for like schools and 45% for the state. The students' attitudes to the school's management of bullying were much higher than similar schools and the state, with 81% of students saying that the school manages bullying well compared to 57% for similar schools and 49% for the state. 84% of students believed that they had an advocate at school, compared to 62% for the state. Respect for diversity was pleasing with a 72% positive endorsement compared to 44% for the state. This still remains an area that requires some work, as 17% of students responded negatively to this question on the AtoSS survey. Resilience continues to be an area of concern for our students, with only 64% of all students displaying normal to high resilience, which is lower than like schools and the state figure.

DMSC has two staff members with time allocation for the Wellbeing role. They work closely with Assistant Principal and Principal to form the Wellbeing team. In 2022, we were fortunate to secure the services of a Mental Health Practitioner for one day each week in partnership with three other Wimmera schools. This has been an added bonus for our students, who are able to access the services of a trained psychologist once permission has been granted. A tiered approach to dealing with any wellbeing issues is adopted at DMSC and cases are triaged according to need. Our Mentor system offers a pastoral care approach in regard to Respectful Relationships and this is then extended to Year Level Assemblies. Smaller cohort numbers enable both teaching and Education Support staff to know the students. All students in Years 7-10 have an Individual Education Plan and a Career Action Plan (CAP).

## Engagement

Student attendance data at all levels did not improve in 2022. The average number of absence days for all students in 2022 was 30.1 days. There was a 6% increase in the percentage of students with 30 or more days absent. This is a lower absence rate than that for similar schools and the same as the state average. The number of school refusers has increased across the state and this trend is replicated in a very small minority of our students. Of concern is the fact that the average absence days was highest in Year 7 at 42.1 - almost double that of the previous Year 7 cohort. The Year 10 cohort had the next highest level of average absence days with 36. Individual students have absence concerns, often exacerbated by external factors, and the school continues to work hard to encourage students to regularly attend school. Pleasingly, 16% of all students had no days of absence from school and 21% has 9 days or less of absence.

Illness due to Covid-19 and the flu had an impact on attendance across all year levels in 2022. Interestingly, only 69% of students in Years 10 to 12 in 2022 indicated that they wish to complete a Year 12 certificate. Student retention data for students in Years 7 to 10 was 78.3%, which is a 6% improvement on 2021 and higher than similar schools or state. Students exiting to further studies and full time employment with known destinations was in 2021 (latest data) was 82% which is above the four-year average of 77%. Greater emphasis will continue to be 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. Student voice and agency data from the 2022 Attitudes to School Survey showed an improvement on previous years, with our school obtaining the maximum score of 72%, which placed DMSC in the excelling category. As a comparison, the state average for this was 41%. This is a testament to the changes that were made in 2022 to re-badge the former Student Representative Council as the Student Voice and Leadership group. The SVL, as it is known, consisted of enthusiastic volunteers rather than people who were voted as Form Captains.

## Other highlights from the school year

Dimboola Memorial Secondary College offers a strong program of extra-curricular activities at all year levels. Students in Years 7, 8 and 9 were able to participate in their year level camps and Year 10 students enjoyed their Work Experience program for the first time in three years, due to the pandemic. Year 11 and 12 students in 2022 visited Roses Gap and the Driver Education facility in Charlton. The Roses Gap activities were organised as these students had missed out on the opportunity to attend their year level camps in Year 9 due to Covid-19 restrictions. Feedback from these students was very positive. VCE students had the opportunity to attend study sessions at a range of locations from universities in Melbourne to Hamilton and Horsham. They were pleased to have this as a face-to-face possibility. A huge highlight for our Year 12 students and their families was the fact that they were finally able to celebrate their Debutante Ball, when restrictions on dancing due to the pandemic were lifted in February 2022. The joy was almost palpable when this event was finally held on March 25th. This same group of students were also able to celebrate their Year 12 Formal evening with family and friends without restrictions in November.

Dimboola Memorial Secondary College has a strong association with the Dimboola sub-branch of the RSL. 2022 saw the resumption of the annual ANZAC Day town services at the school for both the dawn and 8.30am services. This was recognised with a dawn gunfire breakfast catered for at the school and the larger formal service with both College Captains speaking about their family's association with ANZAC Day and the armed forces. Members of the local community and visitors to the town were extremely impressed with these services and very grateful to have the opportunity to come together to recognise this significant annual event on our Dimboola and district community.

---

## Financial performance

Dimboola Memorial Secondary College managed its funds responsibly and used the income and resources to maximise the impact on student learning in 2022. The school produced a surplus which is in part due to the inability to conduct some excursions and extra-curricular activities due to the impact of the pandemic and illnesses. Staff Professional Development was often confined to Webex or Zoom sessions for the same reason, which meant that money was not spent on accommodation and travel expenses. 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 Year 12 Dux award. Equity funding of \$150,502 was used to ensure that all students had access to a broad educational program. 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://dmisc.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 127 students were enrolled at this school in 2022, 64 female and 63 male.

NDP percent of students had English as an additional language and 11 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).

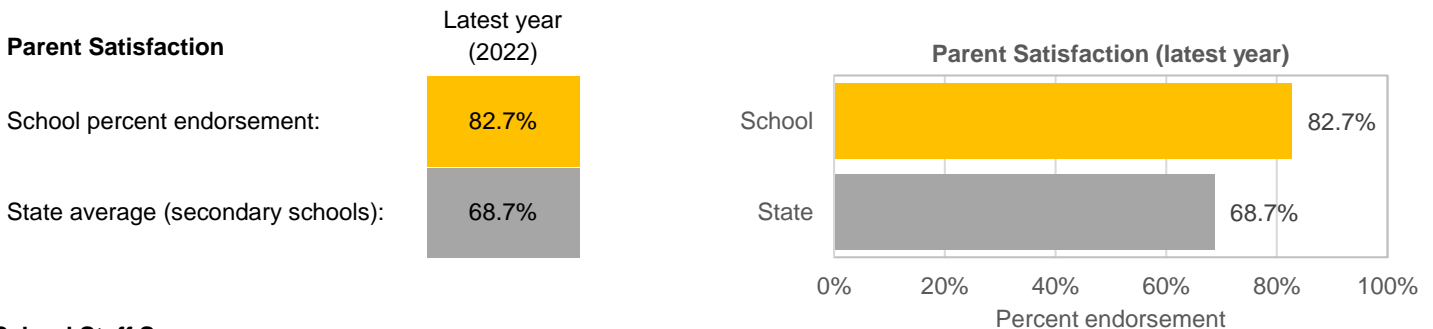
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

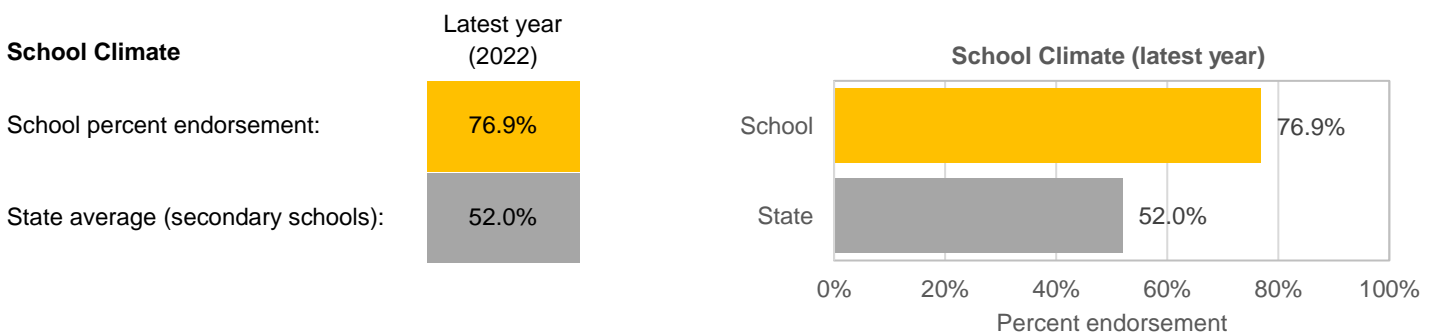


### School Staff Survey

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.



## 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:

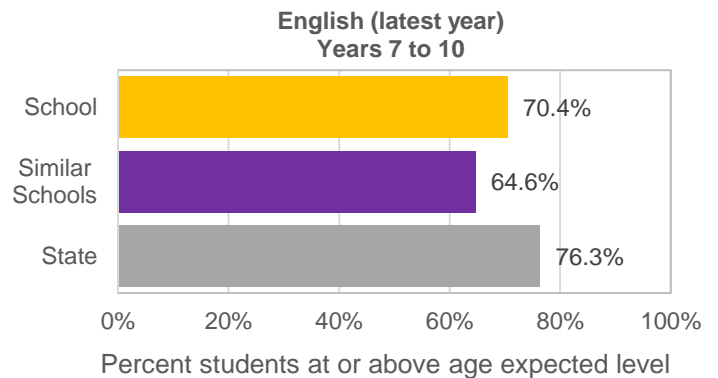
70.4%

Similar Schools average:

64.6%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

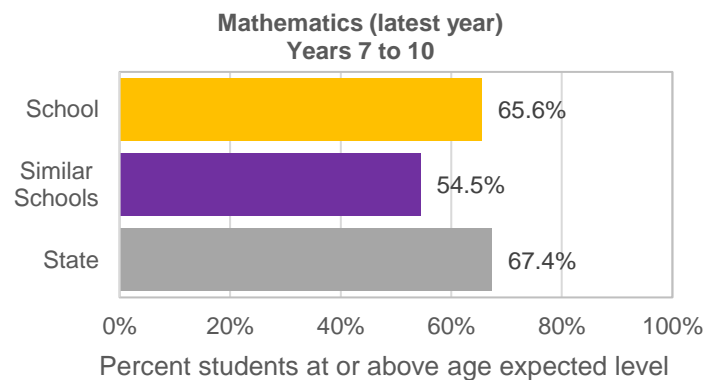
65.6%

Similar Schools average:

54.5%

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.

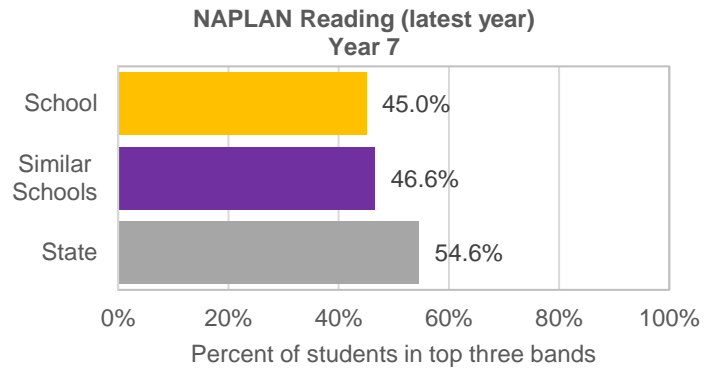
### NAPLAN

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.

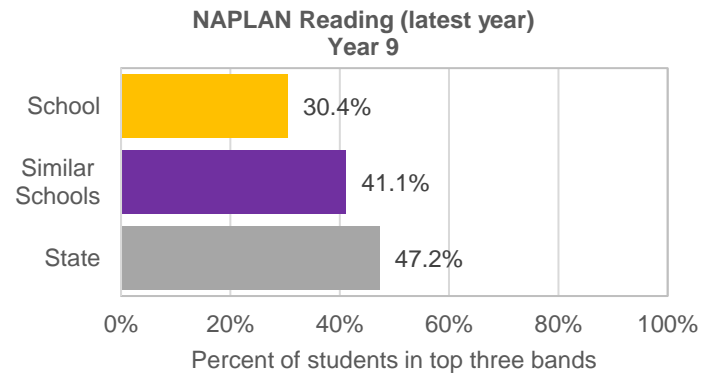
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.0%	49.2%
Similar Schools average:	46.6%	48.1%
State average:	54.6%	55.3%



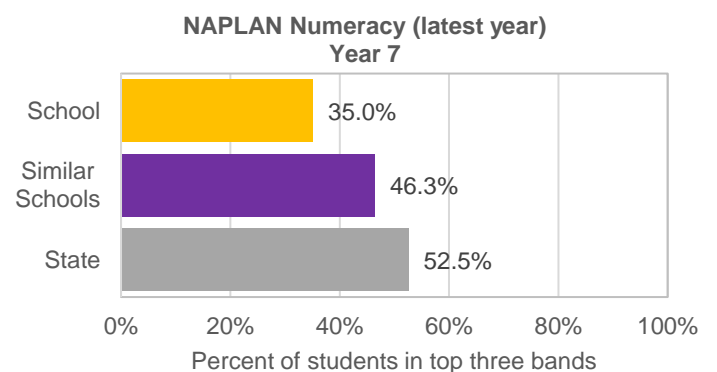
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.4%	41.2%
Similar Schools average:	41.1%	40.8%
State average:	47.2%	46.0%



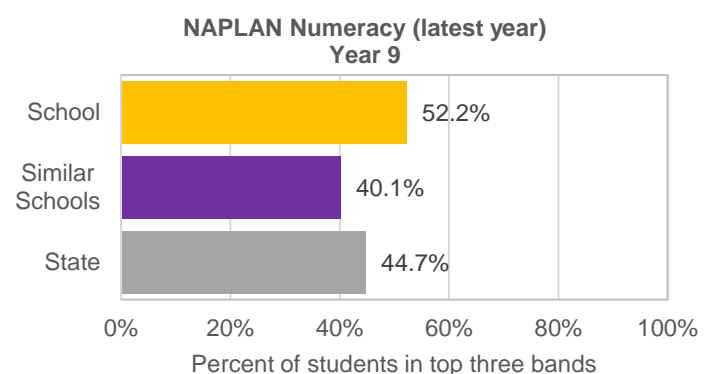
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.0%	52.5%
Similar Schools average:	46.3%	51.3%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.2%	47.8%
Similar Schools average:	40.1%	42.7%
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.*

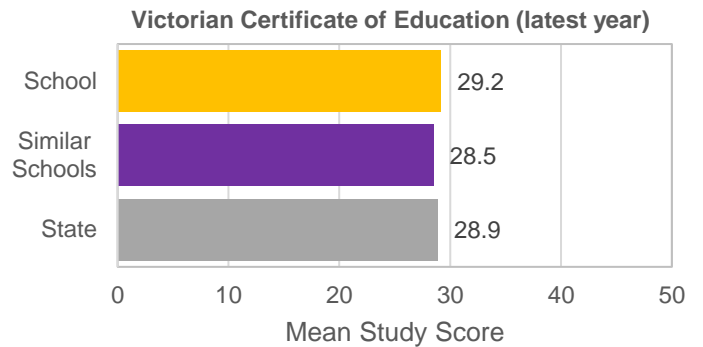
### Victorian Certificate of Education (VCE)

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	29.2	30.7
Similar Schools average:	28.5	28.6
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:

27%

VET units of competence satisfactorily completed in 2022:

84%

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

69%

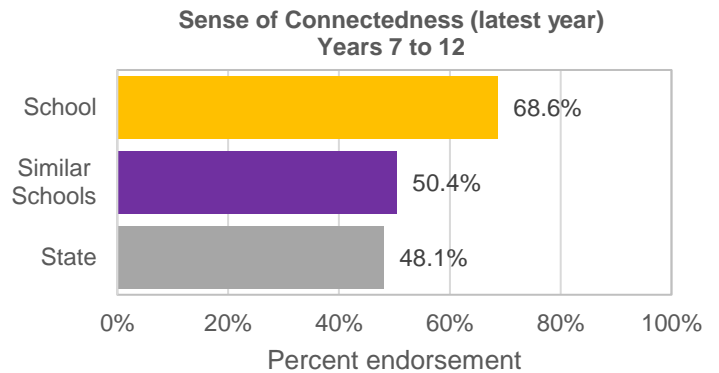
## WELLBEING

**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).

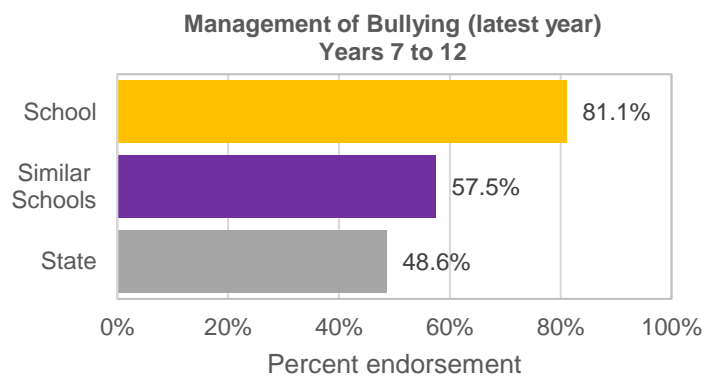
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	68.6%	67.1%
Similar Schools average:	50.4%	53.6%
State average:	48.1%	52.5%



### 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:	81.1%	76.9%
Similar Schools average:	57.5%	61.1%
State average:	48.6%	54.0%



## ENGAGEMENT

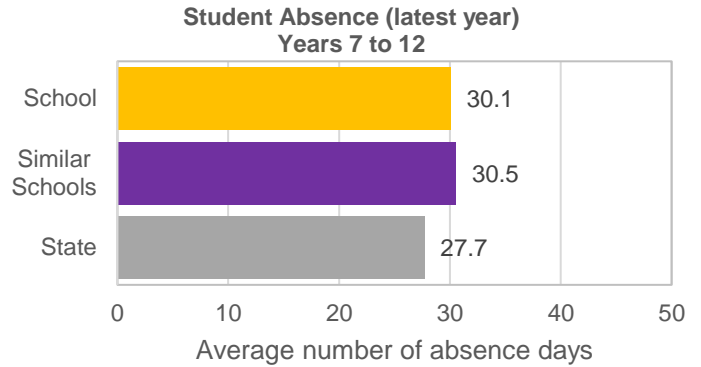
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	30.1	23.4
Similar Schools average:	30.5	24.2
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.

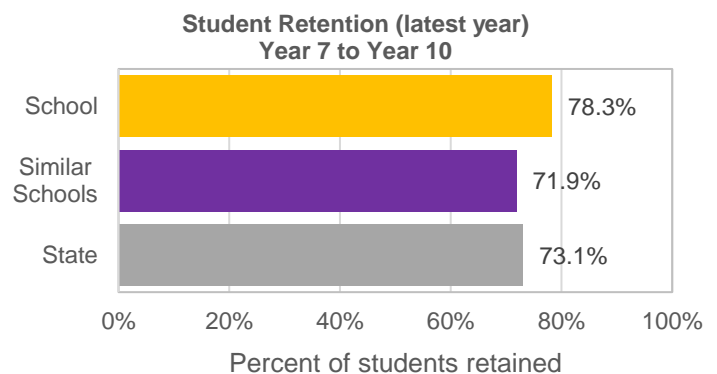
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	79%	85%	84%	82%	88%	94%

### 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:	78.3%	75.5%
Similar Schools average:	71.9%	73.1%
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.

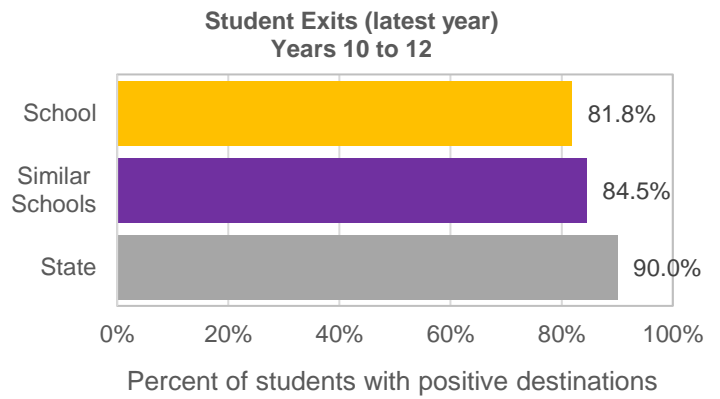
### Students exiting to further studies or full-time employment

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:	81.8%	76.9%
Similar Schools average:	84.5%	85.7%
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	\$2,925,612
Government Provided DET Grants	\$795,662
Government Grants Commonwealth	\$0
Government Grants State	\$14,438
Revenue Other	\$25,695
Locally Raised Funds	\$147,235
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,908,643</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$140,843
Equity (Catch Up)	\$9,660
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$150,502</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,658,903
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$42,344
Communication Costs	\$4,071
Consumables	\$111,708
Miscellaneous Expense <sup>3</sup>	\$33,294
Professional Development	\$12,958
Equipment/Maintenance/Hire	\$39,687
Property Services	\$125,585
Salaries & Allowances <sup>4</sup>	\$36,333
Support Services	\$77,248
Trading & Fundraising	\$87,504
Motor Vehicle Expenses	\$15,872
Travel & Subsistence	\$0
Utilities	\$39,723
<b>Total Operating Expenditure</b>	<b>\$3,285,229</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$623,414</b>
<b>Asset Acquisitions</b>	<b>\$247,889</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,393,797
Official Account	\$72,121
Other Accounts	\$635,677
<b>Total Funds Available</b>	<b>\$2,101,595</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$98,861
Other Recurrent Expenditure	\$100
Provision Accounts	\$0
Funds Received in Advance	\$161,500
School Based Programs	\$72,388
Beneficiary/Memorial Accounts	\$647,693
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$158,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$434,281
Asset/Equipment Replacement > 12 months	\$92,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$436,773
<b>Total Financial Commitments</b>	<b>\$2,101,595</b>

*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.*