2020 Annual Report to
The School Community

School Name: Boronia K-12 College (8913)

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

Attested on 28 April 2021 at 02:37 PM by Meagan Cook (Principal)

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

Attested on 30 April 2021 at 07:22 PM by Andrea Baldwin (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

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

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

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

College Vision and Values

The vision of our College is to provide a safe, supportive and stimulating learning environment that engages and challenges students and adults to love learning, experience success and be effective and caring members of the global community.
At Boronia K-12 College we are "proudly learning together". Our College values of Community, Achievement, Respect and Life Long Learning underpin all that we do.

Community: We collaborate and share with others, we are positive role models, we value our community and are proud to contribute, we support and care for each other.

Achievement: We have high expectations for in all that we do, we set goals and take risks to achieve our personal best, we seek feedback to reflect and improve, we celebrate and are proud of our successes.

Respect: We listen to one another's ideas with an open mind, we value our diversity as we learn and grow together, we treat everyone with honesty and empathy, we take responsibility for our actions.

Lifelong Learning: We participate in our learning in an open-minded and flexible way, we are inquisitive and seek out new knowledge and skills, we are enterprising, show initiative and use our creative abilities, we are not afraid of making mistakes and constantly seek to improve.

Boronia K-12 College is committed to developing our students into responsible members of the local, national and global communities that they live in.

Throughout all stages of schooling at Boronia K-12 College we aim to develop learners that strive to be:
•   Skilled communicators
•   Constructors of knowledge
•   Real world problem-solvers
•   Ethical users of technology

To achieve this goal, we offer quality teaching and learning programs delivered by highly skilled, innovative and enthusiastic professionals.
Our contemporary buildings and grounds are second to none and provide a stimulating learning environment where students are able to maximise their potential.
As students transition into schooling at Boronia K-12 College, they experience a challenging, differentiated curriculum designed to allow them to demonstrate their abilities and progress in their learning.

Staffing Profile
In 2020, we employed equal to full-time:
4 x Principal Class
4 x Leading Teachers
2 x Learning Specialists
37.25 x Teaching Staff
14.42 x ES

Enrolment Profile
A total of 641 students were enrolled at this school in 2020, 294 female and 347 male.
4 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Framework for Improving Student Outcomes (FISO)

Although 2020 presented many challenges and obstacles in reaching the goals and targets we originally set out to achieve, some progress was still made, as described below:

Goal One

Maximise academic outcomes and further enhance teaching practices

KIS 1. Embed a culture of curriculum planning, moderation, assessment and data analysis that measures the impact of learning programs and is responsive to the needs of the students in key areas of: - Literacy and Numeracy - Victorian Curriculum, VCE/VET/VCAL programs, IB

Through the school review we uncovered that new learning and practice is being consistently implemented in relation to some elements of our Instructional Model

We re-structured our PLT's to enable more staff involvement in key initiatives - specifically the collaborative learning done by the secondary English Team.

Staff were open to new learning and new ways of working. Assistant Principals, Leadership Roles and Positions of Responsibility were aligned to the work being done. Professional Learning Teams were introduced to enable collaboration on key AIP targets. Meeting schedules included time for learning area leaders to collaborate, shared APT for teams was prioritized and supported by a dedicated leader. Team and Learning Area Leaders took on more responsibility for the curriculum planning and delivery.

Goal Two

Maximise student engagement in all aspects of school life

KIS 2. Setting expectations and promoting inclusion. Developing and embedding the Boronia K-12 College learning culture into consistent everyday practice of staff and students

SRC continued to operate throughout COVID. They participated in a workshop with Real Schools and are developing their action plan for implementation in 2021.

New LM classes began positively but were slowed down as a result of COVID and managing different ways of connecting with students.

Berry Street PL has continued as is evident in the planning and delivery of classes, especially in the Junior School and the Middle School.

As a result of COVID 19 a number of KIS have been delayed but certainly not forgotten. These will be captured within our new strategic plan

Our new strategic plan will shape the directions taken in 2021 and beyond. Use of data will be a key feature for future improvement.

It is important to note that COVID had a major impact on the work of both staff and students throughout 2020. Although work paused in some areas, including those identified in the college's Annual Implementation Plan, significant achievements were made in other areas. Some examples of these achievements include:

- capacity of all staff to utilise a range of digital tools to support learning and connection
- improved engagement of families in learning
- staff building leadership capacity through necessity, e.g. primary team leaders, secondary learning area leaders

Achievement

Achievement was recognised and recorded in different ways as a response to the learning that occurred in 2020.

Both staff and students achieved many successes in using digital tools to support learning and this will continue to be harnessed into future learning. This is particularly evident in the secondary use of Microsoft Teams, the use of Seesaw in the Junior School and college purchasing 1-1 laptops for our Year 3/4s.

Although many forms of formal monitoring were not completed last year, such as NAPLAN and our normal examination schedule, teachers were still able to provide a judgement of student achievement in English and Maths against the Victorian Curriculum, which showed:
- the percentage of primary aged students that performed at or above the expected level in English was the same as students in like schools
- the percentage of primary aged students that performed at or above the expected level in Mathematics was higher than that of students in similar schools
- the percentage of secondary aged students that performed at or above the expected level in English was within 15% when compared to similar schools
- the percentage of secondary aged students that performed at or above the expected level in Mathematics was within 15% when compared to similar schools

We achieved a 90% satisfactory completion of VCE with a mean study score of 22.9 and 76% of VCAL credits satisfactorily completed.

Engagement

Given the circumstances, we achieved a high level of students engagement in both periods of remote and flexible learning and on-site classes, demonstrated through our high attendance rates:
- the average number of days absent in the primary years was 10.8, this is 3 less than state average and 5.4 less days than students in similar school settings
- the average number of days absent in the secondary years was 16.2, this 1.7 less than state average and 4.8 less than students in similar school settings
- all year levels, Prep to Year 12, achieved an average attendance rate above 91%

Attendance and engagement was tracked through remote periods through students and families engaging in online work and platforms daily. Spreadsheets were used to track engagement and referrals to extra support were made to sub-school and well-being teams to support reengagement were needed. This sometimes included bring students on-site, when legally allowed, to help reconnect them.

Wellbeing

Our school modified the delivery of health and wellbeing supports to students and their families, based on the changed landscape in 2020.

Health and wellbeing support such as regular check-ins, identification of vulnerable and high-risk community members, dedicated supports for those in need, provision of on-site supports, distribution of resources and items, etc. were prioritised for staff, students and their families at Boronia K-12 College.

Although the data that would normally support achievement in this area was not collected, informal data collected through student feedback groups provided a clear picture of the appreciation of community had for the wellbeing supports that were put in place in such a difficult year.

The way in which the school was able to stay connected with students through prolonged periods of remote learning, as evidenced in our attendance tracking, is a credit to staff in general but particularly the Wellbeing Team, who were able to connect with and engage our most vulnerable students and their families.

Our overall parent satisfaction, sitting at 3% higher than state average, is also symbolic of the appreciation the

community had for the supports the college put in place. Our staff indicated they felt supported through positive endorsement of school climate 3.5% higher than state average.

The work in supporting students and families health and wellbeing, after such a complex and challenging 12 months, continues to be a key focus at the college. There is a much higher need for a range of supports and interventions.

Financial performance and position

At Boronia K-12 College 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. In order for us to meet our COVID Safety obligations, funds were reallocated to support all staff and students having access to hand sanitiser, ensuring signage was prominent to remind staff, community members and students of COVID safe measures. A number of sub-programs under spent due to the interruptions in the year, this was offset by the need to allocate additional funds as described.

For more detailed information regarding our school please visit our website at https://www.boroniak-12.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 641 students were enrolled at this school in 2020, 294 female and 347 male.

4 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
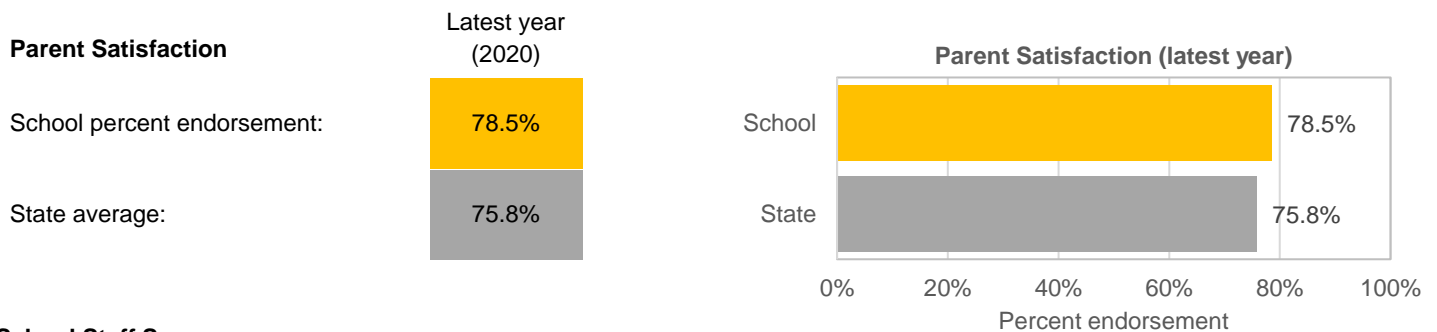
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2020)
School percent endorsement:	78.5%
State average:	75.8%

Parent Satisfaction (latest year)

School	78.5%
State	75.8%

Percent endorsement

School Staff Survey

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

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

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

School Climate	Latest year (2020)
School percent endorsement:	67.6%
State average:	64.1%

School Climate (latest year)

School	67.6%
State	64.1%

Percent endorsement
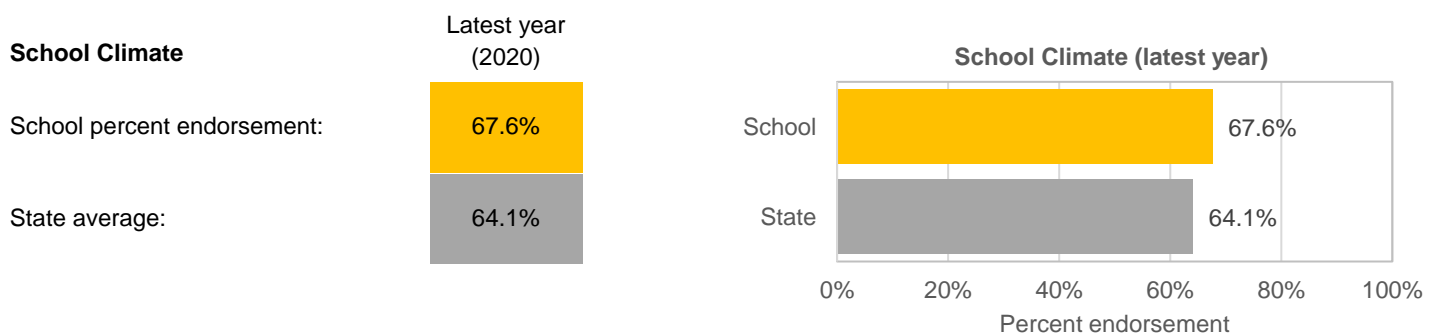
ACHIEVEMENT

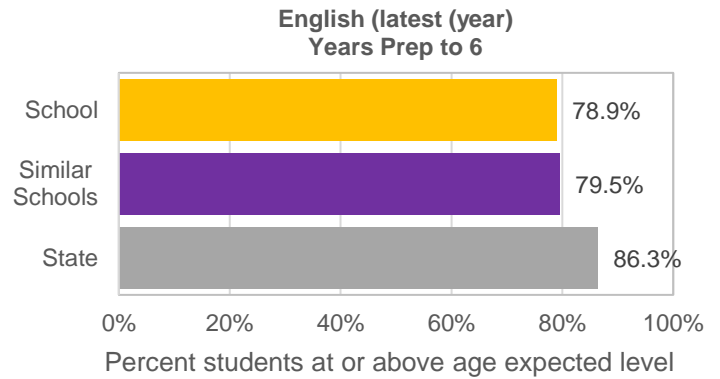*Key:* *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

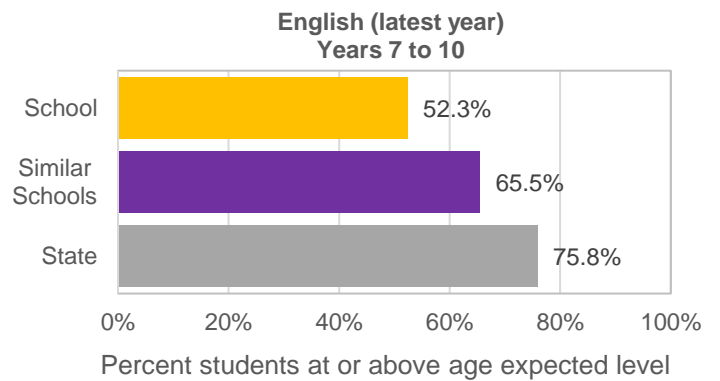Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	78.9%
Similar Schools average:	79.5%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	78.9%
Similar Schools	79.5%
State	86.3%

0%　20%　40%　60%　80%　100%

Percent students at or above age expected level

English
Years 7 to 10

Latest year (2020)

School percent of students at or above age expected standards:	52.3%
Similar Schools average:	65.5%
State average:	75.8%

English (latest year)
Years 7 to 10

School	52.3%
Similar Schools	65.5%
State	75.8%

0%　20%　40%　60%　80%　100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	83.1%
Similar Schools average:	77.7%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	83.1%
Similar Schools	77.7%
State	85.2%

0%　20%　40%　60%　80%　100%

Percent students at or above age expected level
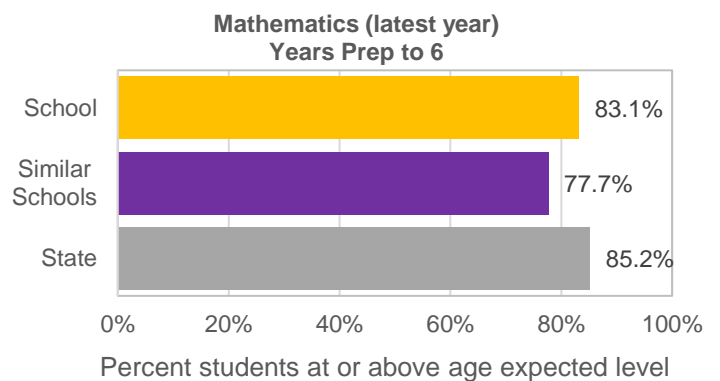
Mathematics
Years 7 to 10

Latest year (2020)

School percent of students at or above age expected standards:	42.0%
Similar Schools average:	54.6%
State average:	66.3%

Mathematics (latest year)
Years 7 to 10

School	42.0%
Similar Schools	54.6%
State	66.3%

0%　20%　40%　60%　80%　100%

Percent students at or above age expected level
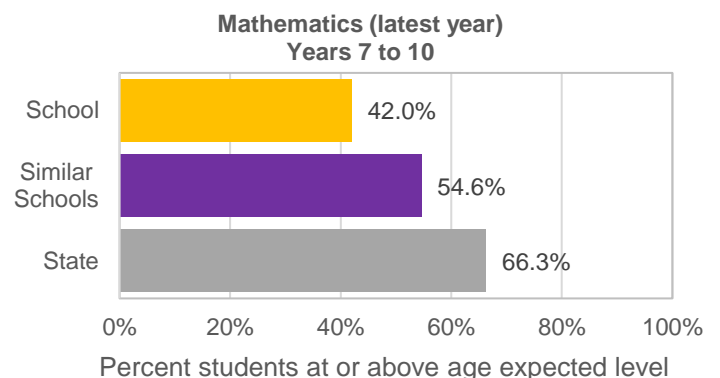
ACHIEVEMENT (continued)

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	22.9	23.7
Similar Schools average:	26.1	26.1
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

School	22.9
Similar Schools	26.1
State	28.8

Mean Study Score
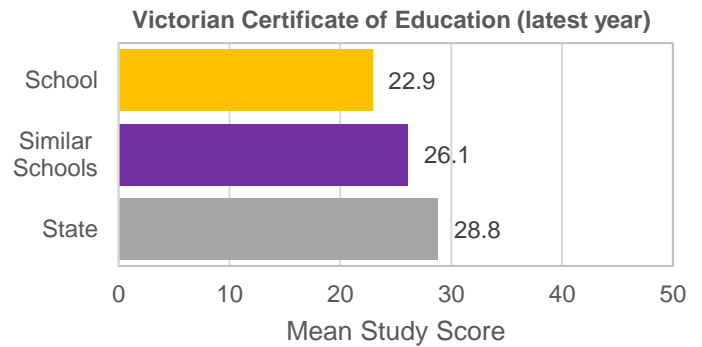
|	
Students in 2020 who satisfactorily completed their VCE:	90%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	46%
VET units of competence satisfactorily completed in 2020:	45%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	76%

ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	10.8	14.1
Similar Schools average:	16.2	16.8
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	10.8
Similar Schools	16.2
State	13.8

Average number of absence days
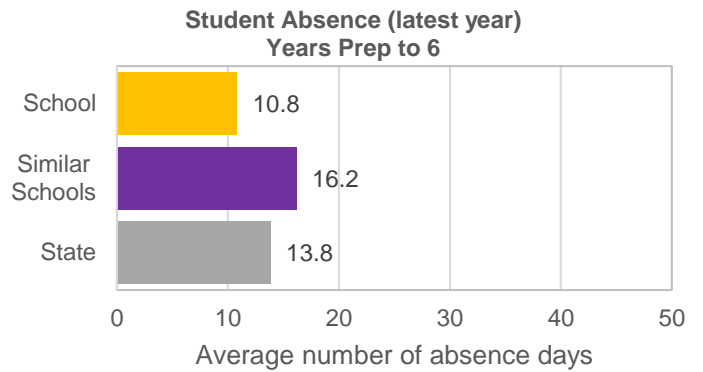
Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	16.1	22.2
Similar Schools average:	20.9	23.0
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

School	16.1
Similar Schools	20.9
State	17.8

Average number of absence days
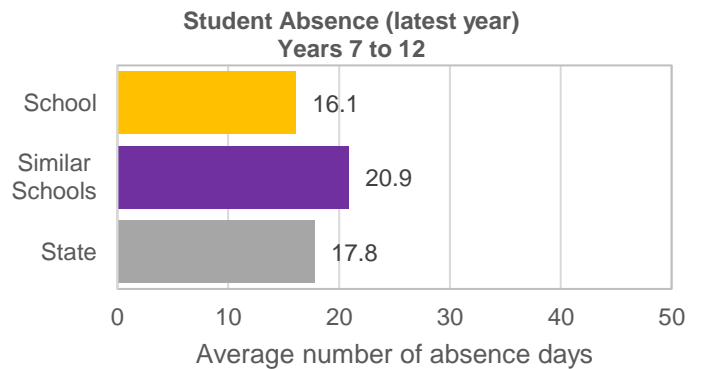
Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	93%	94%	96%	94%	95%	94%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	91%	91%	91%	91%	92%

ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	56.6%	67.3%
Similar Schools average:	72.5%	72.2%
State average:	72.5%	72.9%

Student Retention (latest year) Year 7 to Year 10

School	56.6%
Similar Schools	72.5%
State	72.5%

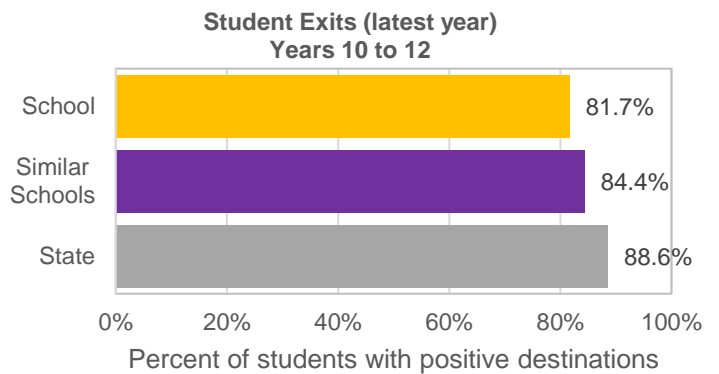0%   20%   40%   60%   80%   100%

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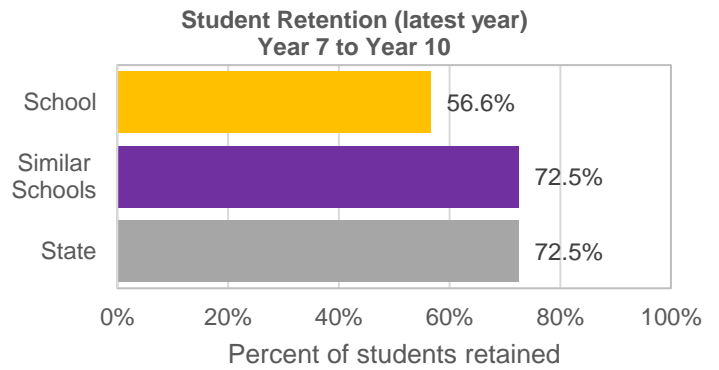
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	81.7%	84.6%
Similar Schools average:	84.4%	85.8%
State average:	88.6%	89.1%

Student Exits (latest year) Years 10 to 12

School	81.7%
Similar Schools	84.4%
State	88.6%

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

Percent of students with positive destinations

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).
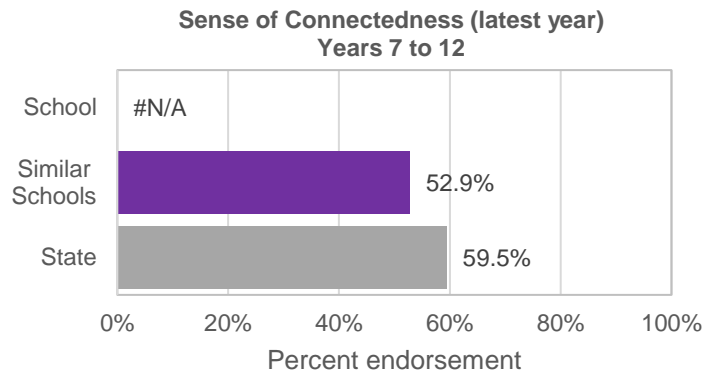
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	67.1%
Similar Schools average:	77.2%	78.5%
State average:	79.2%	81.0%
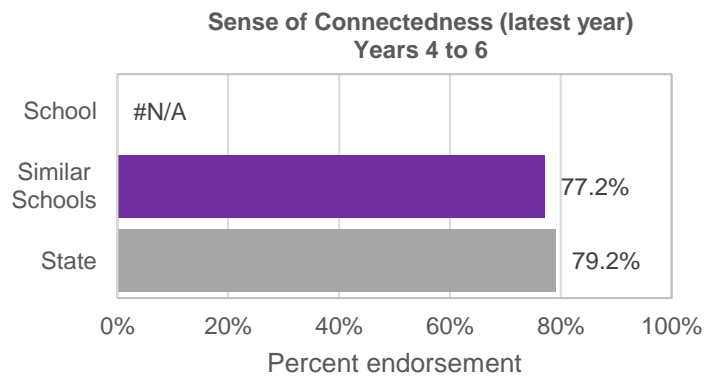
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School: #N/A
Similar Schools: 77.2%
State: 79.2%

Percent endorsement

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	40.1%
Similar Schools average:	52.9%	48.2%
State average:	59.5%	55.3%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

School: #N/A
Similar Schools: 52.9%
State: 59.5%

Percent endorsement

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	68.1%
Similar Schools average:	78.1%	79.2%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.
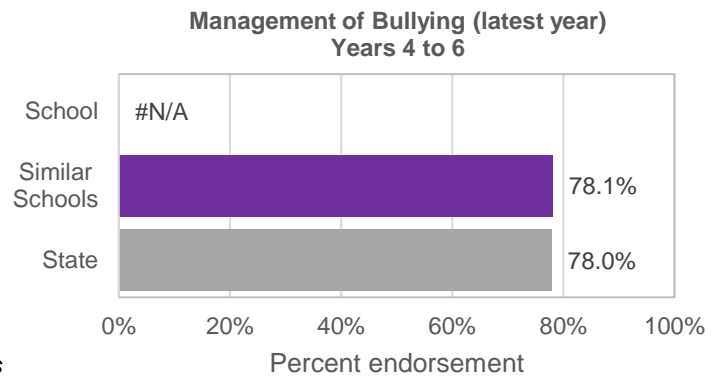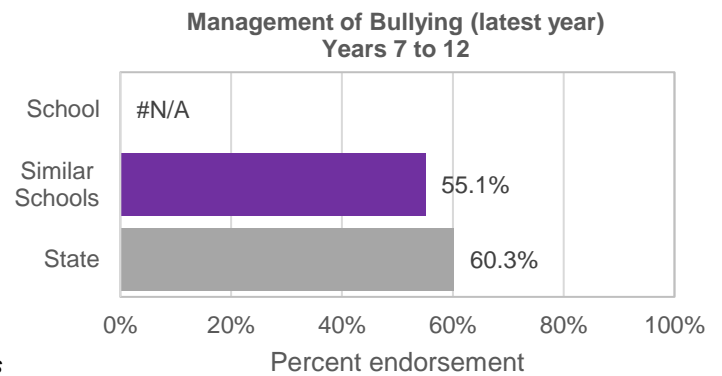
Management of Bullying (latest year) Years 4 to 6

School	#N/A
Similar Schools	78.1%
State	78.0%

Percent endorsement

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	43.1%
Similar Schools average:	55.1%	52.8%
State average:	60.3%	57.9%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

School	#N/A
Similar Schools	55.1%
State	60.3%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$6,601,475
Government Provided DET Grants	$1,551,037
Government Grants Commonwealth	$16,000
Government Grants State	$9,725
Revenue Other	$37,081
Locally Raised Funds	$258,938
Capital Grants	NDA
Total Operating Revenue	**$8,474,257**

Equity [1]	Actual
Equity (Social Disadvantage)	$612,562
Equity (Catch Up)	$38,908
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$651,470**

Expenditure	Actual
Student Resource Package [2]	$6,562,316
Adjustments	NDA
Books & Publications	$10,230
Camps/Excursions/Activities	$67,552
Communication Costs	$30,480
Consumables	$148,071
Miscellaneous Expense [3]	$102,684
Professional Development	$66,014
Equipment/Maintenance/Hire	$209,738
Property Services	$338,062
Salaries & Allowances [4]	$330,288
Support Services	$227,332
Trading & Fundraising	$13,711
Motor Vehicle Expenses	$240
Travel & Subsistence	NDA
Utilities	$97,394
Total Operating Expenditure	**$8,204,111**
Net Operating Surplus/-Deficit	**$270,146**
Asset Acquisitions	**$10,834**

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

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

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

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

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$801,184
Official Account	$93,910
Other Accounts	NDA
Total Funds Available	**$895,095**

Financial Commitments	Actual
Operating Reserve	$231,531
Other Recurrent Expenditure	NDA
Provision Accounts	$40,000
Funds Received in Advance	$111,809
School Based Programs	$278,797
Beneficiary/Memorial Accounts	$9,365
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$4,639
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$1,715
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$210,967
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$888,823**

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.