

2021 Annual Report to The School Community



School Name: Blackburn High School (7610)



- 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 30 March 2022 at 04:46 PM by Joanna Alexander (Principal)

- This 2021 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 11 April 2022 at 05:32 PM by Geoff Hugo (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

Blackburn High School is a vibrant, multicultural and inclusive co-educational government school for students in Years 7-12 that provides a comprehensive education located in the eastern suburbs of Melbourne, about 16 km from the CBD. Over a third of our families come from a background other than English and this diversity is welcomed and celebrated across the school. High expectations are non-negotiable and the behaviours and actions of all members of the school community are referenced to our core values of: Respect, the Pursuit of Excellence and Citizenship. We are proud of our rich academic and extensive co-curricular programs that provide opportunities for all students to reach their potential. We deliver a dynamic educational program, underpinned by our Learning Norms, that empower students to take responsibility for their own learning and behaviours and where effort as well as achievement are acknowledged and celebrated. Our reputation in the community has evolved through the hard work and partnership of staff, students and parents working together.

The school's student enrolments are capped at 1350 and our staff includes the Principal, 4 Assistant Principals, 10 Leading Teachers, 2 Learning Specialists, 93 full time equivalent teaching staff and 25 education support staff. The House System at Blackburn High School is comprised of four interconnected learning communities, that foster a sense of connectedness and belonging with the students and parents. The school day begins with a 20-minute mentor session with students vertically arranged from Year 7-12 working together, followed by four 70-minute periods where students work within their year level groupings.

The school is situated on a large, spacious 12-hectare site with well-maintained facilities, grounds, gardens and significant sporting facilities and fields. There are a range of specialist learning spaces that have continued to be upgraded and consist of both permanent buildings and relocatables. Students are expected to bring their own devices and this is supported by the IT team. Our new 14 classroom state of the art STEM Centre precinct is under construction and will be completed by the end of 2022.

We offer an extensive choice of core and enrichment elective subjects for Years 7-10, a High Achievers Program and STEM problem based projects. We also offer a full range of VCE subjects and VET with the vast majority of students entering tertiary educational institutions. The school has a strong focus on the academic, out of class activities and student leadership programs. We provide a comprehensive, challenging, curriculum that encourages a strong work ethic, as well as many out of class opportunities that enhance student school life. These include: clubs, camps, our highly acclaimed music program, the very successful sport program that includes sport leadership and the Duke of Edinburgh, House Performing Arts Festival. We provide a high quality International Student Program where the students are supported to smoothly transition into the school, through the House structures and through additional assistance in class from the multicultural aides.

Framework for Improving Student Outcomes (FISO)

The 2021 AIP priorities and goals were developed and implemented under the challenging COVID pandemic context. Some of the AIP actions and professional development plans were modified to accommodate the extensive remote learning period and incorporated the lessons during this period.

We delivered on the Priority for learning catch-up and extension through the implementation of the Tutor Learning Program and a whole school approach to literacy and numeracy. This was underpinned by the House Mentor Program and Learning Areas. Teachers used both synchronous and asynchronous instruction throughout the remote learning period, ensuring that they maintained their essential connection with the students. Links to FISO: Excellence in Teaching & Learning, Building Practice Excellence, Building Teacher Capability to deliver targeted student support in literacy and numeracy.

We delivered on the Priority for happy, active and healthy kids through the establishment of an agreed approach to

monitoring and responding to student engagement and wellbeing. Mentor teachers connected regularly with their students throughout the remote period and followed up as required with the House Teams. We implemented a number of new activities that were well received and attended by the students and included: "Wellbeing Wednesdays" and "Recharge" sessions where students chose from a range of activities such as Zumba, photography, pet-parade. The students had a fantastic time and it helped them to remain linked with other students and their teachers. Links to FISO: Positive Climate for Learning.

We delivered on the Priority for connected schools through the implementation of an extensive range of webinars that supported students and parents throughout the remote period included: Year 7-12 remote Student Progress Conferences, Year 10 Pathways parent & student information evening, VCE and GAT information sessions, Year 7 Parent Transition sessions all were live streamed as were our whole school assemblies and awards presentations. The webinars and live streams galvanised the community and enabled us to strengthen the connection with parents/carers/family. Links to FISO: Community engagement in learning

Achievement

In 2021, during the remote and flexible learning period, students responded positively to a more self-directed instructional model by adapting quickly and demonstrating continued resilience and application through their interactions and communication via the online Microsoft TEAMS platform. During remote learning, teachers were able to utilise online resources for content-delivery and assessment and consequently developed new ways of differentiating for students. Both synchronous and asynchronous instruction were implemented. Teachers continued to collaborate effectively with their colleagues via the online platform and continued to build on the successes that were gained in the previous year.

The 2021 Dux of Blackburn High School achieved an ATAR of 99.25 and 31% of students achieved an ATAR of 80 and above. The VCE school mean study score is similar to like schools and consistently above the state average. This is a testament to the students, teachers and parents.

Teacher judgements of student achievement for Year 7-10 English improved by 5% and are aligned to similar schools and are 14% above the state average. Teacher judgements of student achievement for Year 7-10 Mathematics, improved by 10% from the previous year and also above the state average.

In NAPLAN, we have seen significant improvement in the Year 7 Reading and Numeracy with student achievement 15% higher than the state average and 5% higher than for like schools. Year 9 Reading and Numeracy students achieved similar results with like schools for the 4-year average and were well above for the 4-year state average. The NAPLAN learning gains were very similar or better for most areas.

Engagement

In 2021, throughout the remote and flexible period, the House System and Mentor Program, provided the essential platform for teachers to maintain close communication with their students. They were able to monitor student engagement by regularly checking in with them and followed up any concerns. Students connected strongly with the opportunities for agency during the remote learning period. We continued to provide opportunities for teacher collaboration and professional learning throughout the remote period. In addition, to support student engagement during the transition back to onsite learning, we employed teacher tutors that assisted those students who were identified as requiring support to catchup. For the Year 7-10 students' the focus of the work was on re-engagement with the teacher tutors working with the students in class. For Year 11 and 12 students the focus was around building subject specific literacy capacity and students worked with expert English tutors to achieve this. Despite the challenges posed by remote learning, our students continued to demonstrate their passion for learning and the average number of student absence days was 3.4% lower than for like schools 9% lower than the state average. The student attendance data has remained consistent for all year levels at and above 95%. The strategies we employ for non-attendance includes sending automated text messages to parents and guardians when a student is 'Absent –

Unapproved'. In addition, the House Leadership Teams conduct a weekly analysis of students who are both 'Absent – Unapproved' and 'Absent – Parent Approved'. This data is then distributed to Mentor Teachers who will contact home and either identify the reason for the absence, or, offer support to assist the student back to school. For ongoing periods of student absence, Blackburn High School engages external supports such as Navigator and Anglicare to form a care team and assist the student in their return to school. Our student exit data has improved and is close to similar schools and 4% above the state average. Overwhelmingly, our graduates continue on to further study with a small number taking up apprenticeships and moving in to full-time work.

Wellbeing

In 2021, health and wellbeing were prioritised for students, staff and families. We maintained a modified Mentor Program, where teachers checked in with students at the start of each day to ensure that they were okay and followed up on any concerns. Furthermore, all class teachers monitored student wellbeing during the remote lessons. The role of other support staff became even more important throughout the remote learning period. Our well-being team includes our wellbeing coordinator, a paediatric nurse, a range of visiting school psychologists and students are referred accordingly. In term 3 we employed an experienced mental health practitioner who provided important additional support to our students onsite.

The school leadership team regularly checked in with staff to monitor their health and wellbeing and followed up on any concerns. Staff meetings focused on maintaining good health and the weekly school communications provided important health and wellbeing information for all members of the school community. In 2021, there was an emphasis on the wellbeing and engagement of our VCE students and we provided webinars and maintained regular targeted newsfeeds to ensure our students had all the support they required.

The 2021 Student Attitudes to School Survey results were very pleasing and show the intervention strategies that were employed by the school to support students in maintaining strong connections. Our students Sense of Connectedness is above for both similar schools and the state average. The 4-year average for Management of Bullying is also above for both similar schools and the state average.

In December, the Year 10 and 11 students were provided with a modified two-week VCE STEPUP program which was well attended and appreciated. The Year 7-9 students continued with their normal learning program until the conclusion of the school year. The incoming Year 7 students and their parents participated in an informative transition webinar, that provided an opportunity for both the parents and students to have their questions addressed. In November we provided a half day pre-orientation day learning experience for the incoming Year 7 students who participated in a STEM and Music/Drama festival. In December, we warmly welcomed the incoming Year 7 students onsite to undertake a modified state-wide Orientation Day program.

Finance performance and position

Financial performance

Over the past two years the school has experienced significant financial challenges due to the COVID pandemic. I am very pleased that the school community has been able to navigate through this difficult period.

In 2021 the total operating revenue was \$16,475,626 and the total operating expenditure was \$16,613,408 resulting in a deficit of \$202,562. We received \$92,799 equity funding that was used to support students for catch up and social disadvantage. This is slightly less than for the previous year.

The total financial commitments for 2022 add up to \$3,044,109 and include an operating cash reserve of \$479,230, school based programs of \$65,862, capital works of \$643,312 and \$1,537,746 repayable to the Department.

For more detailed information regarding our school please visit our website at <https://www.blackburnhs.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 1296 students were enrolled at this school in 2021, 579 female and 717 male.

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

Overall Socio-Economic Profile

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

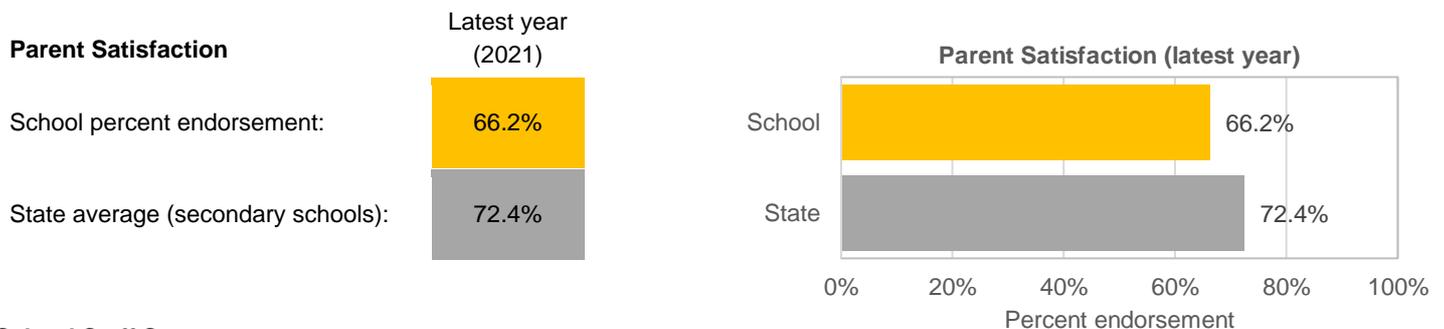
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

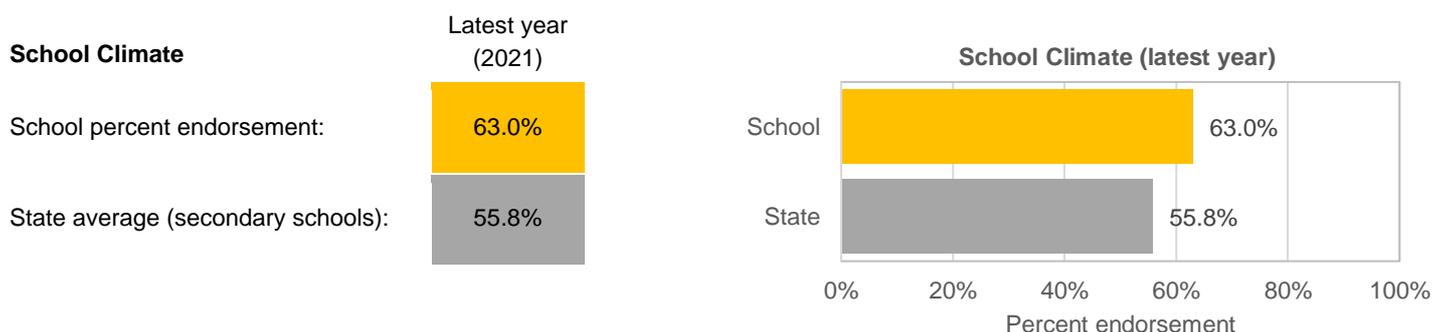


School Staff Survey

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

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

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



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:

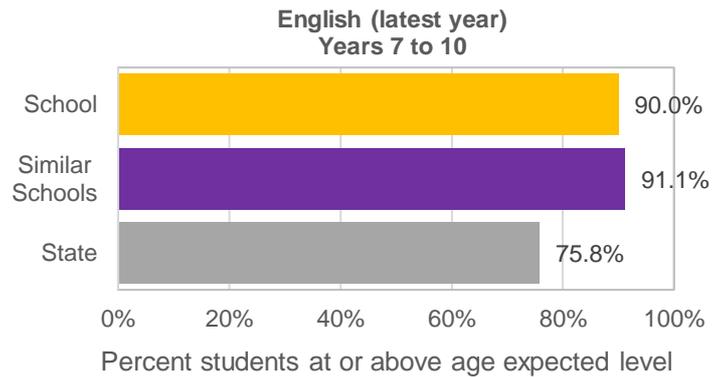
90.0%

Similar Schools average:

91.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

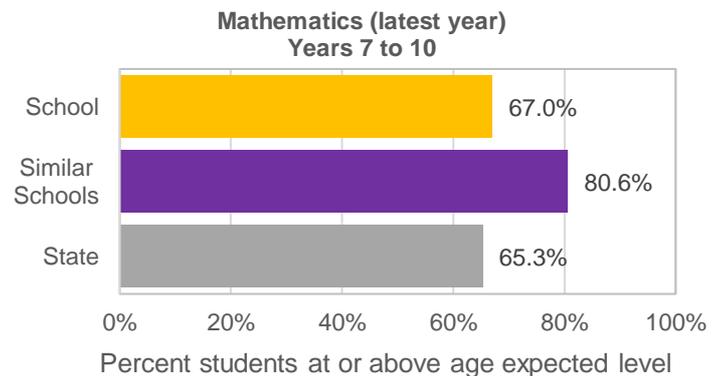
67.0%

Similar Schools average:

80.6%

State average:

65.3%



ACHIEVEMENT (continued)

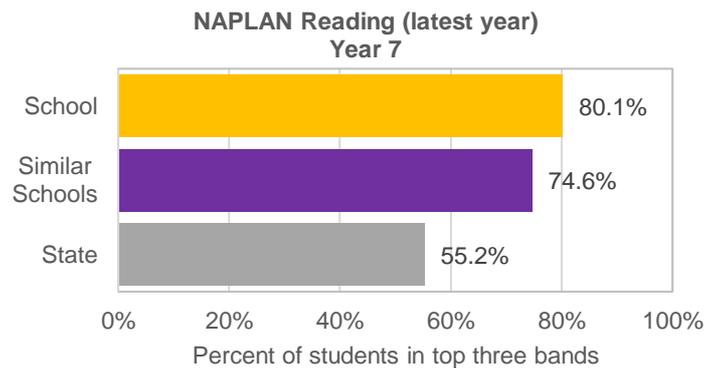
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

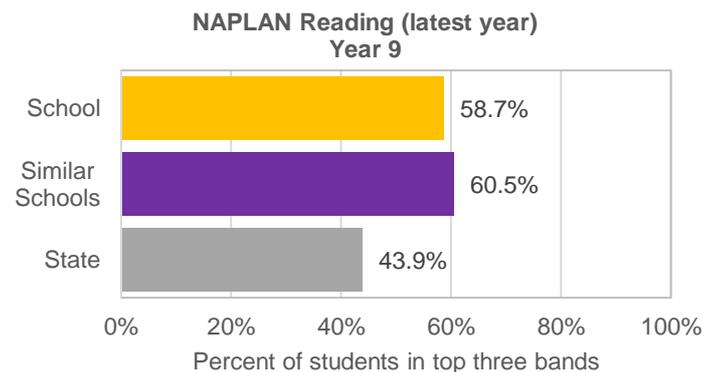
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

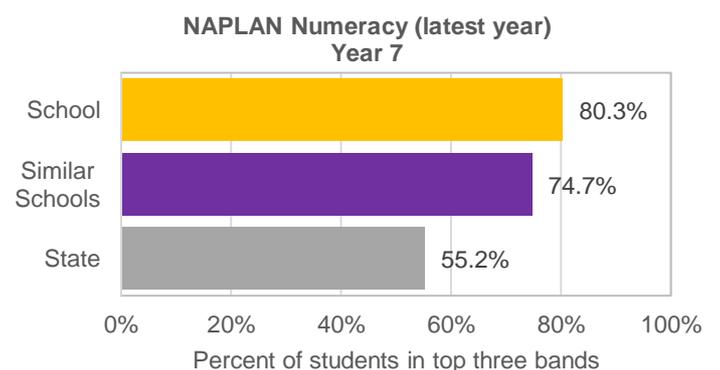
Reading Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	80.1%	77.4%
Similar Schools average:	74.6%	73.5%
State average:	55.2%	54.8%



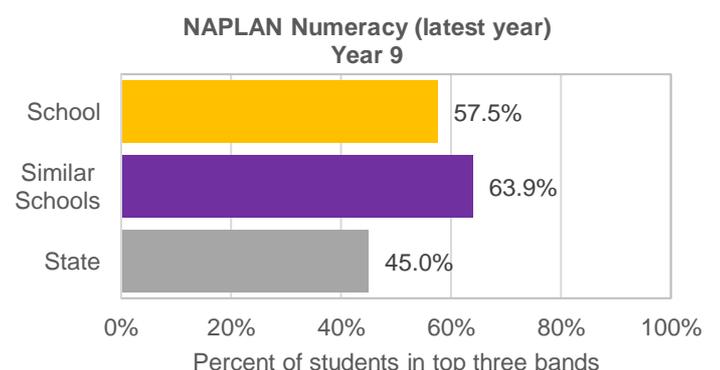
Reading Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	58.7%	62.3%
Similar Schools average:	60.5%	62.5%
State average:	43.9%	45.9%



Numeracy Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	80.3%	74.7%
Similar Schools average:	74.7%	74.9%
State average:	55.2%	55.3%



Numeracy Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	57.5%	63.2%
Similar Schools average:	63.9%	65.3%
State average:	45.0%	46.8%



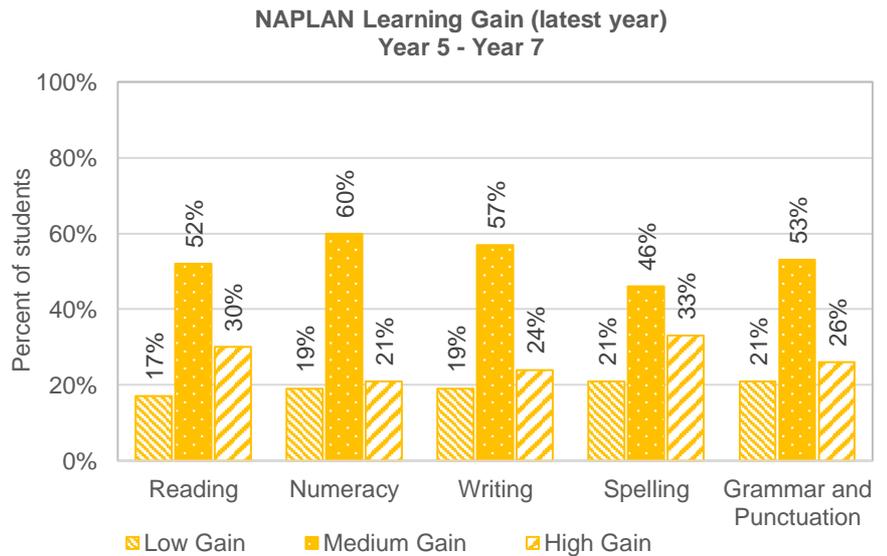
ACHIEVEMENT (continued)

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'.

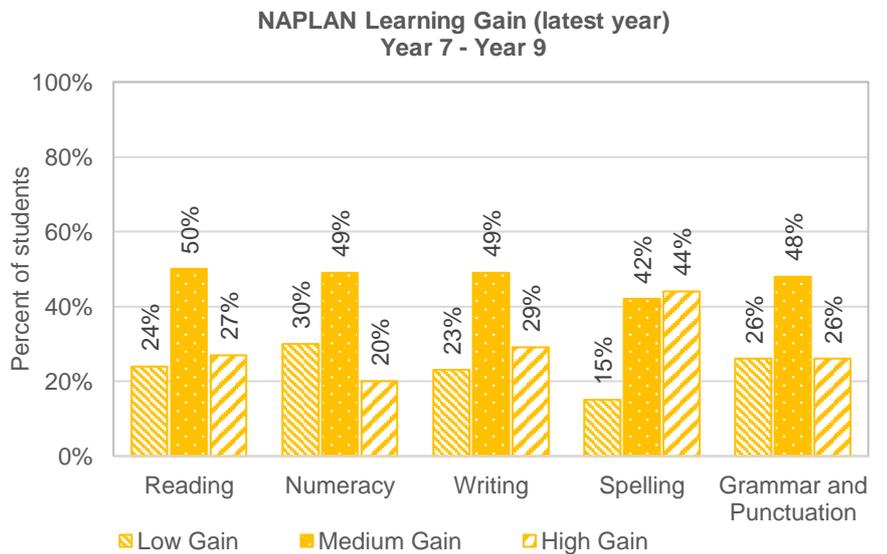
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	52%	30%	28%
Numeracy:	19%	60%	21%	26%
Writing:	19%	57%	24%	27%
Spelling:	21%	46%	33%	26%
Grammar and Punctuation:	21%	53%	26%	27%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	50%	27%	27%
Numeracy:	30%	49%	20%	28%
Writing:	23%	49%	29%	28%
Spelling:	15%	42%	44%	30%
Grammar and Punctuation:	26%	48%	26%	26%



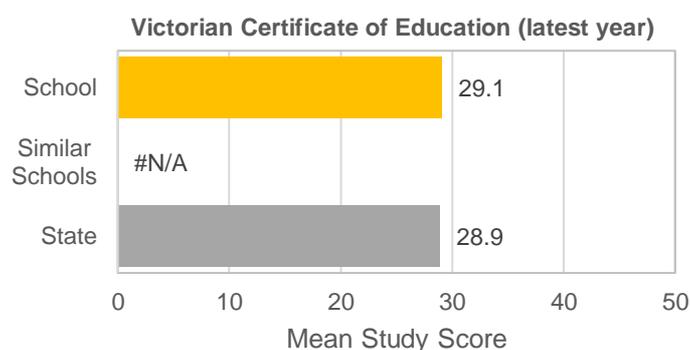
ACHIEVEMENT (continued)

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	29.1	29.5
Similar Schools average:	30.1	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021*:



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



* 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.

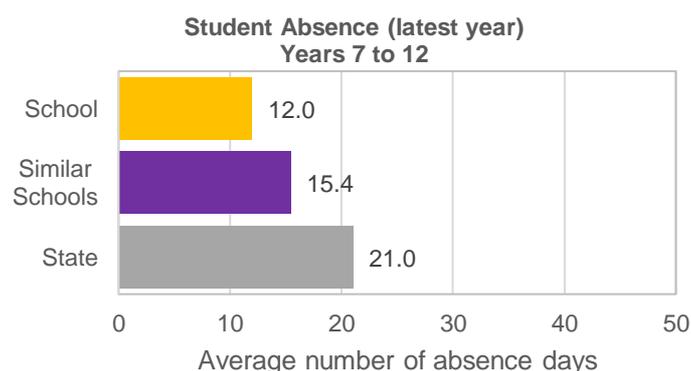
ENGAGEMENT

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:	12.0	14.0
Similar Schools average:	15.4	15.1
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

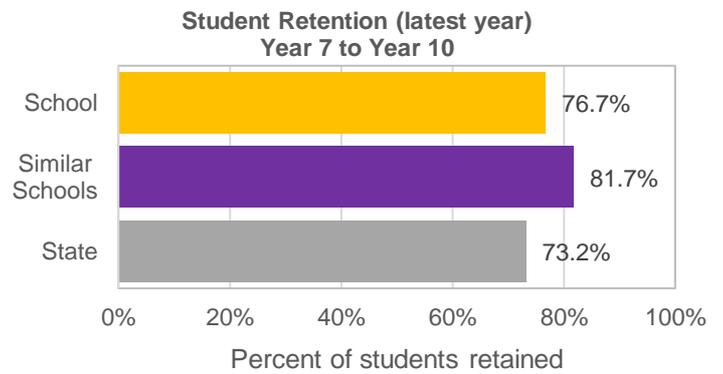
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	95%	95%	92%	93%	94%	95%

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:	76.7%	76.1%
Similar Schools average:	81.7%	80.4%
State average:	73.2%	72.9%



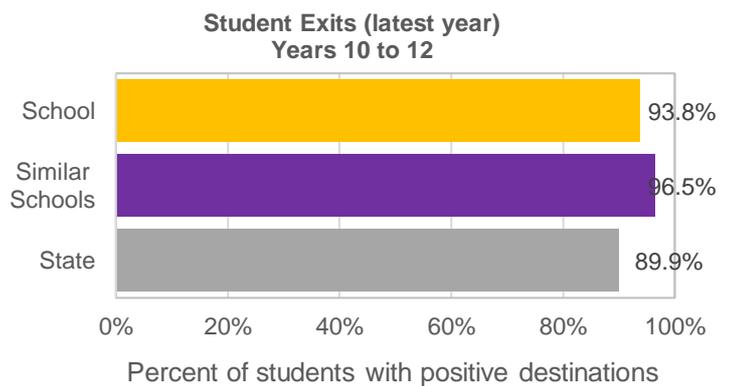
Students exiting to further studies or full-time employment

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:	93.8%	93.1%
Similar Schools average:	96.5%	95.9%
State average:	89.9%	89.2%



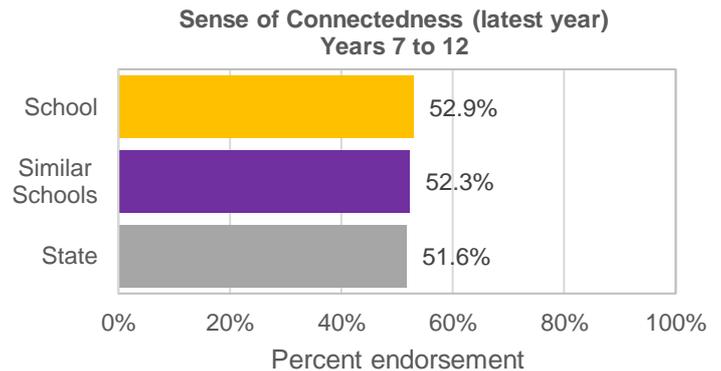
WELLBEING

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:	52.9%	57.7%
Similar Schools average:	52.3%	55.9%
State average:	51.6%	54.5%

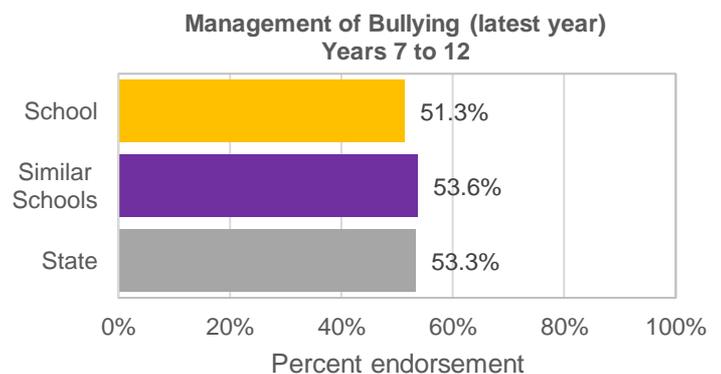


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	51.3%	58.7%
Similar Schools average:	53.6%	57.8%
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	\$12,315,349
Government Provided DET Grants	\$1,840,433
Government Grants Commonwealth	\$19,192
Government Grants State	\$20,911
Revenue Other	\$32,721
Locally Raised Funds	\$2,182,239
Capital Grants	\$64,780
Total Operating Revenue	\$16,475,626

Equity ¹	Actual
Equity (Social Disadvantage)	\$74,502
Equity (Catch Up)	\$18,297
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$92,799

Expenditure	Actual
Student Resource Package ²	\$13,580,820
Adjustments	\$0
Books & Publications	\$4,769
Camps/Excursions/Activities	\$345,523
Communication Costs	\$35,267
Consumables	\$371,671
Miscellaneous Expense ³	\$1,172,445
Professional Development	\$34,330
Equipment/Maintenance/Hire	\$273,894
Property Services	\$201,777
Salaries & Allowances ⁴	\$167,558
Support Services	\$220,421
Trading & Fundraising	\$90,080
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$108
Utilities	\$114,744
Total Operating Expenditure	\$16,613,408
Net Operating Surplus/-Deficit	(\$202,562)
Asset Acquisitions	\$1,333,328

- (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	\$2,189,601
Official Account	\$177,677
Other Accounts	\$197,601
Total Funds Available	\$2,564,880

Financial Commitments	Actual
Operating Reserve	\$479,230
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$326,959
School Based Programs	\$65,862
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$1,537,746
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$634,312
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,044,109

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.