**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 26 April 2023 at 09:13 PM by Kondilo Prades (Principal) |

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| * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 27 April 2023 at 06:03 PM by Travis Cute (School Council President) |

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School Name: Clyde Secondary College (7086)

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**

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| **School context** |
| Clyde Secondary College opened January 2022 commencing with a Year 7 intake. 2023 will see the inclusion of Year 8, adding a year level each year thereafter. In 2022 the College had an enrolment of 152 Year 7 students. The Student Family Occupation and Education (SFOE) index is 0.3945 and the Student Family Occupation index is 0.4724.Our students come from a large number of feeder primary schools; however, we work closely with 4 key primary schools to facilitate quality transitions- Clyde Creek, Clyde, Wilandra Rise and Ramlegh Park Primary Schools. Our cultural mix is quite diverse with the school celebrating the different communities that make up our college community. The Parent Opinion Survey was very affirming with the College performing significantly higher in every category against the State. For example, the College received 90% positive response. for Connection and Progression compared with the State’s 77% positive responses. With student safety the College received 83% responses for Student Safety compared with 73% for the state. This trend continued across all Factor Groups for which data was collected.The staff Opinion Survey responses were also very affirming with School Climate receiving an average of 86.4% positive responses compared with State which had an average of 53.7 positive responses.The College is committed to creating a learning environment that is built on high expectations for all, where every student is exposed to a rich, diverse, and challenging curriculum, while ensuring they are valued, and that each student enjoys the caring and supportive environment in which they learn every day. Our school values reflect our vision of “Excelling together, valuing the individual”, which can be summarized by REACH: Respect, Excellence, Aspiration, Curiosity and Honesty. All school values should be intrinsic to the College community itself – our staff, students, and their families.We’re dedicated to supplementing students’ learning with a wide range of co-curricular programs. These include extensive student leadership development, performing arts and sporting opportunities. Every student is encouraged to get involved with the wider community, and we’re here to help them build on the necessary skills to do so, ensuring all students leave the College as highly productive and successful global citizens.We offer a select entry High Achiever Program that challenges and supports high achievers to excel and provide them with a unique accelerated opportunity in VCE, as they approach their senior education years of study.As a supported inclusion school, Clyde Secondary College has been designed to support a higher number of students with an Intellectual Disability than a typical mainstream school. Included in the school design are facilities that provide additional amenities to support and enhance learning.In 2022 our workforce had 26.1 equivalent full-time staff – 2 principal class, 13.7 teachers, 10.4 educational support staff. All our staff are passionate and committed to creating a safe and engaging learning environment, having high expectations of all our students, working with them to achieve their personal best. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022, the development and establishment of teaching and learning frameworks was a key priority of the college. This included roll out of our Instructional model, Professional Learning Communities (PLCs) and ensuring that students who were eligible were involved in the Tutor Learning Initiative and the Middle Years Literacy and Numeracy Support Initiative.As this is the first year of data collection for Clyde Secondary College, we are only able to comment our achievement data as an initial starting point for our work. We have noticed what appear to be some early patterns, some very real early highlights and some areas which will require intervention. In 2022, our Year 7 students completed the NAPLAN and PAT tests and have been ongoingly assessed by their teachers at school. Overall, we were extremely pleased with the data and look forward to continuing to grow on our initial student success.As measured by teacher judgements, considerably more students are working At or Above the Expected Level in English than in ‘similar schools’, with 82.4% identified at Clyde Secondary next to the states 76.3% meaning that teachers at our school have developed deep, insightful and accurate assessment practices. In mathematics we are below state and similar school averages with 52% at or above level next to the states average 67.4%.As measured by NAPLAN, our 58.3% of our students were identified in the top 3 bands in Numeracy, above the state and similar school average. While in reading 51.4% where identified in the top 3 bands , which is slightly lower than state and similar school averages.When compared with the raw achievement data, broadly speaking, our students arrive at Clyde Secondary College with lower achievement in Numeracy than Literacy. Pleasingly in 2022 internal PAT data showed the considerable impact one year of Mathematics learning at our school has had on student achievement. Highlighting and cementing the success of our SNIP mathematics program.Students supported through the Disability Inclusion framework all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.As we reflect on 2022 and plan for 2023, we look forward to having more consistency in learning, relationships and data analysis as we continue to grow and develop as a college.  |
| Wellbeing |
| The Clyde Secondary College community is committed to providing a safe, challenging and stimulating learning environment. We champion, excellence, aspiration, curiosity, and honesty in order to develop open-minded citizens capable of contributing confidently and responsibly to an ever-changing world.To do this we focus on three core elements:Learning: We expect all students to value learning, to make the most of every opportunity to learn, to set high expectations of themselves and others, and to achieve excellence.Students: Our focus is on students, their aspiration in achieving their personal best and commitment to their growth as individuals in a strong and supportive learning environment.Community: We expect all students to value their community, both locally and world-wide, and to conduct themselves with curiosity, honesty, and integrity as they go about their day to day lives.These values are underpinned by a focus on high expectations based around respect for self, others, and the environment.The College provides an extensive range of support options for students experiencing challenging circumstances and also provides many opportunities for students to forge connections with one another.  In our first year of Operation our Year 7 students engaged in a thorough transiton progam, camp, lunchtime House activities, as well as a number of excursions and clubs that were available.  All these faciliated students building a strong connection to peers and school.   This was strongly reflected in Our Student Attitude to School Survey data where our students reported 69.5% positive results compared with the state which had 48.1% positive results. Our goal has always been to create a safe and engaging learning environment for our students which was further reflected in our results where the school’s management of bullying had 64.8% positive responses compared with 48.6% for the state. Our students mental and physical wellbeing is paramount, and we work in partnership with our parent and carer community to support our students.   |
| Engagement |
| Our core values – Respect, Excellence, Aspiration, Curiosity and Honesty – and Clyde 5 commitments provided us with assurance and support as we managed any challenges over our first year in operation. Our values underpinned the various iterations of our teaching and learning approach. Our students can articulate the values, what they mean to them and how they are woven into their learning and engagement experiences at school.We have clearly established systems in place to monitor attendance, overseen by our Executive and Sub School team, supported by Eagle Mentor Teachers and Administration roles in the school office. This approach has ensured there were numerous strategies in place to keep attendance at expected levels. We know that attendance is a helpful indicator of engagement and connection with school. In 2022, student attendance was strong, our year 7 cohort having a 86% overall attendance rate and we know we can still improve further as every day of learning at school matters. With our average number of days absence is slightly higher than the state average at with the average number of days absent being 28.6.2022 saw the development of our House System and House culture. The concept of our Houses is one around engagement and participation. With a college wide commitment in activities and events. Houses were named after influential Victorians who have most definitely made an impact in different ways at local, national, and global levels. The house system has been very well perceived by students and staff and aided in the development of the positive culture within the college.As a new college we will continue to develop and implement a range of activities and programs, based on student and community voice, that not only best support our students but also promote engagement and academic success. |
| **Other highlights from the school year** |
| In our first year of operation the College focussed on building a safe and inclusive culture and building connections between all members of our community.  Our students engaged in a variety of experience including but not limited to:School campMultiple Excursions, including the Zoo, Casey Tech, Ecolinc, the Centre of Excellence and Innovation in STEM Education, a visit to Monash University, The Victorian Space Science Education Centre, Ancient World’s Museum.We had a number of incursions, including Author George Ivanoff speaking to our students during Book Week and our students dressing up in their favourite book character.  A team from Wakikiri working with our kids as part of their Performing Arts classes  as well as a “Make a Scene” production.House Carnivals and a range of House Activities every week Interschool sport |
| **Financial performance** |
| 2022 was Clyde Secondary College’s first year of operation.  As a startup school, significant resources need to be placed in our staffing to ensure a successful set up of programs and culture at the College.  Due to the difficulty in sourcing Casual Relief Teachers during 2022, additional staff were employed permanently by the school to ensure classes could be covered.  This also led to the deficit in our staffing line in lieu of our cash budget. A staffing deficit of $208,929 will be recovered from surplus cash funds in 2023. As the school did not have an SFOE calculated for it’s first year, equity funding was minimal totaling only $5,000. It is hoped this will increase in the following years.The College is in a healthy financial position overall with a bank balance at the end of the year of $626,000.  The net operating surplus of $444,000, is due to unspent establishment funds and committed to be held to fund additional resources and equipment to further fit out the College as it grows.  |
| **For more detailed information regarding our school please visit our website at** [**https://clydesc.vic.edu.au**](https://clydesc.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 138 students were enrolled at this school in 2022, 57 female and 81 male.

36 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: NDA

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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 83.7% |
| State average (secondary schools): | 68.7% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 85.6% |
| State average (secondary schools): | 52.0% |

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.

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| **English****Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 82.4% |
| Similar Schools average: | 74.4% |
| State average: | 76.3% |

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| **Mathematics****Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 52.0% |
| Similar Schools average: | 64.8% |
| 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.

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| **Reading****Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 51.4% | 51.4% |
| Similar Schools average: | 55.6% | 56.8% |
| State average: | 54.6% | 55.3% |

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| **Reading****Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDA | NDA |
| Similar Schools average: | 48.0% | 45.5% |
| State average: | 47.2% | 46.0% |

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| **Numeracy****Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 58.3% | 58.3% |
| Similar Schools average: | 50.6% | 54.0% |
| State average: | 52.5% | 54.8% |

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| **Numeracy****Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDA | NDA |
| Similar Schools average: | 40.9% | 41.8% |
| 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.

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| **Victorian Certificate of Education** | Latest year (2022) | 4-year average |
| School mean study score | NDA | NDA |
| Similar Schools average: | 27.3 | 27.2 |
| State average: | 28.9 | 28.9 |

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| Students in 2022 who satisfactorily completed their VCE: | NDA |
| Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence: | NDA |
| VET units of competence satisfactorily completed in 2022: | NDA |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022: | NDA |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

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| **Sense of Connectedness****Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 69.5% | 69.5% |
| Similar Schools average: | 45.3% | 49.6% |
| 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).

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| **Management of Bullying****Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 64.8% | 64.8% |
| Similar Schools average: | 46.3% | 51.9% |
| 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.

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| **Student Absence****Years 7 to 12** | Latest year (2022) | 4-year average |
| School average number of absence days: | 28.6 | 28.6 |
| Similar Schools average: | 28.0 | 23.0 |
| 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.

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2021): | 86% | NDA | NDA | NDA | NDA | NDA |

Student Retention

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

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| **Student Retention****Year 7 to Year 10** | Latest year (2022) | 4-year average |
| School percent of students retained: | NDA | NDA |
| Similar Schools average: | 76.0% | 75.2% |
| State average: | 73.1% | 73.0% |

ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.

Data excludes destinations recorded as 'Unknown'.

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| **Student Exits****Years 10 to 12** | Latest year (2021) | 4-year average |
| School percent of students to further studies or full-time employment: | NDA | NDA |
| Similar Schools average: | 87.9% | 87.2% |
| 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 | $2,286,759 |
| Government Provided DET Grants | $1,301,428 |
| Government Grants Commonwealth | $7,887 |
| Government Grants State | $0 |
| Revenue Other | $14,604 |
| Locally Raised Funds | $103,887 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,714,565** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$5,000** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,490,888 |
| Adjustments | $0 |
| Books & Publications | $13,042 |
| Camps/Excursions/Activities | $68,789 |
| Communication Costs | $1,788 |
| Consumables | $99,982 |
| Miscellaneous Expense 3 | $14,971 |
| Professional Development | $13,265 |
| Equipment/Maintenance/Hire | $354,586 |
| Property Services | $18,521 |
| Salaries & Allowances 4 | $65,112 |
| Support Services | $44,814 |
| Trading & Fundraising | $929 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $83,882 |
| Total Operating Expenditure | **$3,270,569** |
| Net Operating Surplus/-Deficit | **$443,996** |
| Asset Acquisitions | **$0** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $595,809 |
| Official Account | $30,576 |
| Other Accounts | $0 |
| Total Funds Available | **$626,385** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $128,042 |
| Other Recurrent Expenditure | $2,758 |
| Provision Accounts | $0 |
| Funds Received in Advance | $7,723 |
| School Based Programs | $150,130 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $1,257 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $110,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $17,622 |
| Asset/Equipment Replacement > 12 months | $170,000 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $43,109 |
| Total Financial Commitments | **$630,641** |

*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.*