

2021 Annual Report to The School Community



School Name: Pakenham Secondary College (8223)



- 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 15 March 2022 at 04:40 PM by Ray Squires (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 April 2022 at 01:24 PM by Wayne Hampton (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

Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe and serves a large and diverse community within a designated urban growth corridor.

The College is committed to providing all students with learning opportunities designed to develop socially responsible citizens and build pathways to their futures

The key values that underpin all work at the College is based around the acronym SOAR.

Social and personal responsibility

This means everyone is accountable for their own actions and share responsibility for the development of a positive learning environment.

Opportunities for all

This means that all members of the school community are provided with a variety of learning opportunities to further develop themselves and participate in the decision-making process of the school.

Achieving personal best

This means there is an expectation that all members of the school community commit to a culture of excellence.

Respect and relationships

This means that the school recognises the importance of productive relationships, with all members of the school community showing respect for themselves, others and the environment.

The school community has become increasingly diverse with students from a variety of ethnic backgrounds joining the historically white anglo saxon school population.

The College aims to provide all teachers with the professional and moral support to develop their practice so that they reach their full potential. The intent is for the school to be recognised throughout the community as a place that provides each and every student with a high quality education. Student enrolment numbers were 815 in 2021 and who are supported by 87 effective fulltime staff, including two Assistant Principals, six Leading Teachers and two Learning Specialists. The school's Student Family Occupation and Education Index indicates a high level of socio-educational disadvantage.

The curriculum across Years 7 to 9 is based around a core plus elective model with students in Year 10 having the opportunity to access a VET or VCE subject. Senior students are able to access VCAL, a variety of VET courses, School Based Apprenticeships along with a traditional VCE. The school is committed to supporting students in achieving at least one qualification upon the completion of their secondary education.

In term 4 of 2021, the school completed a new Strategic Plan which has as its focus, improving student achievement, engagement and well-being. The resultant Key Improvement Strategies and actions that were derived from the review are based around:

- Maximising student learning in literacy and numeracy by:
 - o Developing, implementing and embedding a whole-school approach to formative and summative assessment.
 - o Building capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning.
 - o Building teacher capability to differentiate learning tasks to meet students at point of need.
- Strengthen students' agency, engagement and connectedness to school and peers by:
 - o Strengthening opportunities for student voice, agency, and leadership
 - o Developing teacher capability to support students to set goals and monitor own learning progress
 - o Engaging students to support the development of learning opportunities that are engaging and promote

curiosity.

- Improving social and emotional wellbeing of all students by:
 - o Developing and implementing a tiered and responsive approach to support student wellbeing and inclusion (SWPB).
 - o Strengthening the partnership between staff, students, carers, and families to create a shared responsibility for student wellbeing

Pakenham Secondary College strives to implement the Child Safe Standards as outlined in Ministerial Order No.870 to ensure the safety and wellbeing of all students at the College and promote an organisational culture that manages the risk of child abuse and neglect. The school has developed policies and procedures specifically aimed at keeping children safe.

Framework for Improving Student Outcomes (FISO)

The work last year focussed on the priorities outlined by the Department

Learning Catch up and Extension Priority - As a school the focus was on ensuring teachers are actively embedding the Instructional Model as part of their classroom practice and are participating in their KLA based PLC.

Happy, Active and Healthy Kids Priority - As a school the focus was on embedding School Wide Positive Behaviour

Connected Schools Priority - As a school the focus was on student voice and agency

In relation to FISO this meant that the school was focussing on promoting:

- Excellence in teaching in Learning through building Practice Excellence, Curriculum Planning and Assessment and implementing Evidence-based High Impact Teaching Strategies
- Professional Leadership with a focus on Instructional and Shared Leadership
- Community Engagement with a focus on Building Communities

Achievement

The school continued to have a strong focus on enhancing student achievement in 2021 and started the year focussed on developing teacher practice through the implementation of a common Instructional Model, which included Literacy for Learning and the application of School Wide Positive Behaviour across the school. There was a strong focus, across the year, on enhancing teacher collaboration within faculties through the use of Professional Learning Communities (PLCs). Teacher development has occurred through the application of the High Impact Teaching Strategies, PLCs and the internal professional learning offered within the school. The continuation of "Remote and Flexible Learning" across the year allowed time to further embed their use of ICT, particularly through the use of Compass and Video conferencing as a means to support student learning.

Naplan Learning data shows that high Learning Gain in Reading, Numeracy, Spelling as well as Grammar and Punctuation all sat above Similar School benchmarks. VCE learning data highlights the fact that the average study score is relatively steady. It has moved from 26.8 in 2020 to 26.5 in 2021 with 100% of students satisfactorily completing their VCE. The number of credits satisfactorily completed in VCAL improved from 61% to 66% in 2021 and highlights the difficulty students had in completing VCAL in a remote learning environment.

Students on the PSD program are supported by a co-ordinator, aides and student support group meetings. Teachers

set learning goals and modify work to further support those students on the program. The introduction of PACT (Pakenham Applied Curriculum Team) into the junior years has continued to be successful as a means of supporting identified students in their engagement with school.

Engagement

The ethos of the College is based on 'providing learning opportunities for all students, which are designed to develop socially responsible citizens and build pathways to their future' and is underpinned by the view that education is one of the greatest resources we can give the young people who attend our College. Course Counselling, and an active Careers Department continue to support students as they transition from school to further education and training. The percentage of students retained as they move from Year 7 to Year 10 has decreased from 69.9% in 2020 to 64.8% in 2021. This is still 4% above the four year average. The drop can be accounted for because of the disconnect caused by remote learning and the apparent increase in the number of families who are moving out of the area.

Student exit data is being actively monitored and consequently the percentage of students across Years 10 to 12 who are exiting the College and transitioning to further studies or full-time employment has increased from 78.7% to 89.1%.

The school continues to have a strong focus on enhancing student engagement with school. This is supported through building student leadership opportunities, the on-going utilisation of lunchtime activities and a more focussed use of the Inquiry cycle which will support teachers in seeking feedback from teachers regarding the curriculum and their teaching. The relatively high average number of days absent was influenced by local processes in response to the introduction of remote and flexible learning.

The advent of Covid and subsequent lockdowns has supported the school in developing stronger relationships with the community. The percentage endorsement of parent satisfaction with the school is similar to last year but two percentage points closer to state averages when compared to the previous year.

Wellbeing

Under the banner of 'SOAR', the school has embraced a set of values to support the development of each student. The College is focused on implementing 'School Wide Positive Behavior' and it is hoped that this, along with an increased focus on Student Voice and Agency, will enhance student connection and well-being which proved to be somewhat difficult during remote learning.

An enhanced focus on "Respectful Relationships" was supported by a whole school Professional Development session for all staff, at the start of the year, and changes were made to the Health curriculum across Year 7 to 10 to deliver key elements of the program.

Sub School teams had a strong focus on ensuring students remained engaged with school and more specifically, extended periods of remote learning. Families were contacted as soon as it became evident that a student was becoming disconnected from their schooling. The Student Attitudes to School Survey highlights that the school's sense of connectedness and management of bullying is lower than similar schools and needs to be addressed. This is being addressed through a focus on "School Wide Behaviour" and a restructure of the sub-school teams. A review of the College's Leadership structure has seen the introduction of an additional Assistant Principal to oversee student well-being and inclusion.

Student well-being is supported by two full time youth workers and a Mental Health Practitioner. Additionally, there is a youth worker who is dedicated to supporting the school's Sudanese students while a full-time outreach worker has been sourced from the LesTwentyman Foundation. The learning needs of the College's Koorie students were

supported by a teacher with a designated time allowance.

Finance performance and position

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. The annual result was a net surplus but this was not a significant amount when considering the overall expenditure and revenue available to the College. In 2021, the College was able to fund a refurbishment and upgrade of the administration area with the cost being around two hundred and fifty thousand dollars.

The Equity funding that the school has received has supported the school in targeting key activities within its Annual Implementation Plan. There has been a particular focus on the enhancement of the School's Literacy, Numeracy, Engagement and Well-Being programs. Furthermore, the funds have helped to increase the suite of re-engagement and co-curricular programs offered to students and helped to provide the necessary support for teachers to enhance their practice.

For more detailed information regarding our school please visit our website at
www.pakenhamsc.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 815 students were enrolled at this school in 2021, 392 female and 423 male.

17 percent of students had English as an additional language and 2 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.

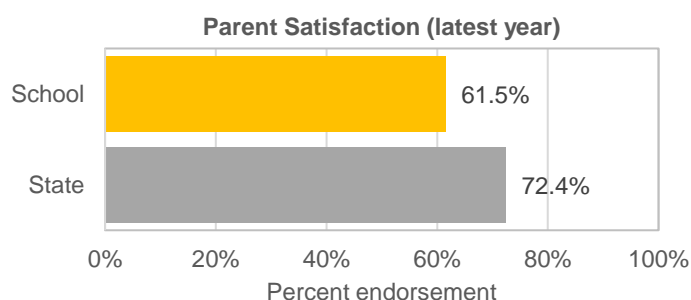
This school's SFOE band value is: High

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 (2021)
School percent endorsement:	61.5%
State average (secondary schools):	72.4%



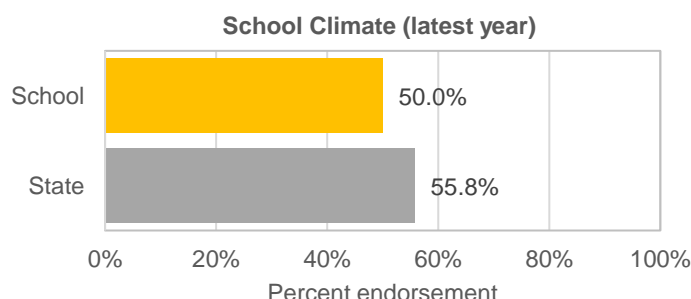
School Staff Survey

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 (2021)
School percent endorsement:	50.0%
State average (secondary schools):	55.8%



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:

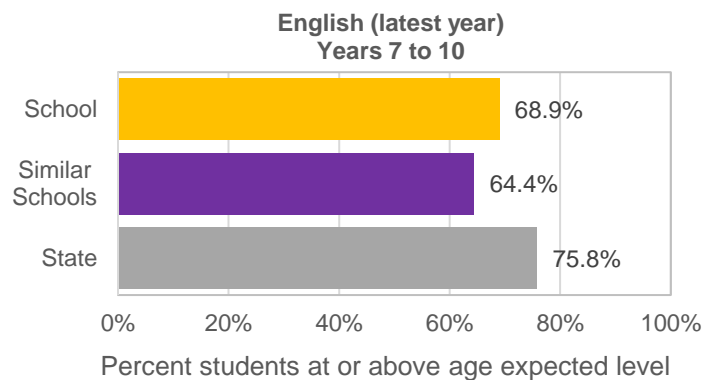
68.9%

Similar Schools average:

64.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

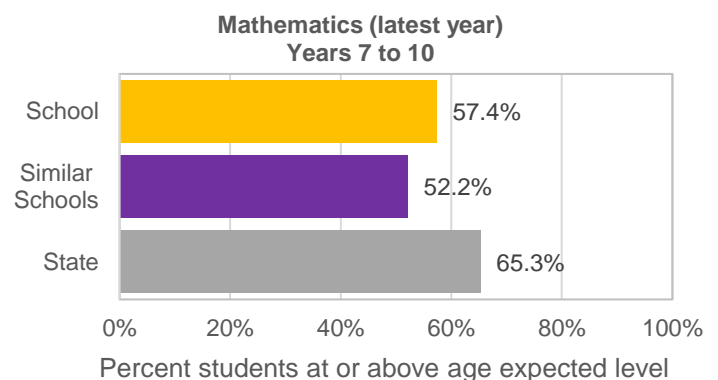
57.4%

Similar Schools average:

52.2%

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.

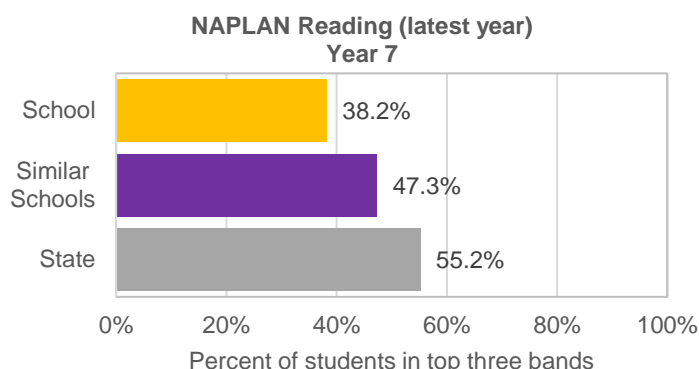
NAPLAN

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.

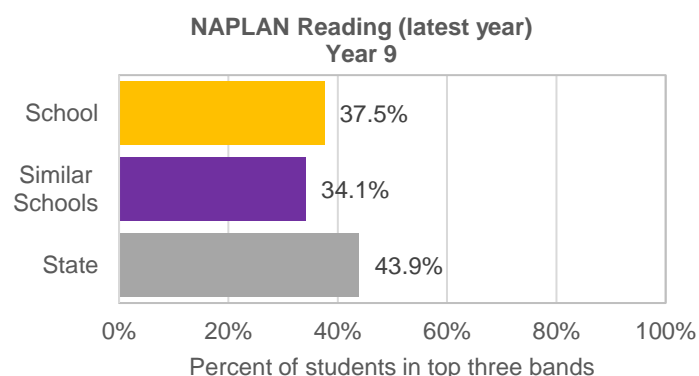
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.2%	38.3%
Similar Schools average:	47.3%	47.0%
State average:	55.2%	54.8%



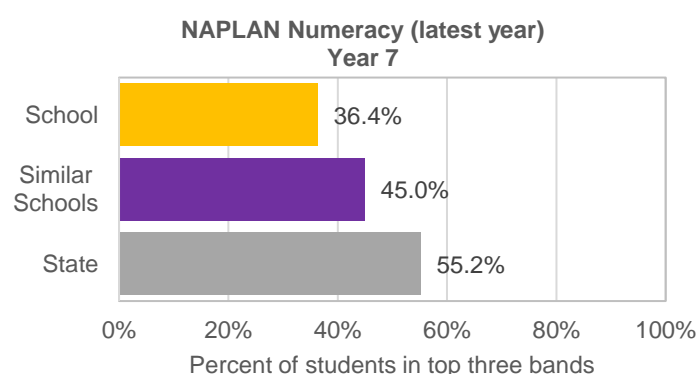
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.5%	33.7%
Similar Schools average:	34.1%	36.4%
State average:	43.9%	45.9%



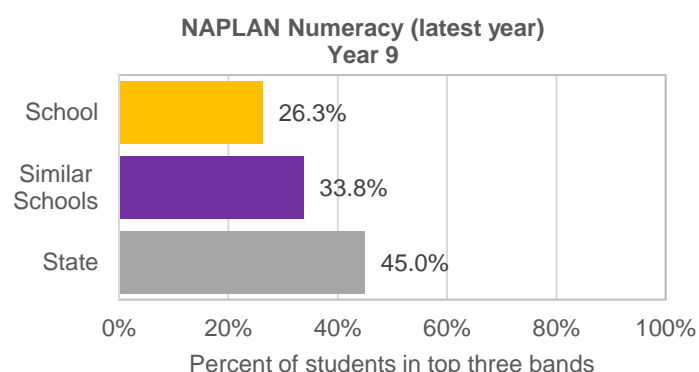
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.4%	35.4%
Similar Schools average:	45.0%	45.5%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	26.3%	28.1%
Similar Schools average:	33.8%	35.6%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

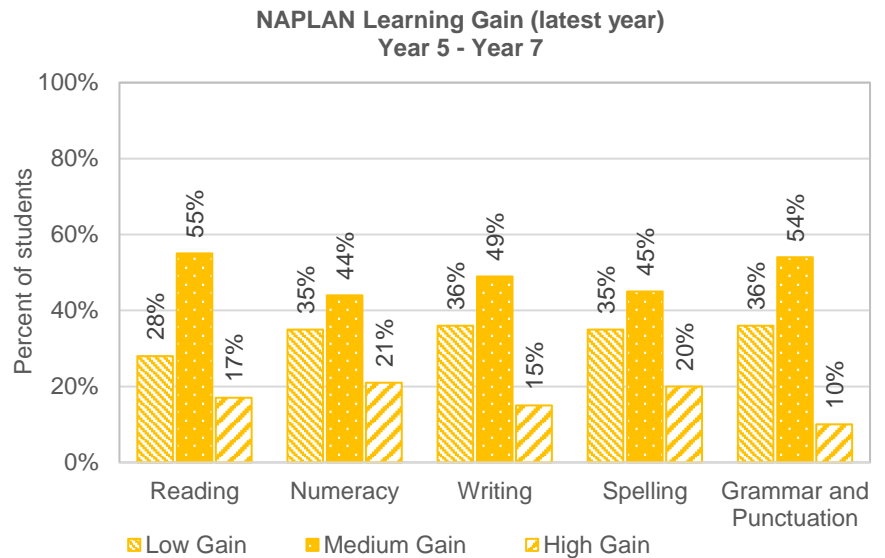
NAPLAN Learning Gain

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)

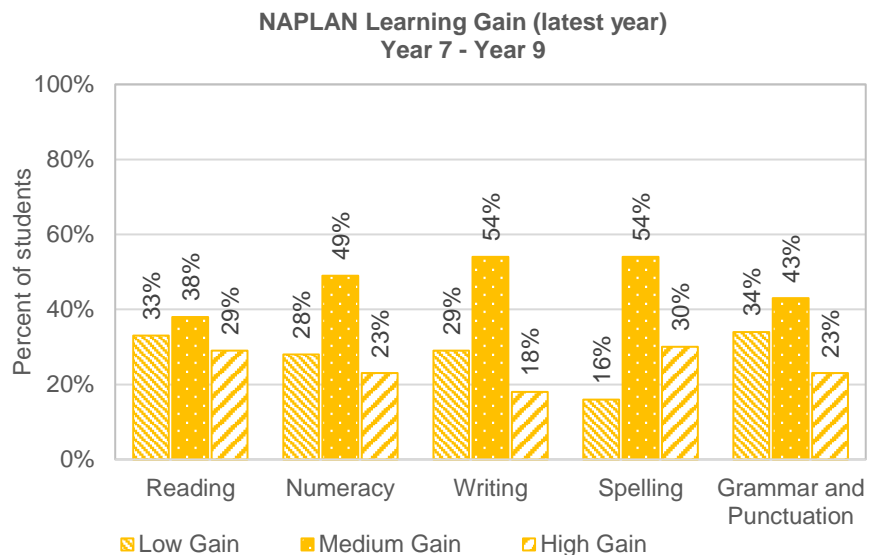
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	55%	17%	18%
Numeracy:	35%	44%	21%	18%
Writing:	36%	49%	15%	18%
Spelling:	35%	45%	20%	21%
Grammar and Punctuation:	36%	54%	10%	18%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	38%	29%	21%
Numeracy:	28%	49%	23%	20%
Writing:	29%	54%	18%	19%
Spelling:	16%	54%	30%	19%
Grammar and Punctuation:	34%	43%	23%	20%



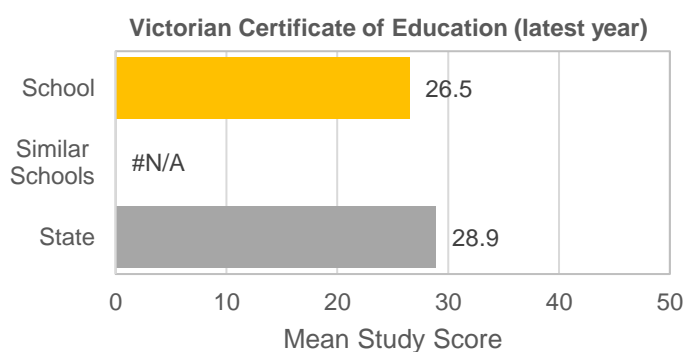
ACHIEVEMENT (continued)

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	26.5	26.7
Similar Schools average:	26.4	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

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

25%

VET units of competence satisfactorily completed in 2021*:

69%

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

66%

* 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.

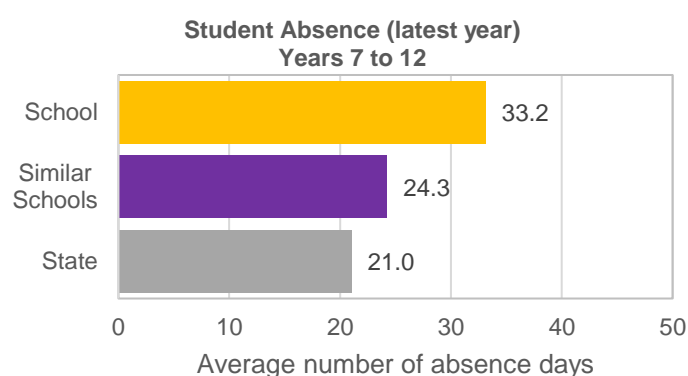
ENGAGEMENT

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:	33.2	30.0
Similar Schools average:	24.3	22.5
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

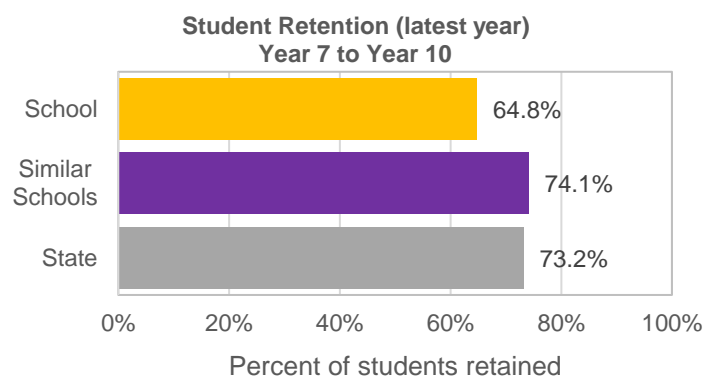
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	79%	80%	84%	88%	93%

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:	64.8%	60.9%
Similar Schools average:	74.1%	72.3%
State average:	73.2%	72.9%



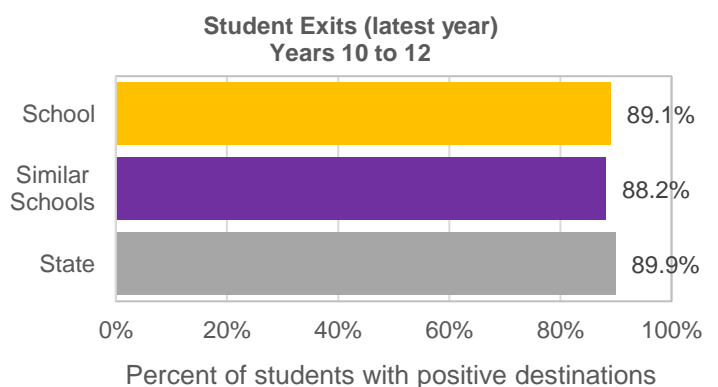
Students exiting to further studies or full-time employment

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:	89.1%	81.4%
Similar Schools average:	88.2%	87.1%
State average:	89.9%	89.2%



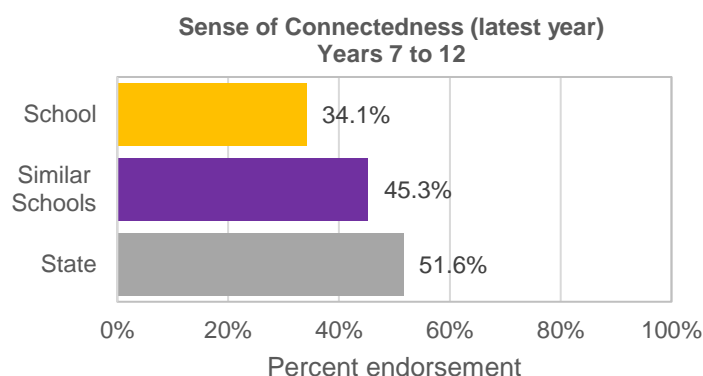
WELLBEING

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:	34.1%	41.5%
Similar Schools average:	45.3%	48.0%
State average:	51.6%	54.5%

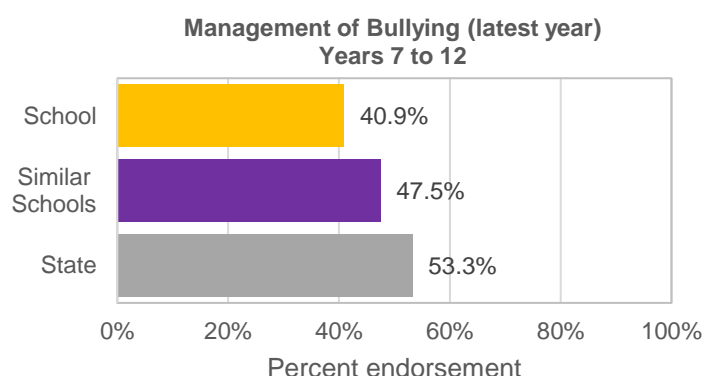


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	40.9%	46.2%
Similar Schools average:	47.5%	51.0%
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	\$9,671,112
Government Provided DET Grants	\$1,334,483
Government Grants Commonwealth	\$17,262
Government Grants State	\$5,745
Revenue Other	\$29,653
Locally Raised Funds	\$68,159
Capital Grants	\$0
Total Operating Revenue	\$11,126,413

Equity ¹	Actual
Equity (Social Disadvantage)	\$780,797
Equity (Catch Up)	\$113,551
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$894,348

Expenditure	Actual
Student Resource Package ²	\$9,569,319
Adjustments	\$0
Books & Publications	\$5,739
Camps/Excursions/Activities	\$47,062
Communication Costs	\$28,241
Consumables	\$202,020
Miscellaneous Expense ³	\$106,715
Professional Development	\$12,920
Equipment/Maintenance/Hire	\$175,418
Property Services	\$357,011
Salaries & Allowances ⁴	\$89,520
Support Services	\$408,242
Trading & Fundraising	\$7,773
Motor Vehicle Expenses	\$123
Travel & Subsistence	\$0
Utilities	\$96,321
Total Operating Expenditure	\$11,106,422
Net Operating Surplus/-Deficit	\$19,991
Asset Acquisitions	\$48,942

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$1,382,424
Official Account	\$110,665
Other Accounts	\$0
Total Funds Available	\$1,493,089

Financial Commitments	Actual
Operating Reserve	\$200,044
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$207,541
School Based Programs	\$302,632
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$47,885
Capital - Buildings/Grounds < 12 months	\$315,947
Maintenance - Buildings/Grounds < 12 months	\$62,024
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,136,073

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.