

2022 Annual Report to the School Community

School Name: Eltham High School (7805)



- 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 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 15 March 2023 at 04:50 PM by Vincent Sicari (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 March 2023 at 12:52 PM by Bek Naim (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Eltham High School is a large, single campus, co-educational, secondary school on the urban rural fringe of north-eastern Melbourne. It is highly regarded as an educational institution and its reputation as an outstanding academic school is well recognised within the community and education circles. The school offers vast opportunities in the curricula and co-curricula spaces. High profile co-curricula opportunities include the school's performing and visual arts programs and the elite sports program. In 2022 there were 1495 students enrolled supported by 93 EFT teaching staff and 42 Education Support staff. The Student Family Occupation and Education (SFOE) Index was 0.1994, a classification of 'low' for the scale of socio-educational disadvantage. The Student Family Occupation (SFO) was 0.2335. Nearly all of our students come from an English speaking background. 4% of students enrolled at the school have English as an additional language and 1% identify as Aboriginal or Torres Strait Islander. There are also a small number of students living in out-of-home care. The school leadership structure has the Principal, 3 Assistant Principals, 7 Leading Teachers, and 6 Learning Specialists. There are 3 sub-schools; Junior (Y7), Middle (Y8-9), and Senior (Y10-12); each with a Leading Teacher at the helm.

The school's primary focus has always been to enhance student outcomes through the provision of high-quality teaching and learning strategies. The work of the School is guided by the 'Deeds that Count' and our School Values; Pursuit of Excellence, Integrity, Creativity, Individuality, Respect for Diversity, and Social and Environmental Responsibility. These Values underpin the work and decisions of the school on a daily basis. There are a variety of ways in which students can contribute to the culture of the school including through formal leadership positions linked to the aforementioned Values, the Principal Advisory Group (PAG), and the Teaching and Learning Team (TLT).

It is important to us as a school community to be clear on our 'Why?'. We are driven by the unflinching desire to develop the next generation of moral, ethical, happy, and respectful citizens who have the skills to be resilient and optimistic about the future. Who, through their creative talents, their ability to think critically, their voices, their compassion, their courage, and their determination, will be able to make their mark on the world and leave it a better place. The way we achieve this is by providing opportunities to our students that challenge us to be continuous learners, developing strong, positive relationships with them and the home and developing our teachers to be the best they can be. In doing this, we believe we are providing an outstanding holistic education for our young people.

Over the course of 2022 we continued to address the needs of our students and the wider school community through a range of measures and as guided by our Annual Implementation Plan. We had a focus on the ongoing improvement of teacher pedagogical practice through the introduction of Action Research Communities (ARC). A STEAM working party was created to further drive the STEAM agenda at Eltham High School and professional learning was provided to all staff on the Berry Street Education Model aimed at further understanding and developing the connection between student wellbeing and maximising learning outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

As we returned to on-site learning, Eltham High School consciously prioritised student learning in conjunction with student well-being. The school has a documented goal of ensuring every student achieves continuous improvement across all curriculum areas, reaching or exceeding the expected level of annual growth in their learning. In 2022 students in Y7 and Y9 completed the NAPLAN assessment online. DET surveys were administered for students, parents and staff. Despite the many interruptions over the previous two years, VCE results continued to be positive with a mean study score of 29.4. VCAL (Victorian Certificate of Applied Learning) results were also very good with 85% of credits satisfactorily completed and a number of students moving into apprenticeships. Eltham High School graduates are consistently represented in a range of fields in local and interstate universities and proceed to work across a diverse range of areas both at home and across the globe.

Throughout 2022 EHS implemented professional learning communities in the form of ARC (Action Research Communities) allowing groups of staff to utilise data, identify problems of practice and develop and implement targeted strategies to improve practice. The ARC process was rolled out with a series of professional learning sessions and allowed cross-curricular teams to work on specific areas identified in our AIP. Working across areas such as improvement of VCE results, support of low-ability and high-ability students, home-school partnerships, and feedback, staff were able to focus on areas of need for students and devise support strategies aimed at improving outcomes. There were two ARC cycles completed over the course of 2022 with each team presenting its findings and sharing strategies at staff meetings at the end of the year.

Wellbeing

Eltham High School prioritises providing a safe and inclusive learning environment for all students. The long-term impact of COVID-19 and remote learning continued to impact on the mental health and well-being of students in our school community. Sub-school and Student Services teams have identified and maintained a list of vulnerable students and continue to monitor these students closely. Attendance data is collated and tracked. There were a small number of students who struggled to re-engage with on-site learning and these were a priority for student services to support in their return to face-to-face teaching. Student data was used to identify students for the tutoring program. Approximately 2% of the student population has a diagnosed disability and are funded through the Program for Students with Disabilities (PSD) at different levels. The school also has 123 further students who have learning difficulties/special needs. These students are supported by the Additional Needs team and each has an Individual Education Plan (IEP) but do not qualify for funding. Equity funding is used to support both the educational needs of these students through the Literacy and Numeracy Support program as well as through the Student Services team where we employ a social worker, art therapist and student support worker.

Engagement

Eltham High School's current Strategic Plan has a clear emphasis on improving student engagement as outlined in the following goals: *to empower students to be active and motivated partners in their own learning* and *to maximise the resilience and confidence of all students*. Each of these goals demonstrates the School's commitment to ensuring students are given the support and autonomy needed to be learners with agency. While managing remote learning through the pandemic presented challenges, it has been pleasing to see the increased use of technology and communication between teachers and students as a by-product of the situation. There was much work focusing around ensuring these forms of communication were not lost and work has begun on implementing Microsoft Teams as a forum for communication between teachers and students in 2023.

Eltham High School has committed to improving student engagement, well-being, and learning through whole staff professional learning focused on the Berry Street Education Model. One module was completed in 2022, there will be two modules presented in 2023, and the final module in 2024. Through the Berry St Education Model, all staff members seek to improve their understanding of creating the best environment for student learning, to be able to identify how individuals learn and to utilise strategies that will create a sense of connectedness with their students.

Student retention continues to be a strength for Eltham High School with 89% of students remaining at school from years 7-10. This number is higher than similar schools and significantly higher than the state. We have also identified a focus on resilience and the home school partnership as areas of focus and continue to work on these through a variety of mediums including our Action Research Communities.

Other highlights from the school year

The Eltham High School community embraced being back on-site with excitement although some trepidation. Events and excursions were planned with the hope of going ahead and there were many events that were celebrated by the school as a whole. The Swimming and Athletics Carnivals proceeded and allowed for the first whole school interactions for a number of years. Student leaders drove a number of initiatives across the school in order to fundraise and raise awareness of a number of social and environmental issues. The camp for student leadership was well attended and students were able to complete the planning for their community project with minimal interruptions. Y12 students were thrilled to be able to attend their formal in Term 3 and there were many teachers who attended their event in support of the students' achievements. The Mid-year, Celebration and Twilight music concerts were all back on the school calendar with students eager to participate and demonstrate their skills. As were student performances through the after school drama program and high level participation in the sports program including the unique volleyball program with its various competitions. The Arts faculty exhibited a range of student work both online and on-site through the Arts Technology Exhibition. Four students were shortlisted for the Season of Excellence Top Design and Top Arts with one student then being selected to be part of the final Top Design Exhibition in March 2023.

Eltham High School also celebrated the election promise of \$8.94 million to build a new STEAM centre. A considerable amount of work went into developing the educational rationale and outlining how such funding would be used to support our student learning and as such there was much excitement upon the realisation this would become a reality.

Financial performance

Operating Statement

The Financial Performance Summary for 2022 shows an operating surplus of \$608,362 and \$511,283 after capital expenditure.

Student Resource Package (SRP)

In 2022, 78% of the total revenue listed on the Operating Statement, refers to the Student Resource Package (SRP) credit \$15,305,861 (2021: \$14,334,489). This total represents a \$971,372 increase on the previous year. This is however offset by a higher increase in SRP expenditure (2022: \$15,322,054 2021: \$14,202,926) which increased by \$1,119,128.

Grants

Government Provided DET Grants represents 9.2% of the total income. This is attributable to our cash SRP Funding, the Camps, Sport and Excursion funding (CSEF) as financial assistance to parents/carers holding an eligible Health Care Card to support students. A DET grant of \$20,000 (80% of total grant) for a shade sail and targeted program reimbursement funding of \$73,450 relating to VET funding for Materials Service Fee reimbursement and reimbursement for the teacher notebook program.

Commonwealth Grants were from various Universities for payment to teaching staff for the additional responsibility of student teacher supervision and the State Government Grant included the reimbursement for the exam supervision staffing.

Locally Raised Funds

Locally Raised Funds of \$2,348,317 represents 12% of the total revenue generated. This includes the parent payments, the extra-curricular program fees such as music, drama and swimming programs, camps and excursions, trading operations and fundraising activities held by the Friends of Music and the Friends of Drama groups.

Expenditure

In 2022 total expenditure was \$19,038,511 compared to \$17,122,177 in 2021 being a \$1,916,334 increase. Eltham High School continued to provide student support with casual relief teachers and specialised teachers across music, student integration, maintenance, canteen, native speaker and welfare support staff areas with \$1,565,349 (2021: \$1,144,043) in school council local salary payments made across 2022 to support student growth and learning.

Cash Flow Position

Eltham High School total funds available as of 31st December 2022 is \$2,354,687 and contributed to by the operating profit of \$608,362. The majority of these funds have financial commitments against them which are identified below.

Operating Reserve earmarked by the DET to cover recurrent expenditure - \$589,740.43

Unpaid creditor invoices - \$25,556.01

Funds held for the provision of long service leave - \$52,903.53

Funds received in advance - \$206,371.09

Unallocated receipts from families - \$53,123.41

Maintenance – Buildings/Grounds funds held for works to be completed in the next school year and across the five-year plan of rolling facilities evaluation - \$536,994.15

Beneficiary/Memorial accounts donated to the school - \$153,376.39

School based programs where there is a budgeted commitment against the funds in the following year - \$295,517.50

Funds for committees/shared arrangements where there is a budgeted commitment against the funds in the following year - \$99,971.56

Repayment to the Department - \$33,162

Total of identified commitments against reconciled bank balances is \$2,046,716.07.

Total uncommitted \$307,971.83.

The uncommitted portion of our bank balances is representative of funds the school previously would have held in investment accounts. A level of uncommitted funds is to be maintained for urgent unbudgeted expenditure and to cover the school in the situation of an operating loss in any given year in order to be able to cover the expenditure in that year.

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 1495 students were enrolled at this school in 2022, 719 female and 776 male.

4 percent of students had English as an additional language and 1 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).

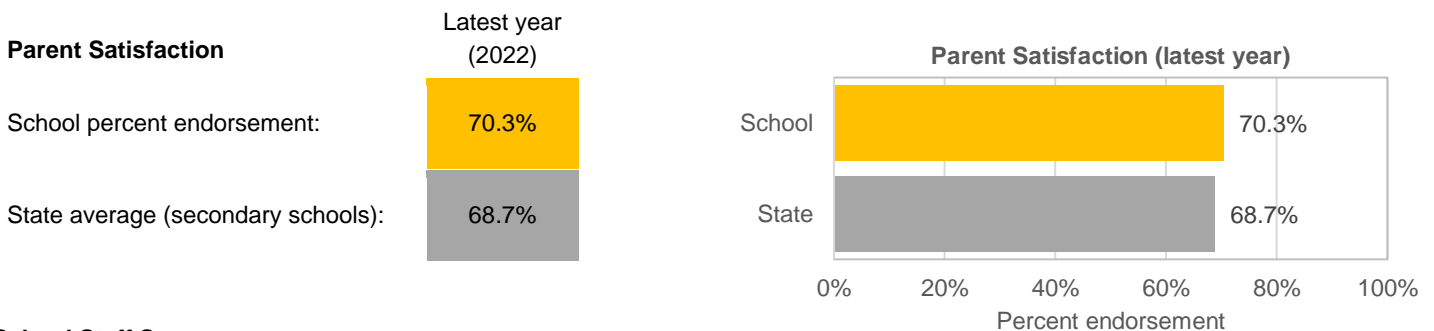
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

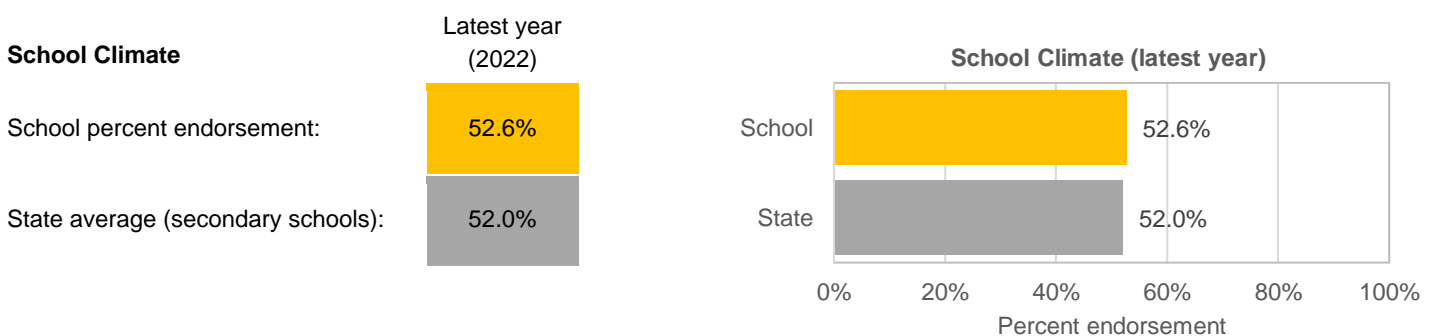


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

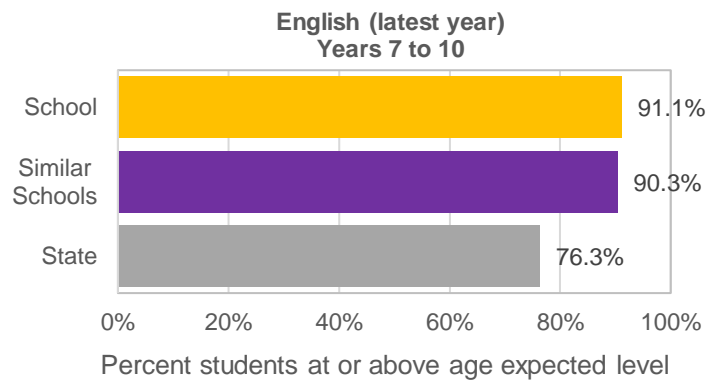
91.1%

Similar Schools average:

90.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

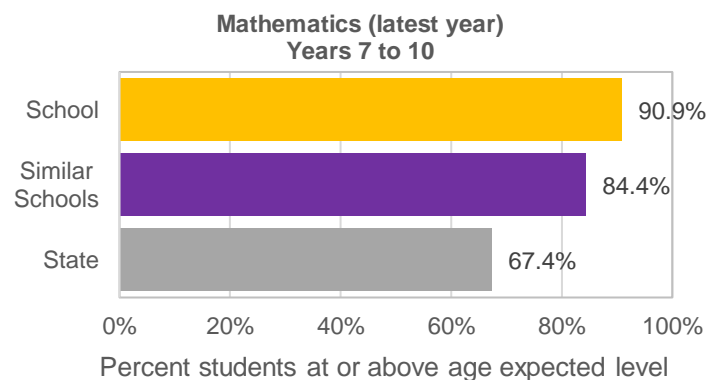
90.9%

Similar Schools average:

84.4%

State average:

67.4%



LEARNING (continued)

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

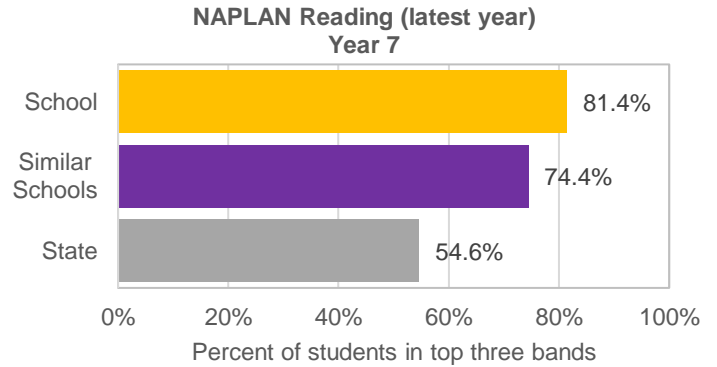
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

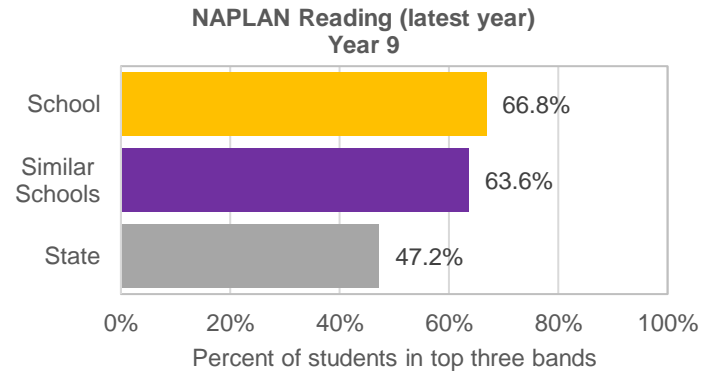
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.4%	75.5%
Similar Schools average:	74.4%	74.7%
State average:	54.6%	55.3%



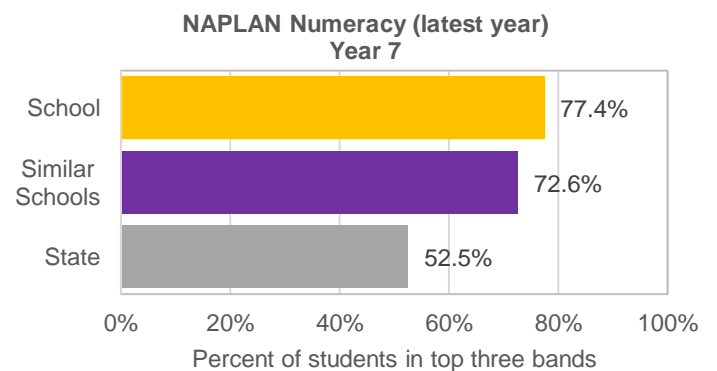
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.8%	67.8%
Similar Schools average:	63.6%	63.0%
State average:	47.2%	46.0%



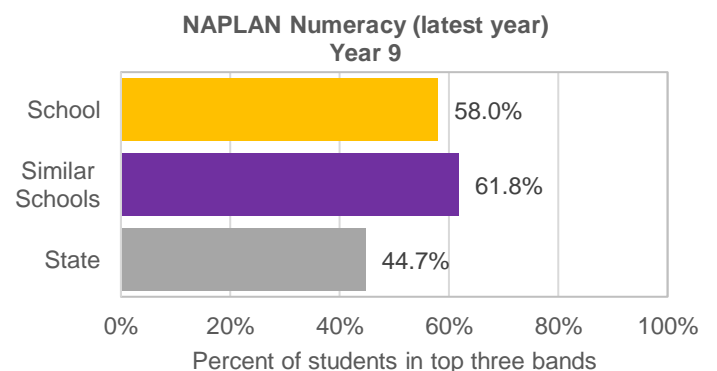
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.4%	72.6%
Similar Schools average:	72.6%	74.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.0%	64.0%
Similar Schools average:	61.8%	63.8%
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.*

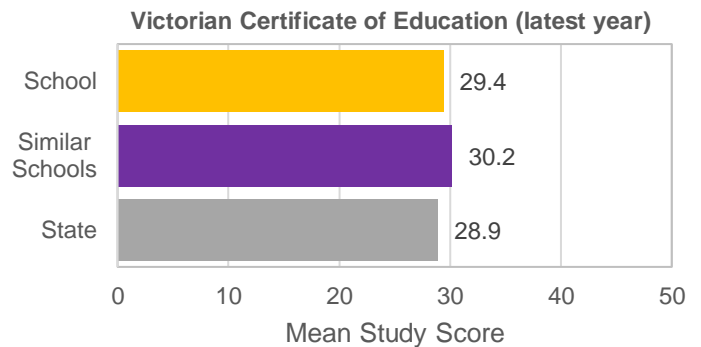
Victorian Certificate of Education (VCE)

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.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	29.4	29.3
Similar Schools average:	30.2	30.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

6%

VET units of competence satisfactorily completed in 2022:

77%

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

85%

WELLBEING

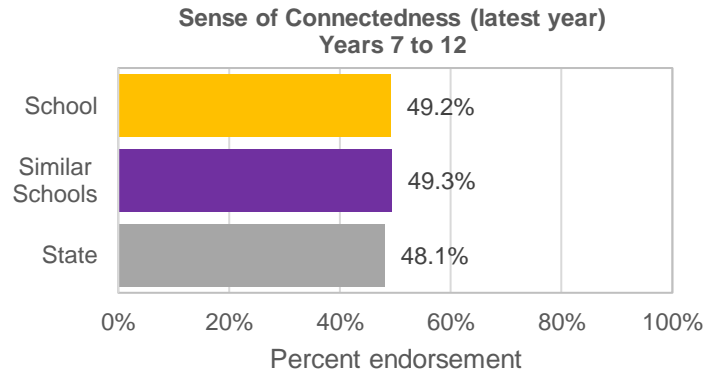
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	49.2%	54.5%
Similar Schools average:	49.3%	53.9%
State average:	48.1%	52.5%

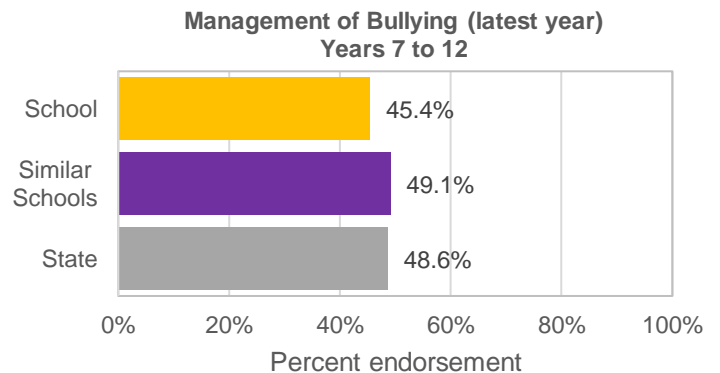


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	45.4%	51.1%
Similar Schools average:	49.1%	54.8%
State average:	48.6%	54.0%



ENGAGEMENT

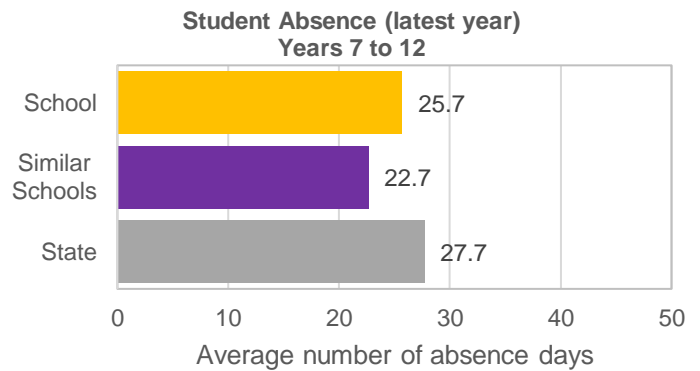
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	25.7	19.7
Similar Schools average:	22.7	17.0
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.

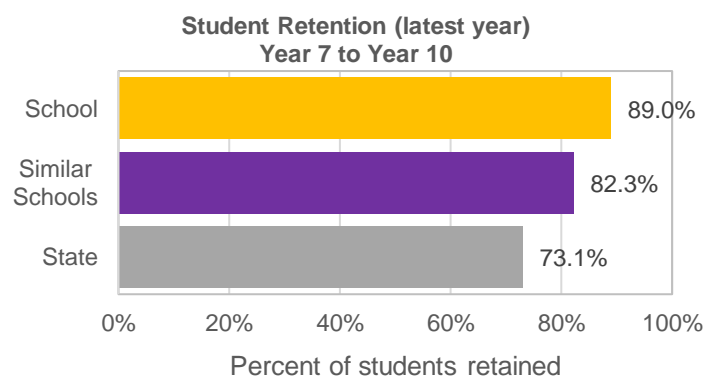
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	86%	85%	85%	88%	90%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	89.0%	87.0%
Similar Schools average:	82.3%	81.6%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

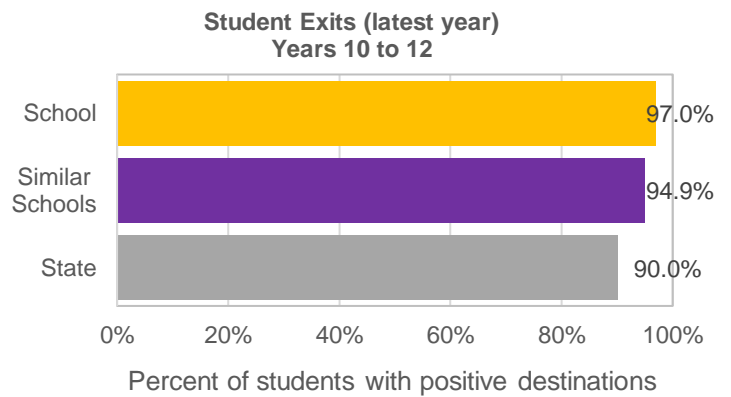
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	97.0%	92.0%
Similar Schools average:	94.9%	95.7%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$15,305,861
Government Provided DET Grants	\$1,803,622
Government Grants Commonwealth	\$24,500
Government Grants State	\$13,597
Revenue Other	\$150,975
Locally Raised Funds	\$2,348,317
Capital Grants	\$0
Total Operating Revenue	\$19,646,873

Equity ¹	Actual
Equity (Social Disadvantage)	\$67,767
Equity (Catch Up)	\$26,976
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$94,743

Expenditure	Actual
Student Resource Package ²	\$15,322,054
Adjustments	\$0
Books & Publications	\$5,165
Camps/Excursions/Activities	\$523,419
Communication Costs	\$33,953
Consumables	\$293,790
Miscellaneous Expense ³	\$110,669
Professional Development	\$50,710
Equipment/Maintenance/Hire	\$240,257
Property Services	\$219,244
Salaries & Allowances ⁴	\$1,565,349
Support Services	\$329,962
Trading & Fundraising	\$164,371
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,533
Utilities	\$178,037
Total Operating Expenditure	\$19,038,511
Net Operating Surplus/-Deficit	\$608,362
Asset Acquisitions	\$97,079

- (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	\$2,042,581
Official Account	\$179,996
Other Accounts	\$132,111
Total Funds Available	\$2,354,688

Financial Commitments	Actual
Operating Reserve	\$589,740
Other Recurrent Expenditure	\$25,556
Provision Accounts	\$52,904
Funds Received in Advance	\$206,371
School Based Programs	\$348,641
Beneficiary/Memorial Accounts	\$153,376
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$99,972
Repayable to the Department	\$33,162
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$241,194
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$295,800
Total Financial Commitments	\$2,046,716

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.