

2020 Annual Report to The School Community



School Name: **Castlemaine Secondary College (8824)**



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

Attested on 24 March 2021 at 10:17 AM by Paul Frye (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 08:31 PM by Elizabeth Mellick (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

In 2020, Castlemaine Secondary College (CSC) was a school of 716 students and 80.3 staff (60.7 teachers and 19.6 education support staff) . Our overall enrolment numbers increased by 51 students from 2019, which continued the pattern of recent enrolment growth and which has continued into 2021. Our School Values are Pride, Respect and Responsibility. After our School Review the previous year, 2020 was to be the first year of our new School Strategic Plan (SSP). Whilst the Covid-19 pandemic and extended periods of remote and flexible learning disrupted many aspects of implementing our new strategic goals, we were still able to pursue several of the key improvement strategies from our new SSP (as explained in the following sections of this report). The amount and quality of the data available to us in 2020 was impacted by the pandemic. For example, NAPLAN data was not available last year due to the cancellation of NAPLAN testing and the Student Opinion Survey was optional. CSC chose to focus on seeking specific feedback about students' needs during remote learning rather than administering the traditional Student Opinion Survey. Similarly, although we received limited data in response to the annual Parent Opinion Survey, parents provided valuable (and generally very positive) feedback through surveys we administered tailored specifically to families' experiences of remote and flexible learning. Throughout 2020, CSC continued to operate as a two campus school, with the vast majority of students and staff located at our Blakeley Road Campus. CSC retained the use of a portion of the Ety Street Campus which was used for our Flexible Learning Options (FLO) program, VCAL classes and Ceramics classes. The physical landscape of the Blakeley Road Campus changed dramatically during the course of the year as the last remaining original buildings were demolished and the final stages of our school rebuild were completed. By the end of the school year, our students were learning in state-of-the-art new facilities following the completion of the \$12 million final stage of our school rebuild.

Framework for Improving Student Outcomes (FISO)

Despite the extended periods of remote and flexible learning, CSC was still able to implement its AIP key improvement strategies of introducing a Professional Learning Communities (PLC) approach to teacher professional learning and the development of a school-wide instructional model. During Term 1, all staff undertook training to familiarise themselves with the PLC learning inquiry cycle. After the first phase of remote learning in Term 2, CSC teachers then worked in learning area-based teams throughout the second half of the year to undertake a learning inquiry project using the PLC approach . Despite working remotely for much of Terms 2 and 3, teachers continued to meet online and work collaboratively. Some of this work focussed on developing agreed and effective teaching strategies in every lesson to ensure a consistent lesson structure for every student at CSC. This school-wide instructional model was finalised at the end of the year and is being introduced to classrooms during 2021. An unexpected additional priority was the introduction of remote and flexible learning at the end of Term 1. To implement this new form of teaching and learning, CSC needed to make a quick decision about introducing the most effective student learning portal to replace the school Moodle, which had become outdated and in need of replacement. At the end of Term 1, CSC introduced Google Classrooms as its new student learning portal and there was intensive staff professional learning provided during the state-wide "pupil free" days at the end of the term to ensure that teachers could provide effective remote learning through this platform. The benefit of this new learning platform for remote learning was verified via the first parent survey administered in April, which yielded extensive positive qualitative feedback from parents (e.g. "My daughter in year 7 is very engaged in google classrooms and says she can ask for feedback and support whenever she needs. It all seems extremely organised. Thank you very much for your proactive communication and also for seeking feedback. I think you are all doing a fantastic job in supporting students to continue learning from home"). At the end of Term 2, we sought quantitative feedback from parents about our use of Google Classrooms for remote learning. This survey showed that 71.13% of parents either "Agreed" or "Strongly Agreed" that CSC teachers were using Google Classrooms to deliver work in a clear and easy to follow manner during remote learning. Furthermore, 63.27% of parent respondents either "Agreed" or "Strongly Agreed" that the school's use of Google Classrooms made it easy for them to track the work their children were required to do during remote learning.

Achievement

Many students thrived during remote learning and stayed well connected with their studies. Although our official attendance data suggests very high rates of absenteeism during remote learning, we know from the volume of student work produced and through investigating different students' approaches to remote learning, that many students worked independently and flexibly using the Google Classroom resources without necessarily logging into their classrooms when attendance rolls were marked (e.g. this comment from one of the remote learning parent surveys: "Maybe work the whole attendance thing backwards ie. we KNOW our son is attentive & touching base every day, for every class, so we know not a single unexplained absence should occur for him."). In hindsight, we understand that more customised roll marking strategies were required to acknowledge the many students who worked effectively without always following the school's regular timetable. Despite the extended periods of remote learning, our Year 12 students generally achieved pleasing results. Successful completion rates for our Year 12 VCE and VCAL students remained high (96% and 95% respectively) and our VCE results continue to improve. The mean VCE study score (28) was higher than our four year average of 27.6. Although last year's mean score of 28 is marginally below the state average and the "similar schools" identified in this report, this result does compare extremely well with most government schools in the Loddon-Campaspe Area. Similarly, the proportion of CSC students in the top ATAR brackets continues to improve and compares very favourably with other schools in the Loddon Campaspe Area. In 2020 this included a top ATAR of 98.35. Furthermore, 7 out of our 72 VCE students achieved ATARs above 90 and another 7 students achieved ATARs above 80. Our school's VCE English result continue to be particularly strong, with 17% of our students in 2020 achieving study scores above 37 (compared with a state average of 12% and a "similar school's" average of 11%). Of course, our school caters for students from diverse backgrounds and with diverse learning needs, and we assist students to take various post school pathways including university, TAFE, apprenticeships and other forms of employment. CSC continues to offer a very broad range of Vocational Education and Training (VET) certificates within our timetable . A new certificate in Community Services was introduced in 2020 and planning was undertaken at the end of 2020 for students based at the ETTY Street Campus (i.e. in our FLO and VCAL programs) to study for a VET certificate in Community Volunteering from the start of 2021. 34% of our Year 12 students continued to undertake at least one VET certificate in 2020. Please note, the 48% VET unit completion rate explained in this report includes those Years 10 and 11 students who have completed units towards a VET Certificate but are still working towards completing further units so they can obtain their overall certificate in 2021. In 2020 we continued to support 15 students through the Program for Students with Disabilities with specialised assistance, individual learning plans, regular support group meetings and additional classroom support. As the year drew to an end and students returned to onsite learning for most of Term 4, we started to implement processes for identifying which students would need additional learning support and extension following the disrupted year of learning they had experienced. A team of tutors was appointed for 2021 and preparatory work was undertaken to implement the DET's new Tutor Learning Initiative from the start of 2021.

Engagement

As explained above, the attendance data in this report does not provide an accurate indication of our students' involvement in schooling last year. Although all schools found it challenging to maintain student engagement levels during remote learning, particularly as the second phase of remote learning progressed, we know that our students were much more engaged than our official attendance data indicates. We attempted to use the same roll marking processes as we would usually use by marking students "present" when they logged onto their Google Classrooms at the designated times according to their regular timetables. We eventually discovered that students were engaging in their learning in flexible and asynchronous ways and that "non-attendance" in a Google Classroom at a set time did not equate to non-engagement. Prior to 2020, student absenteeism at CSC had been below the state average for several years. As we commence 2021, staff from the DET Regional Office are assisting us to better understand the anomalies in our 2020 data and to continue to support positive attendance and engagement by all CSC students. Nevertheless, like all schools, we know that some students did disengage from remote learning and that some students did not make an easy transition back to on-site learning in Term 4. CSC provided extensive wellbeing support to these students and their families, and this support was bolstered through our appointment of a second Social Worker enabled by new funding under the DET's Mental Health Practitioner in School's program. When onsite learning recommenced, there was an immediate focus on supporting student wellbeing, re-acclimatising to school routines and re-establishing positive relationships with peers and teachers. As the term progressed we were able to start undertaking intensive planning for learning catch-up support and extension through the new Tutor Learning Initiative. Attendance data from the first stage of on-site learning indicated much lower rates of overall engagement from our Aboriginal and Torres Strait Islander (ATSI) students. During the second stage of remote learning the school worked closely with

representatives from Nalderun to address this concern. Continuing to support the positive educational engagement of all ATSI students remains a strategic focus heading into 2021, with several AIP key implementation strategies planned for the year, including the whole staff undertaking the DET's Cultural Understanding and Safety Training. A specific challenge to student engagement during remote learning and the associated lockdowns, was continuing to provide applied learning and community-based activities for our FLO and VCAL students. Nevertheless, the staff involved in these programs adopted flexible and supportive approaches to ensure that our VCAL and FLO students remained connected to school and were able to complete the requirements of their programs for the year.

Wellbeing

As mentioned above, a second Social Worker was appointed early in the year which led to the expansion of our school Wellbeing Team. A major strategic focus for the year was to be the broader implementation of strategies from the Berry Street Education Model (BSEM) training undertaken by all staff in 2018 and 2019. Although staff continued to implement these BSEM strategies in 2020, introducing special wellbeing supports for students during remote and flexible learning became a more urgent priority. The Wellbeing Team introduced and strongly promoted a dedicated website for students and their families to access learning and wellbeing support while they were working from home. This included links to wellbeing resources specific to the stresses students were likely to encounter as a result of the Covid-19 pandemic and associated lockdowns. Through the easy referrals facilitated via the website, and through proactive contact with families, our expanded wellbeing team was able to provide valuable support during a very challenging year. In 2020, CSC became a Lead School for the DET's Respectful Relationships program. A whole staff Respectful Relationships training day was scheduled for the final day of Term 1; however, this training was cancelled due to the lockdown restrictions and the announcement of four state-wide pupil free days to prepare for remote and flexible learning at the end of Term 1. Despite this, CSC continued to draw on the Respectful Relationships curriculum for the delivery of the Extended Mentor Group curriculum. The whole staff Lead School training has now been rescheduled for 2021. Similarly, the whole staff training in the DET's Cultural Understanding and Safety Training could not be completed as planned in 2020 due to Covid-19 restrictions, but this has been rescheduled for the pupil-free day at the end of Term 1, 2021.

Financial performance and position

The DET calculates the Operating Statement Summary using both cash and accrual accounting methods. For example, parent payments are counted as revenue as soon as the amounts are added to family statements, rather than when the payments are received by CSC. This can result in an inaccurate picture of our end of year financial position, as is the case this year with a reported \$910,606 surplus. In contrast, the DET School Budget Management report as at 31 December shows a surplus of \$74,245 in our credit (staffing) budget and \$0 in our cash (operating) budget.

In response to the COVID-19 pandemic, CSC expenditure on casual relief teachers, ICT, cleaning and sanitation increased, and classroom materials, camps and excursions and professional development decreased. With construction of the final stage the redevelopment of the Blakeley Road campus continuing through to the end of term 3, there was only a slight saving on our utilities.

The Financial Commitments table accounts for the capital works program CSC will continue over the next 5 years. This includes the relocation of the ceramics program to Blakeley Road, refurbishment of the Music Centre, Wellbeing and Engineers' precincts to improve the general learning areas, building of an Outdoor Education shed to house equipment and machinery, improving the oval playing surface and ensuring our buildings and grounds are well maintained and safe.

For more detailed information regarding our school please visit our website at <https://csc.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 716 students were enrolled at this school in 2020, 337 female and 379 male.

1 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

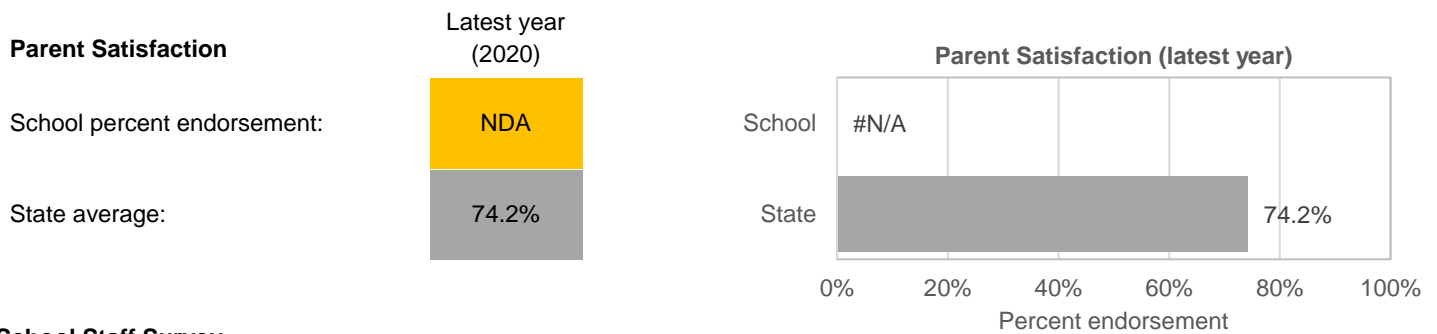
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

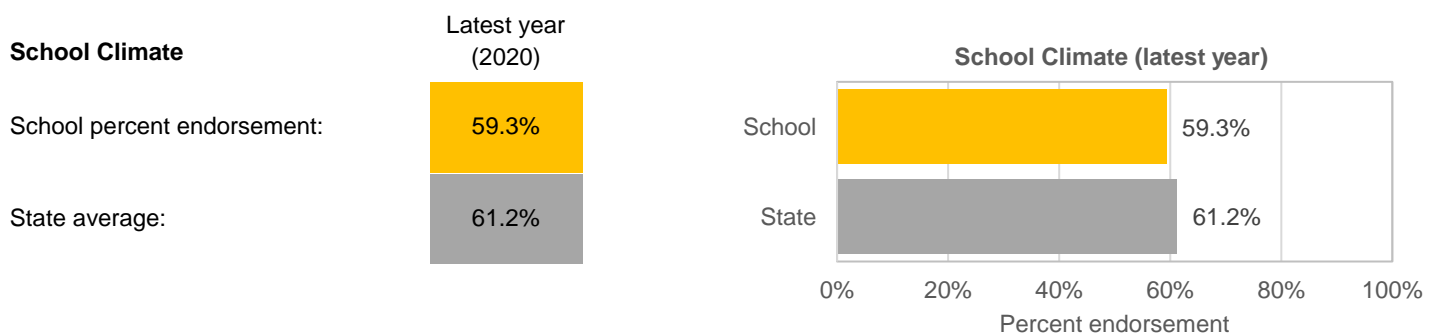


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

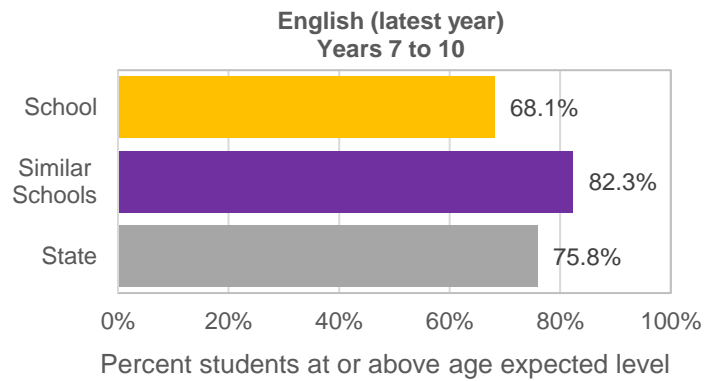
68.1%

Similar Schools average:

82.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

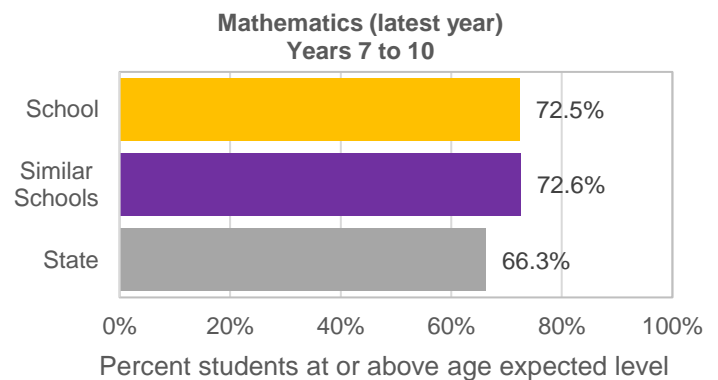
72.5%

Similar Schools average:

72.6%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

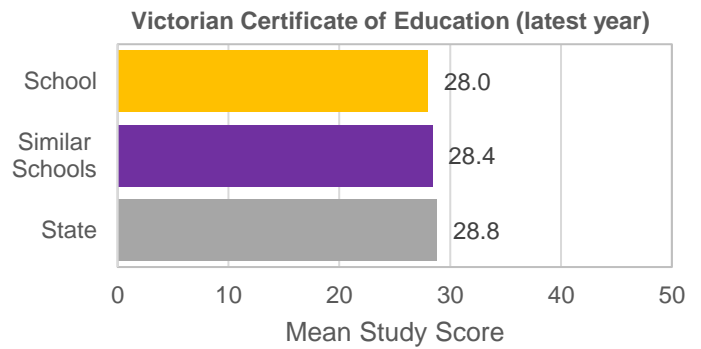
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	28.0	27.6
Similar Schools average:	28.4	28.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

96%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

34%

VET units of competence satisfactorily completed in 2020:

48%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

95%

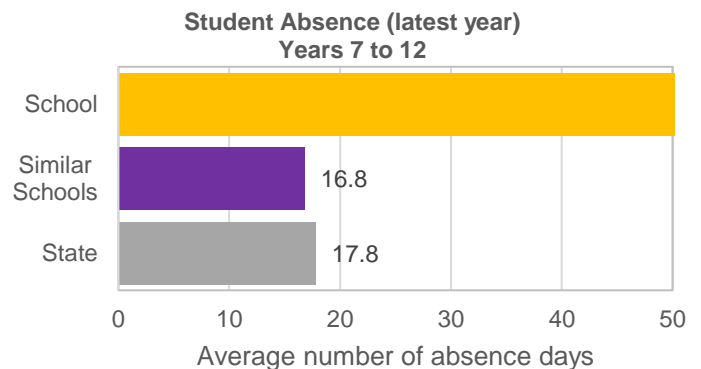
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	60.3	28.1
Similar Schools average:	16.8	18.5
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

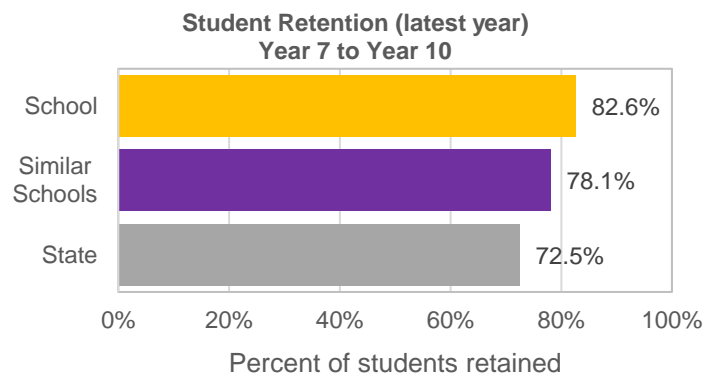
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	72%	70%	66%	62%	73%	75%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	82.6%	70.7%
Similar Schools average:	78.1%	77.7%
State average:	72.5%	72.9%



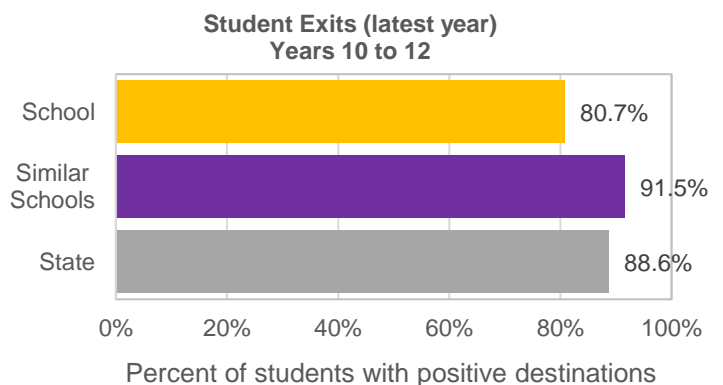
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	80.7%	81.4%
Similar Schools average:	91.5%	92.2%
State average:	88.6%	89.1%



WELLBEING

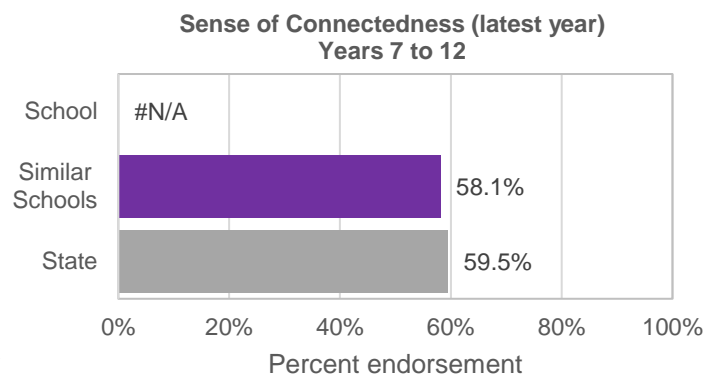
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	42.4%
Similar Schools average:	58.1%	53.7%
State average:	59.5%	55.3%



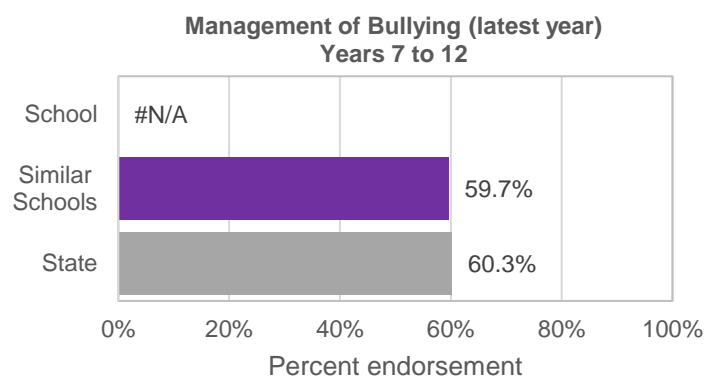
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	44.6%
Similar Schools average:	59.7%	57.3%
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,650,979
Government Provided DET Grants	\$2,421,106
Government Grants Commonwealth	\$924
Government Grants State	\$20,367
Revenue Other	\$72,201
Locally Raised Funds	\$459,107
Capital Grants	NDA
Total Operating Revenue	\$11,624,683

Equity ¹	Actual
Equity (Social Disadvantage)	\$113,386
Equity (Catch Up)	\$29,011
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$142,397

Expenditure	Actual
Student Resource Package ²	\$8,569,113
Adjustments	\$14,277
Books & Publications	\$12,319
Camps/Excursions/Activities	\$110,078
Communication Costs	\$53,885
Consumables	\$192,424
Miscellaneous Expense ³	\$30,348
Professional Development	\$14,741
Equipment/Maintenance/Hire	\$541,270
Property Services	\$462,689
Salaries & Allowances ⁴	\$463,486
Support Services	\$132,699
Trading & Fundraising	\$2,561
Motor Vehicle Expenses	\$8,903
Travel & Subsistence	NDA
Utilities	\$105,283
Total Operating Expenditure	\$10,714,077
Net Operating Surplus/-Deficit	\$910,606
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$896,759
Official Account	\$141,332
Other Accounts	\$86,226
Total Funds Available	\$1,124,316

Financial Commitments	Actual
Operating Reserve	\$320,030
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$30,390
School Based Programs	\$85,567
Beneficiary/Memorial Accounts	\$86,576
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$273,084
Capital - Buildings/Grounds < 12 months	\$230,000
Maintenance - Buildings/Grounds < 12 months	\$59,321
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$280,000
Maintenance - Buildings/Grounds > 12 months	\$16,689
Total Financial Commitments	\$1,364,421

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.