

2020 Annual Report to The School Community



School Name: Mill Park Secondary College (8775)



- 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 19 March 2021 at 07:27 AM by Patricia Horner (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 19 March 2021 at 09:52 AM by Kathy Filev (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

Mill Park Secondary College is a co-educational dual campus public secondary school delivering quality teaching and learning experiences in specialist classroom facilities. The College has 140.5 equivalent full-time (EFT) staff.

Mill Park Secondary College is a school with high expectations. Each student flourishes through individualised opportunities in a child safe environment and embraces the challenge of creating their future by setting personal goals to achieve social and academic success. The College operates on a set of four agreed values: Respect, Responsibility, Achievement and Enjoyment. These values form the basis for all interactions between staff, students, parents and the broader community.

The College is unique in offering a Pastoral Program from Years 7 through to 12. MPSC celebrates diversity and promotes positive and respectful relationships.

The College serves a local community that resides within a growth corridor approximately 22 km to the north of the CBD. The school draws its students from Bundoora, Mill Park, Epping and South Morang. In 2020 the school had a student population of 1372 which included 39 international students. The composition of the school student population mirrors that of the broader local community, which is one of the most multicultural municipalities in Victoria. The socio-economic backgrounds of the students vary considerably.

The International Student Program continues to enrich the day-to-day lives of all students. The contribution of overseas students to the College is welcomed, recognised and celebrated. Those students benefit by having three full-time dedicated team members, including one Mandarin-speaking and one Vietnamese speaking. The team provide on-going personal assistance and welfare support to international students as well as arranging quality homestay accommodation with local families.

The Middle Years Campus (Years 7-9) is located in Mill Park and is structured around year level hubs. The hubs contribute significantly to increased levels of student wellbeing, engagement and connectedness. The main pedagogical focus of the campus is developing skills in literacy, numeracy and building curiosity, as well as providing a range of learning opportunities through extracurricular activities. The College has an accredited SEAL (Select Entry Accelerated Learning) Program as well as an Accelerated English and STEM program.

The Senior Campus (Years 10-12) is located in Epping and focuses on delivering a range of rigorous learning opportunities for students. The senior school offers over 40 VCE and VET subjects, together with a dynamic VCAL program.

Two key priorities of the College are learning growth and positive pathways. This investment continues to deliver strong returns. In 2020, over 90% of Year 12 students received an offer for a higher education course.

A significant part of the teaching and learning program was delivered remotely in 2020. The College transitioned quickly and smoothly to this platform for two extended periods of time. The Teaching and Learning Model underpinned the creation of Guidelines for Remote Learning. A significant number of documents were developed, in conjunction with key stakeholders, to support staff in the delivery of lessons and the support of students. The Student Engagement Model represented a powerful way of supporting the well-being of students during this time. The College invested heavily in maintaining the engagement of students and their connectedness to the school. To this end, expectations were reframed and the College conducted parent-teachers interviews by video conference. Participation by the school community was very high as families appreciated the opportunity to maintain that connection with staff and to share experiences of remote learning as well providing the school valuable feedback.

The experience presented the school with an opportunity to refine processes and procedures and to re-focus our energies on the core business of achieving the best possible outcomes for all our students.

Framework for Improving Student Outcomes (FISO)

The Achievement Team has focused on the FISO initiative of Building Practice Excellence. The strategies that have been selected and incorporated into the AIP include: consolidating the use of the College-wide Teaching and Learning Model and building staff capacity in analysis of data to enhance collaboration and accountability for learning growth. Professional Learning through collaboration and Workshop Weeks are focused on explicit use of evidence-based strategies.

The Student Engagement & Wellbeing team has focused on the FISO initiative of Empowering Students and Building School Pride. The strategies include the launch and implementation of the Student Engagement Model, enhance curriculum planning and pedagogy to support students to self-regulate and cultivate positive emotional states; involving students in personal data analysis including absence and learning growth data and investigating strategies to improve attendance. Throughout 2020 and the extended periods of remote learning, our College was able to continue to work towards achieving our Key Improvement Strategies. Mill Park Secondary College was able to quickly and seamlessly adapting to the online teaching and learning environment with most students successfully engaging in remote learning. Work around Professional Learning Communities was modified, so that the Leadership team continued to build their skills, knowledge and expertise in this area, with a delayed rollout to staff.

In the FISO dimension of Community engagement in learning, the College was able to capitalise on increased community engagement and family communication, which has strengthened students meeting College BYOD expectations and the efficiency and consistency of Google Classroom. The prolonged remote learning period also allowed the College to continue to work on building community expectations around the value of education and focusing on improving student learning outcomes.

In the FISO dimension of Excellence in teaching and learning the key improvement strategies for 2020 have been to continue to build the capacity of staff across the College with the trialing of inquiry cycles in the lead up to implementation of Professional Learning Communities (PLCs), consulting with staff and students in the developmental matrix for our Student Engagement Model, continuing to build the capacity of staff to use data to inform their teaching and increase student learning growth and further embedding our Teaching and Learning Model into teacher practice with more staff able to demonstrate skills at the excelling level.

In the FISO dimension of Positive climate for learning, ongoing whole school professional learning has been occurring around the Student Engagement Model. Student forums have been held and student feedback sought in regards to the student side of both the Teaching and Learning Model and Student Engagement Model. Student reflection, feedback and goal setting is being refined to help support and build student agency in all classrooms. All students have been supported to update or create focus plans and students have been engaging with their own achievement and attendance data to set goal and celebrate successes.

Achievement

The College has displayed a similar level of achievement to previous years, although when compared to similar school comparison this sometimes appears lower.

Teacher judgements in English continue to show a similar level of performance to the state. This is not reflected in Mathematics where teacher judgement shows a significantly lower than the state Mathematics performance. The main reason for this is more accurate reporting and teaching across all of years 7 - 10 via the Maths Pathways software. This was introduced in 2018 across the whole College meaning that student performance was more accurately assessed in Mathematics and is a more reflective indicator of performance against objective indicators like NAPLAN and PAT (Progressive Achievement Tests).

Teacher judgements have remained consistent in Mathematics since 2018 within the school. NAPLAN did not occur in 2020 due to COVID-19 and remote learning but the school continued to measure student ability through PAT.

The completion rate for VCE was 97.7%, equal to the state average, and 91% of the students studying VCAL successfully completed their Senior VCAL certificate. The VCE Mean study score decreased slightly in 2020 however

the number of students who achieved an ATAR score over 50 increased. This resulted in an increased number of students going into higher education or apprenticeship/trainee courses and a reduction in the number of students in part time employment or seeking employment.

Engagement

The average number of days absent for students across the College rose slightly compared to the previous school year. This may in part be attributed to student response to remote learning and the difficulties some faced transitioning from learning at school to learning online. Our school responded quickly to adjust some processes to respond to student dis-engagement and worked closely with families to increase student participation in their online learning.

At the individual cohort level, all year levels had an increase of approximately 2% in absence rates except the 2020 Year 12 cohort, which improved by 5% compared to the previous year.

Our Student Engagement Leaders who have a specific focus on attendance improvement, have developed and refined a clear step by step process for tracking and responding to student attendance issues that will enhance consistency of process across all year levels. This is being fully implemented in 2021.

In 2021 the school will launch its Continuum of Practice which supports staff to implement our new Student Engagement Model (SEM). Our Professional Learning Teams (PLTs) will focus on staff feedback on the model and the continuum during semester one of the 2021 school year with full implementation to commence in semester two.

Student retention rates from Years 7 to 10 continue to be better than similar schools and the state average when considering the last four year average, although the 2020 rate dropped slightly compared to the previous year.

In 2020, 94% of students who applied to VTAC received an offer for entry into tertiary education. 46% of these were for placements at various universities, 30% TAFE, and 19% moved into work or apprenticeships.

Wellbeing

Health and wellbeing support were prioritised for staff, students and families, through work in Professional Learning Teams (PLT), teacher check-in during extended periods of remote learning and targeted work by Student Engagement Teams for students who struggled to engage through-out the year. A 15.3% increase on the 4 year average for connectedness to school may well have been impacted by the supports, which were appreciated by students and families throughout 2020. Future plans in this area centre around the embedding of the College Student Engagement Model in lesson planning and professional learning supported by a continuum for development used in PLTs.

Student responses related to managing bullying had a 13.7% increase from the four year average. Student forums had been used to further explore Attitude to School Survey responses, which have helped clarify student expectations and refine elements of follow-up to bullying. The College sees the need to develop a better understanding of inclusiveness and develop support for students' conflict resolution skills.

While the results have increased and are above the averages for similar schools and the state, the trend for increase is consistent with that of similar school and the state in a year where lower participation and changes in data collection methodology may impact comparability.

Financial performance and position

The financial summary for Mill Park Secondary College year ended 2020 concluded with an overall operating surplus of \$886,268. Surplus funds will be used to support the achievement of educational outcomes and operational needs of the school, consistent with Department Policies, School Council approvals and the intent/purposes for which funding was provided or raised.

During 2020, the College received \$508,258 in fees for the Overseas Students Program. DET Funding for YES

Program, a total of \$4,500 was claimed to support payment of two trainees, \$4,906 for Student Excellence Funding and DET Planned Maintenance Program a total of \$100,000 was allocated to Mill Park Secondary College for roof repairs at both sites. Mill Park Secondary College was also successful in receiving funding for the Advance Program \$5114, this program supports young people to stay engaged in education through participation with community organisations on projects that benefit the local community.

The College claimed \$37,871 in Targeted Funding for the following initiatives –

- “Professional Learning Communities (PLC) – for CRT reimbursement
- Student locker Program for the secure storage of mobile phones initiative– reimbursement of \$30,000
- Language Scholarship – for CRT reimbursement
- Safe Use of Machinery for Technology Teaching – maintenance & repairs

School Council approved a number of projects across the College in 2020. The computers in C02 were upgraded and the old computers were distributed to families in need to assist with remote learning. The College went to tender for a new telephone system, Zero 3 Communications was the successful applicant and a NEC SV 9100 telephone system was installed at both campuses.

The College continues to fund the BYOD (Bring Your Own Device) Program, which was implemented in 2015 with a positive response.

College Equity funding is used to enhance staff capacity via coaching, Literacy and Numeracy.

Expenditure in ‘property services’ was undertaken for general maintenance, building works, and annual services. Priority works have been identified at both MYC and Snr Campus in 2019, H Block toilet upgrade was to commence and the anticipated completion date was predicted for early 2020. With COVID19 restrictions this project was deferred to 2021. The covered area between Block 8, 9 and 10 has been completed and a working party formed to plan the fit-out of the space under the shelter. There has been a focus on installing outdoor seating around the grounds of the Senior Campus, creating inviting spaces for students. The technology rooms at the MYC have been refurbished, concrete floors painted and new benches installed. Two portables at MYC have been painted inside and out, the windows in the MYC canteen were replaced, across the College there has been various upgrades and maintenance carried out during the year.

A considerable portion of our budget continues to be expended on furniture and equipment, heating and cooling to provide students with access to the latest learning tools and inviting learning spaces.

A Local Community Grant application was successful in securing \$20,000 to purchase shade sails for the area around the Middle Years Campus Canteen.

The Bank Accounts were managed effectively, interest earned, commission, and other locally raised funds were used to supplement the overall budget. The College will continue to allocate funding for our Strategic Goals and Priorities, while continually working to provide a productive learning environment for all students.

For more detailed information regarding our school please visit our website at

<https://www.millparksc.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 1418 students were enrolled at this school in 2020, 714 female and 704 male.

34 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) which takes into account parents' occupations and education.

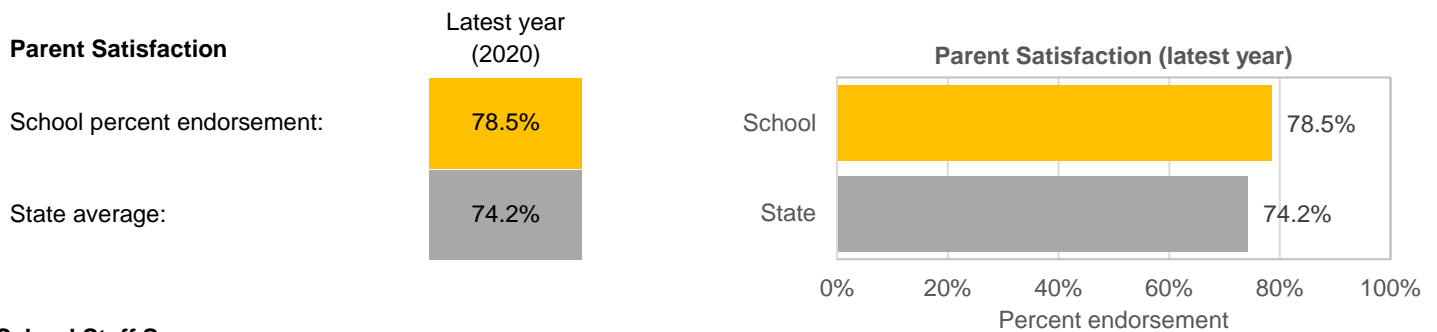
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

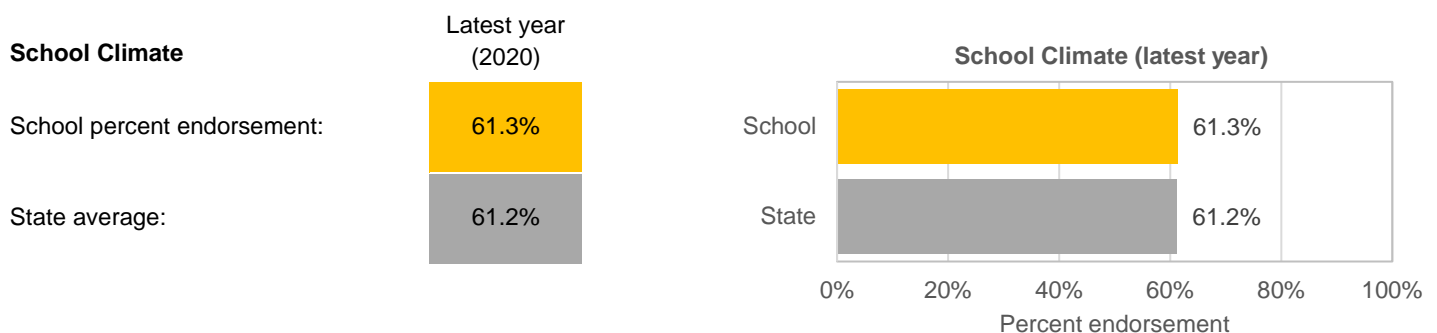


School Staff Survey

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:

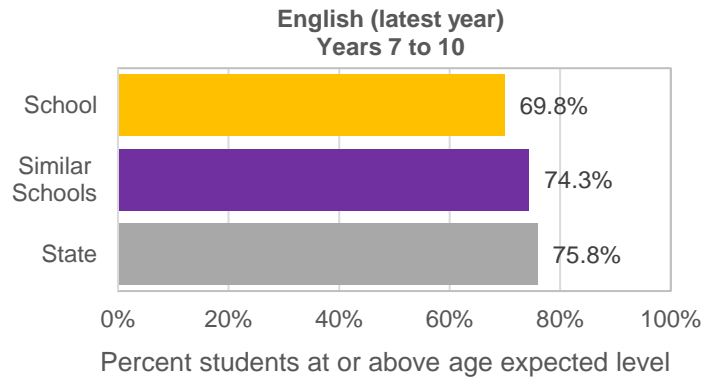
69.8%

Similar Schools average:

74.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

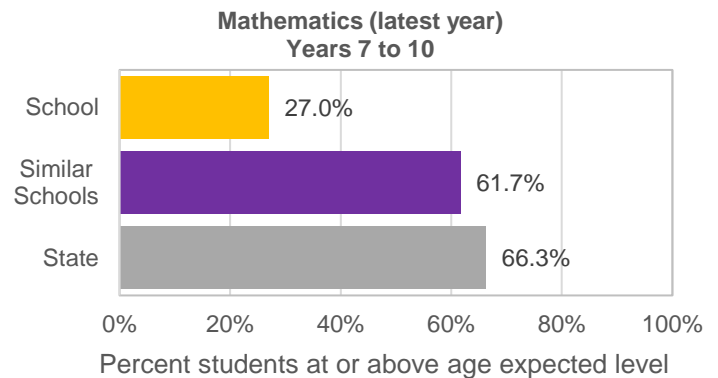
27.0%

Similar Schools average:

61.7%

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.

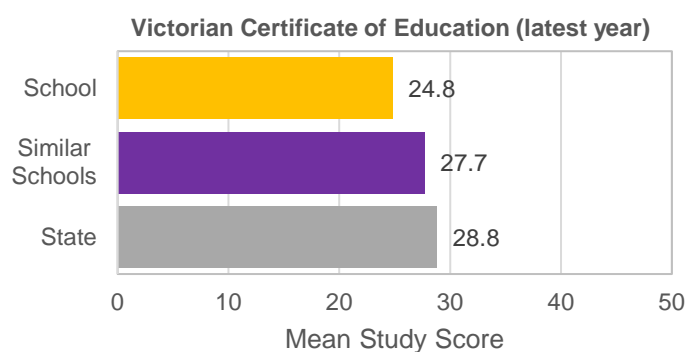
ACHIEVEMENT (continued)

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	24.8	25.0
Similar Schools average:	27.7	27.7
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

27%

VET units of competence satisfactorily completed in 2020:

63%

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

91%

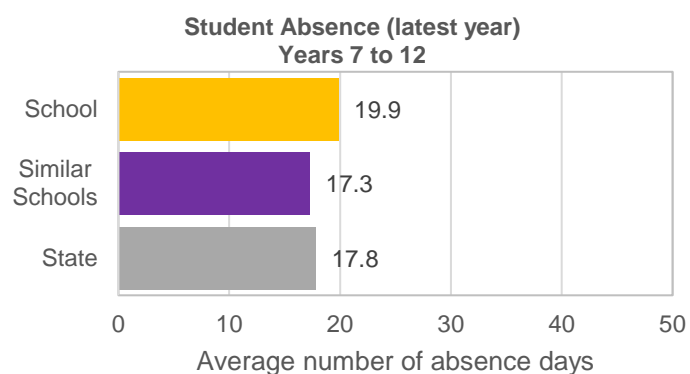
ENGAGEMENT

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:	19.9	21.2
Similar Schools average:	17.3	19.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

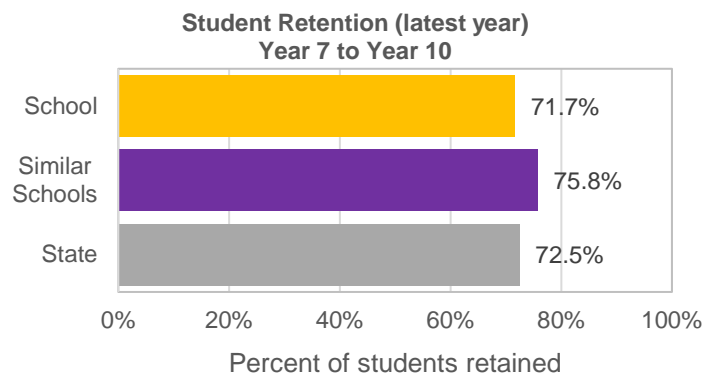
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	90%	88%	89%	88%	91%	92%

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:	71.7%	77.9%
Similar Schools average:	75.8%	75.4%
State average:	72.5%	72.9%



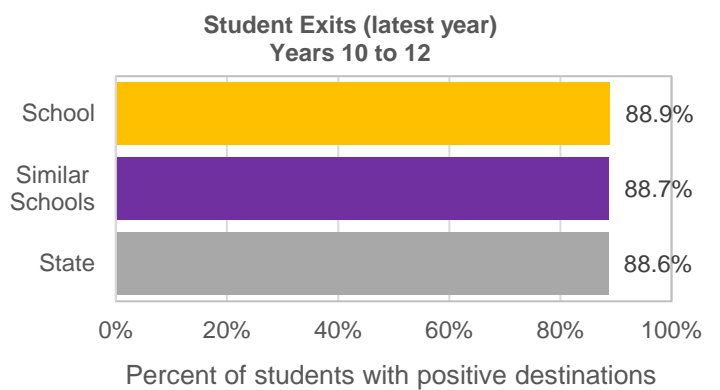
Students exiting to further studies or full-time employment

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:	88.9%	87.8%
Similar Schools average:	88.7%	89.7%
State average:	88.6%	89.1%



WELLBEING

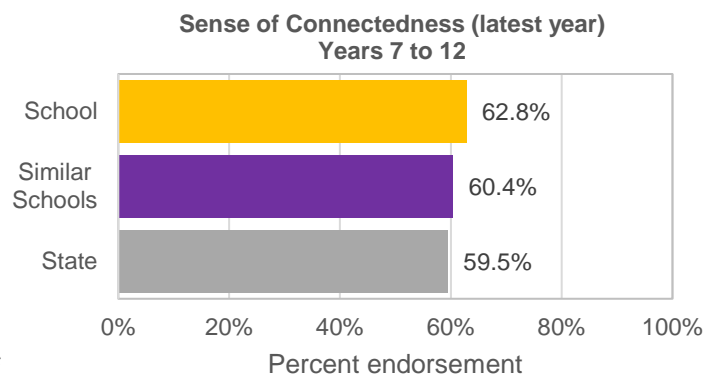
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	62.8%	47.5%
Similar Schools average:	60.4%	53.9%
State average:	59.5%	55.3%



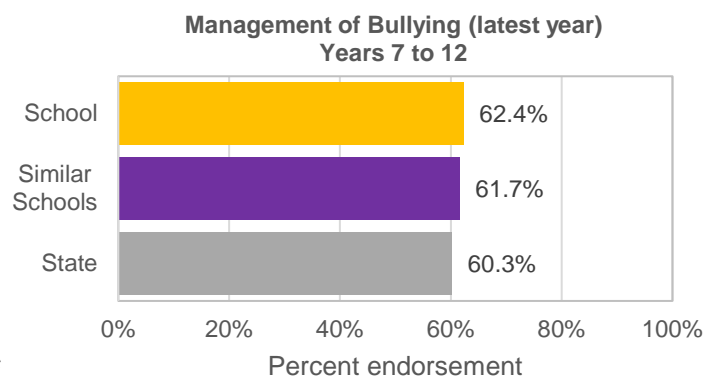
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	62.4%	48.7%
Similar Schools average:	61.7%	57.5%
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	\$14,603,034
Government Provided DET Grants	\$2,386,603
Government Grants Commonwealth	\$3,600
Government Grants State	\$22,172
Revenue Other	\$41,439
Locally Raised Funds	\$553,734
Capital Grants	NDA
Total Operating Revenue	\$17,610,582

Equity ¹	Actual
Equity (Social Disadvantage)	\$833,996
Equity (Catch Up)	\$79,839
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$913,835

Expenditure	Actual
Student Resource Package ²	\$14,783,200
Adjustments	NDA
Books & Publications	\$16,504
Camps/Excursions/Activities	\$74,575
Communication Costs	\$44,172
Consumables	\$388,500
Miscellaneous Expense ³	\$65,085
Professional Development	\$22,681
Equipment/Maintenance/Hire	\$312,993
Property Services	\$287,346
Salaries & Allowances ⁴	\$276,202
Support Services	\$266,138
Trading & Fundraising	\$5,524
Motor Vehicle Expenses	\$4,599
Travel & Subsistence	\$83
Utilities	\$176,715
Total Operating Expenditure	\$16,724,314
Net Operating Surplus/-Deficit	\$886,268
Asset Acquisitions	\$124,739

- (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	\$4,467,784
Official Account	\$115,916
Other Accounts	NDA
Total Funds Available	\$4,583,700

Financial Commitments	Actual
Operating Reserve	\$281,422
Other Recurrent Expenditure	\$8,340
Provision Accounts	\$13,000
Funds Received in Advance	\$198,487
School Based Programs	\$302,184
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$22,935
Repayable to the Department	\$703,255
Asset/Equipment Replacement < 12 months	\$729,000
Capital - Buildings/Grounds < 12 months	\$828,961
Maintenance - Buildings/Grounds < 12 months	\$371,792
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$500,000
Total Financial Commitments	\$3,959,376

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.