

2022 Annual Report to the School Community

School Name: Horsham College (8818)



- 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 17 May 2023 at 05:45 PM by Robert Pyers (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 18 May 2023 at 03:03 PM by Brett Thompson (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

Horsham College had a total of 1060 students that were enrolled at this school in 2022; 418 female and 542 male. 5 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

The College is the only government secondary school provider servicing the City of Horsham and immediate surrounding rural area. 35% of students travel by bus from surrounding areas and approximately 30% of students receive the Education Maintenance Allowance or Youth Allowance. Our College is located on 14.74 hectares including the Baillie St/Dimboola Road and the McKenzie Creek Campus which is the home of our Flexible Learning Option (alternative pathway) programs.

The College Council has invested significant locally raise funds to improve our technology learning spaces, provide a permanent for our music department and improving student facilities. The College Council continues to invest funds into improving the environment of the College and providing a place that all students, staff, and our community are able to enjoy and take pride in.

The College has developed a reputation for high quality teaching and a strong breadth and depth of learning programs, catering for our students' varied needs and providing multiple pathway options. We are recognised for the range of extracurricular activities that our students can access including instrumental music, public speaking, dance, singing, drama, science clubs and elite sporting programs including Peak Performance and the AFL Academy. It provides extension classes via the Select Entry Accelerated Learning Program and an accelerated VCE pathway. At Horsham College we are committed to developing the skills and leadership capacity of staff and fostering a learning community that shares best practice with other schools.

The multi-million-dollar Wimmera Trade Training Centre, which involves a partnership amongst twelve district Secondary and P-12 Colleges is located on our College grounds and the College provided five VET programs for students from the partner schools in 2022. The College receives strong support from its parents, and this is integral to developing a 'community focused school'. Our College is focused on building strong partnerships between students, parents and carers and staff. We know that by working together we can achieve successful outcomes for all of our students.

The College staff have worked hard to develop positive links with community and educational agencies, including the Horsham City Rural Council, Wimmera-Southern Mallee LLEN, Skillinvest, Federation University and our neighbouring schools both within Horsham and throughout the Wimmera.

Horsham College is a Child Safe School and is proud to be a leader in the implementation of both the Safe Schools and Respectful Relationship Programs.

The College had in 2022 140 staff: 6 Principal class, 11 Leading Teachers, 4 Learning Specialists, the equivalent of 81 Teachers and the equivalent of 35 Education Support Staff. Horsham College also has a part time College Chaplain and is part of the Doctors in Secondary Schools initiative.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Horsham College focused on supporting students and staff through the challenges presented by transitioning to a COVID-19 normal world. Our in-school Literacy and Numeracy testing showed that there was variable impact across the student cohort 7-10 due to these unique circumstances. Our 2022 NAPLAN results highlighted some excellent results which showed our whole school focus on Literacy and Numeracy and implementation of the Middle Years Literacy and Numeracy Support (MYLNS) program and Tutor Learning Initiative. Whilst the college's Writing and Numeracy results for growth were at state or above our reading for both learning gain and percentage of students in top three bands was below state but above like schools.

Teacher judgement for student achievement in English and Maths Years 7-10 was above similar school and state average. This will be an area which is reviewed in 2023.

VCE results continued a four year trend of above similar schools and state also and highlighted an outstanding result for the College in 2022. VCE English increased significantly following a renewed focus on collaboration and moderation with an average study score of 33 which was above the College's all study mean of 32. VCE and VCAL completion rates were 100% and 97% respectively and were an outstanding result for the College.

This was reflective of the combined efforts of staff, students and parent community working together and collaborating to achieve student success. The success of the College has been based upon a commitment to adhere to targeted Literacy and Numeracy plans and embedding a culture of collaboration and the FISO improvement model. A number of data sets have been used to monitor the implementation of these strategies including annual testing outside of NAPLAN. Acceleration strategies for our high achieving students have promoted a culture of high achievement. Our intervention strategies for students who may have needed support in Numeracy and Literacy have shown student improvement through the tracking of this data using PAT testing and teacher judgement.

Following the 2019 school review the College staff in 2020 undertook a review of the Year 9 curriculum, which included significant student agency and feedback from staff and parents. The result of this review was the implementation of a new Year 9 curriculum in 2021 which aligns with Years 10-12. The anecdotal data to date continues to suggest this has been an outstanding success and has led to changes to the Year 8 structure in 2024. A review will determine if this may be appropriate in Year 8.

Wellbeing

The College's Student Attitudes to School Survey reflected a positive school environment. The College was above like schools and state in the section on sense of connectedness and management of bullying. This was reflective of the wider survey results which showed the majority of students understand and appreciate the school environment and supports provided to them on a day to day basis. The College has continued to focus on Student Voice which is being addressed through the new Student Leadership structure and election process. In 2022 the College with the CEP (Country Education Project) implemented the Rural Youth Ambassador Program and feedback from this has led to proposed changes to our student leadership structure in 2024. The College has continued to provide opportunities for students to attend the Alpine School Leadership Program.

Horsham College has implemented a multi-disciplinary wellbeing team, which delivers researched based programs, supports students and provides advice and support to teachers on engagement and wellbeing matters. The team is structured in alignment with the sub school structures at 7 & 8, 9 & 10, VCE and Flexible Learning Programs, as well as access to a Mental Health Practitioner, and our College Chaplain funded in part by the community. The College Wellbeing Team has continued to deliver a range of targeted programs aimed to be proactive rather than reactive to student needs and have continued its use of the pastoral support database – SEQTA - which has enabled improved record keeping and follow up.

The College has a Doctor's in School program and is hoping to have this fully staffed in 2023.

As a school community we have built close links with the Network Student Support Services staff as well as with DHHS, Uniting Wimmera, Grampians Community Health and Headspace Horsham. We have also accessed support and programs provided by the Wimmera Southern Mallee LLEN.

Engagement

Student attendance continues to be a strong focus for Horsham College. Attendance rates continue to be higher than the state mean in 2020 and the four-year average is above state mean. Horsham College will continue to emphasise the importance of attendance. Through the 2023 Annual Improvement Plan (AIP), a target has been set to return absence rates to pre- pandemic levels and to continue to reduce unexplained absences below 5%. Through the policies for Attendance and Academic Expectations, a strong focus continues to be placed on Professional Learning Teams at each Year Level for the responsibilities for attendance follow up and to promote the importance of high attendance rates and explaining all absences.

Student retention from Years 7-10 has improved to be above state with a result of 89% for Years 7-10 in 2022. The exit data for students in Years 10 to 12 continued to improve and the difference between our results and the state mean has declined in comparison to 2018-2021 4-year average. We are now above like schools in this data set and we will continue to target resources to improve careers and pathways support and maintain a greater emphasis on ensuring all students have a positive pathway before

exiting the College. The introduction of the Morrisby testing and increased counselling at Years 9 and subsequent years along with our subject selection process at Year 11 and 12 has been highly successful and is reflected in this data.

The College leadership team has also continued to review and update key processes including transferring between programs, student engagement and exiting the school. Horsham College is now fully compliant with DET policy regarding Flexible Learning Program enrolments for students in the McKenzie Creek programs and has continued to deliver outstanding results in this space.

Student engagement and transitions will continue to be a focus in 2023 as the College prepares for the VCE Senior School reforms for implementation in 2023. The College is also working to improve the access to school data to enable better tracking of student pathways and programs through the Horsham College At Risk Register. This is discussed weekly at the Principal Class and Sub school Levels within the College.

Other highlights from the school year

Horsham College's improvement journey has been based upon the FISO model for school improvement. The impact of this has been a change of culture and a focus on creating a reflective and collaborative workplace together with a safe and secure environment for learning. A critical component has been a targeted approach to school improvement and to support the development of staff to impact on student learning. Examples of this include: introducing an at-risk register using a variety of school data to highlight vulnerable students, a clear and concise approach to literacy and numeracy, and the introduction of a variety of programs to promote student choice and extension.

The College has also invested heavily in vocational pathways to support all students in their chosen pathways. The impact of the initiatives is evident by the high percentage of satisfaction shown in both the staff and parent surveys and the high retention of students from Year 7 to 12. The high levels of staff and parental endorsement have also been reflected in student's achievement. Horsham College's VCE average study score result, continues to trend at or above state mean with an average mean study score of 32 in 2022. The College's VCE and VCAL completion rates in 2022 were 100% and 97% respectively. The College's Flexible Learning Options had outstanding results in 2022 with 17 students completing VCAL certificates and 95% of students exiting the programs to positive pathways including returning to mainstream classes, full time employment and or further training. Students aged under 15, in the Flexible Learning Options were on average able to maintain at least one years growth in literacy and numeracy based on localized testing.

Financial performance

Horsham College managed its funds as per DET guidelines and used the income and resources prudently to maximise the impact on student learning in 2022. The income of \$15,846,917 included approximately \$12,889,045 million dollars provided by the Government including \$863,680 for equity funding. The locally raised funds included payments by parents for camps and excursions, essential items and trading operations and totalled \$786,867. Expenditure of \$16,090,873 included items such as staffing \$13141009, maintenance and property service of \$758803 (for example, cleaning, buildings maintenance and repairs and grounds maintenance) while significant amounts were spent on consumables, trading and utilities. The \$117,618 referenced as 'miscellaneous' included expenditure on service providers for delivery of VET and Satellite VCAL subjects and a variety of targeted engagement programs run by the College. The operating deficit of \$243956 was a result of an increase in staff numbers due to the unique circumstances that occurred in 2022 in learning to live in a COVID normal world. The Financial commitments statement indicates that the majority of the funds carried forward are allocated for future school based programs and the replacement of equipment for the Wimmera Trade Training Centre for which Horsham College is the lead school for the Wimmera VET Cluster. Remaining funds are allocated to assist in the maintenance and replacement of college facilities and equipment.

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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at <https://www.horsham-college.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1060 students were enrolled at this school in 2022, 518 female and 542 male.

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

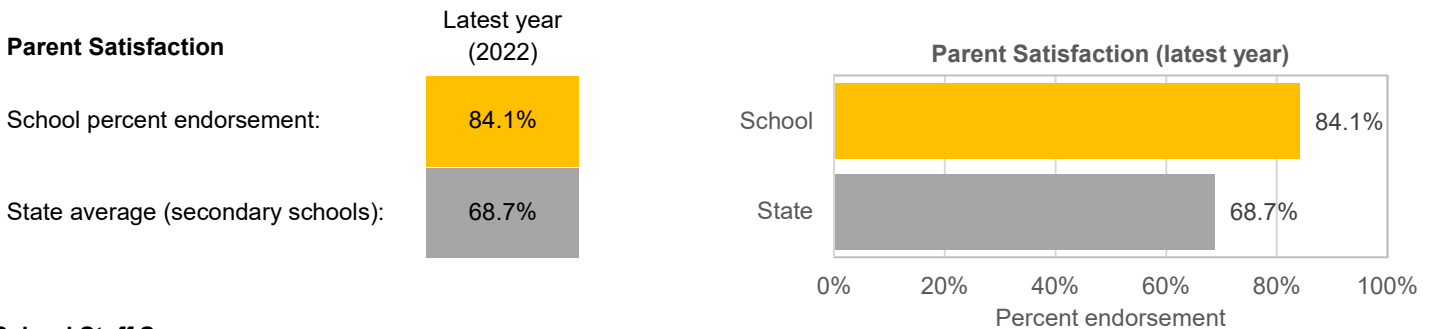
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

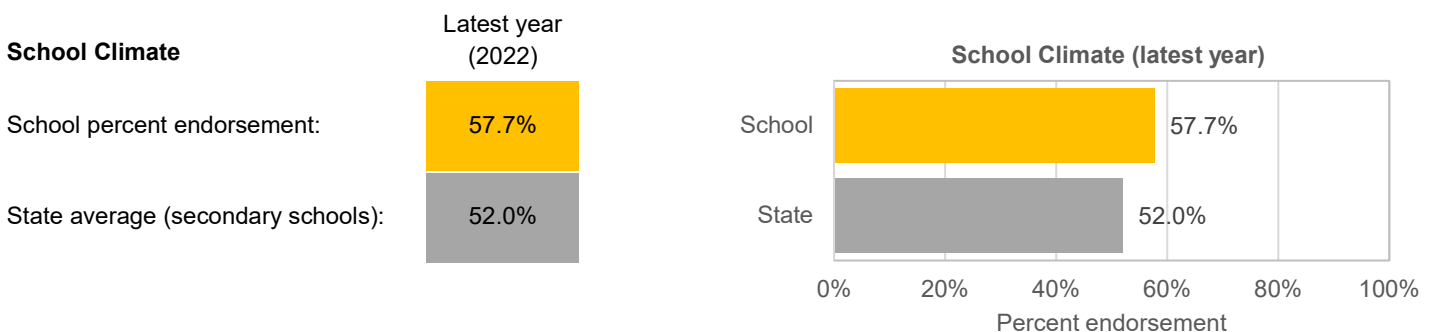


School Staff Survey

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.



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:

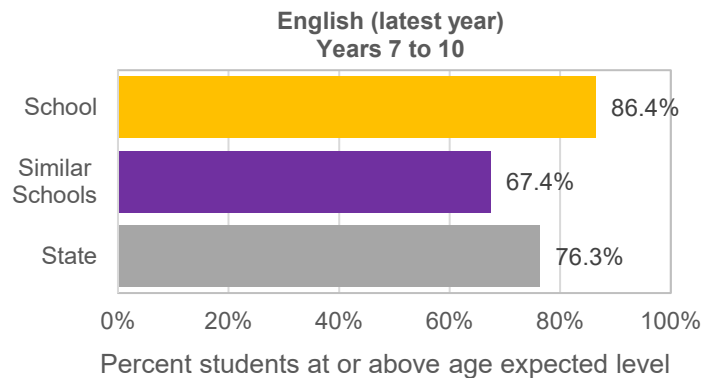
86.4%

Similar Schools average:

67.4%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

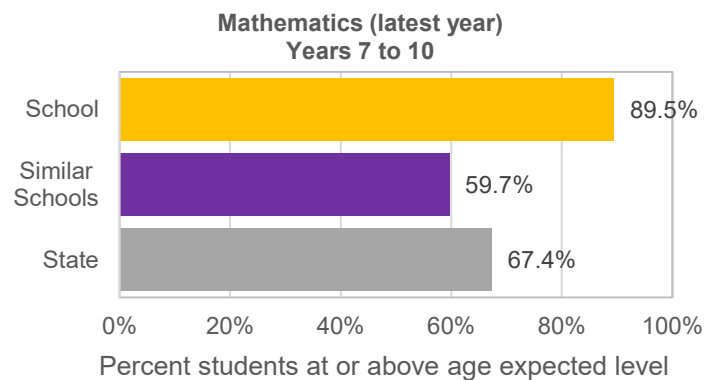
89.5%

Similar Schools average:

59.7%

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.

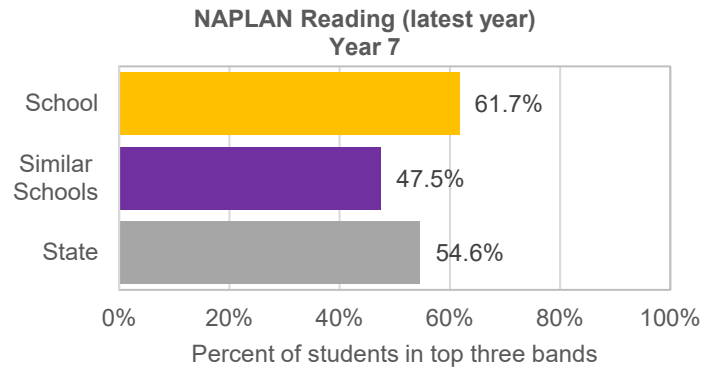
NAPLAN

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.

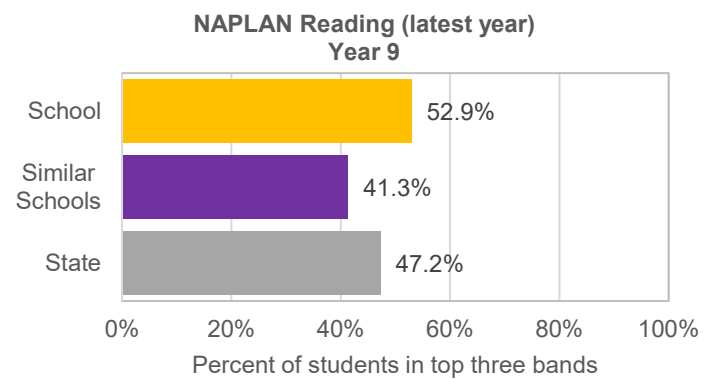
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.7%	60.0%
Similar Schools average:	47.5%	48.0%
State average:	54.6%	55.3%



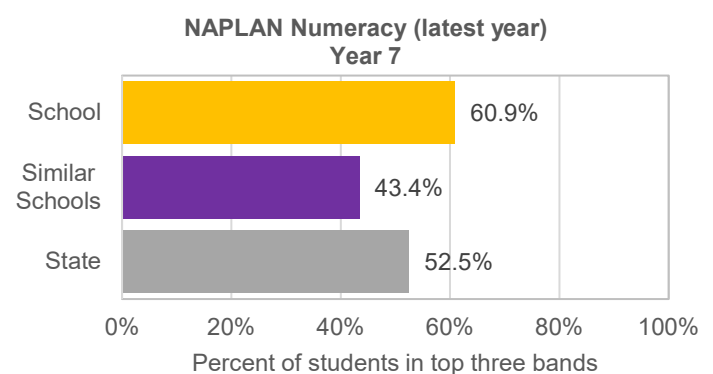
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.9%	45.6%
Similar Schools average:	41.3%	38.7%
State average:	47.2%	46.0%



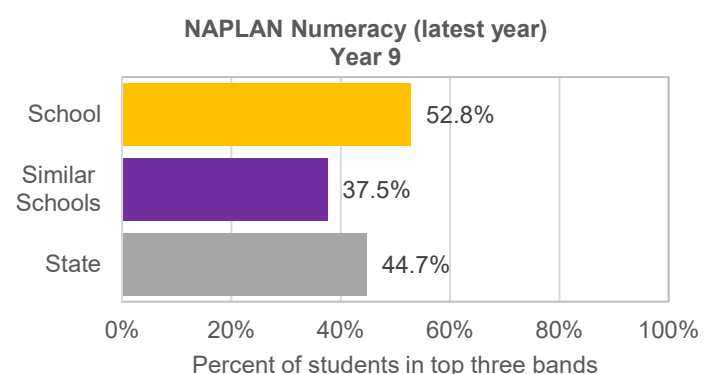
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	65.5%
Similar Schools average:	43.4%	47.4%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.8%	49.2%
Similar Schools average:	37.5%	37.1%
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.

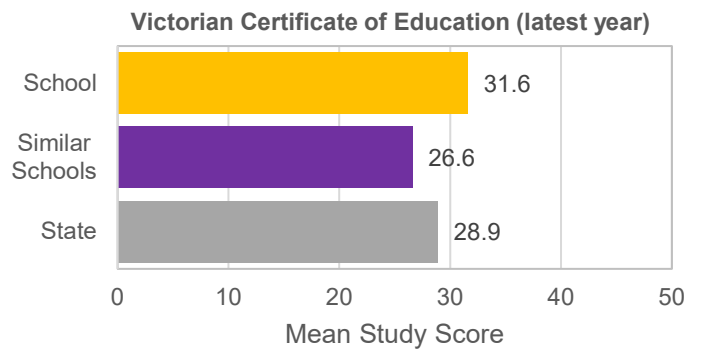
Victorian Certificate of Education (VCE)

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	31.6	29.7
Similar Schools average:	26.6	26.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

28%

VET units of competence satisfactorily completed in 2022:

90%

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

97%

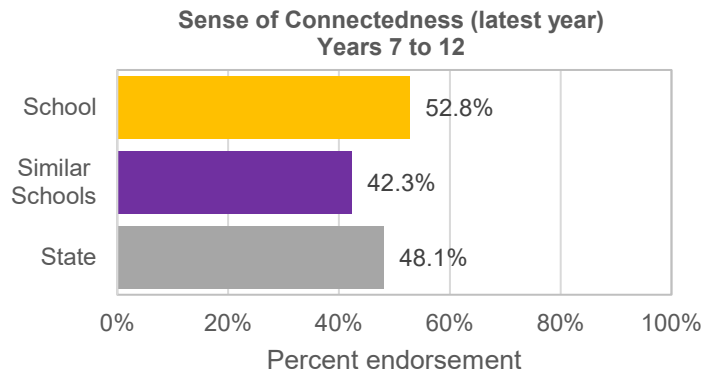
WELLBEING

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).

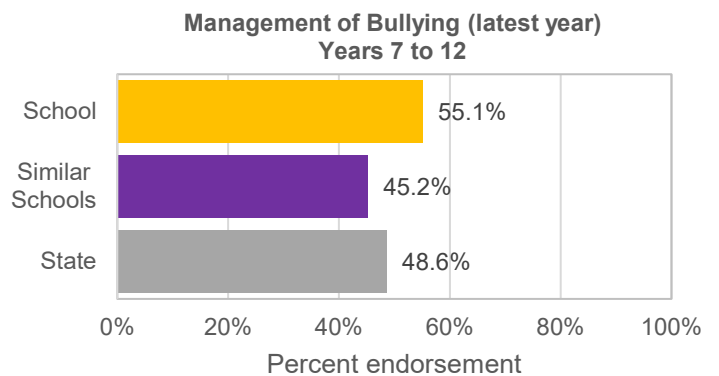
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	52.8%	54.0%
Similar Schools average:	42.3%	47.4%
State average:	48.1%	52.5%



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:	55.1%	59.2%
Similar Schools average:	45.2%	50.5%
State average:	48.6%	54.0%



ENGAGEMENT

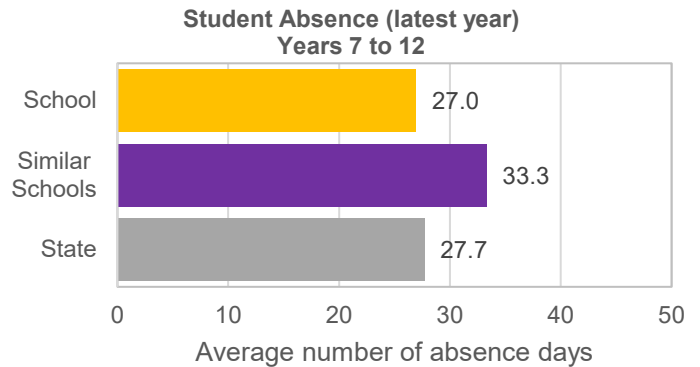
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.0	18.4
Similar Schools average:	33.3	27.5
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.

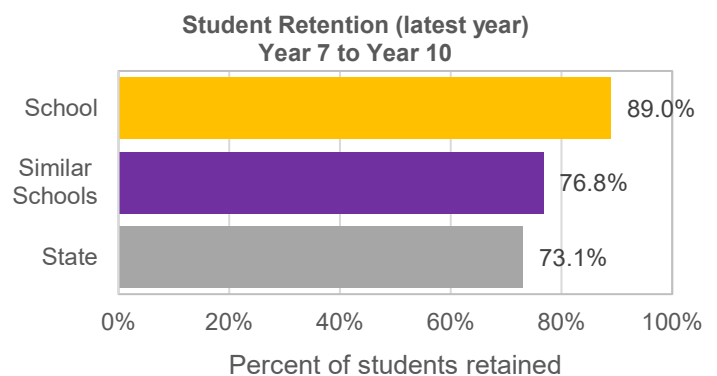
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	84%	86%	89%	88%

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%	83.3%
Similar Schools average:	76.8%	76.7%
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.

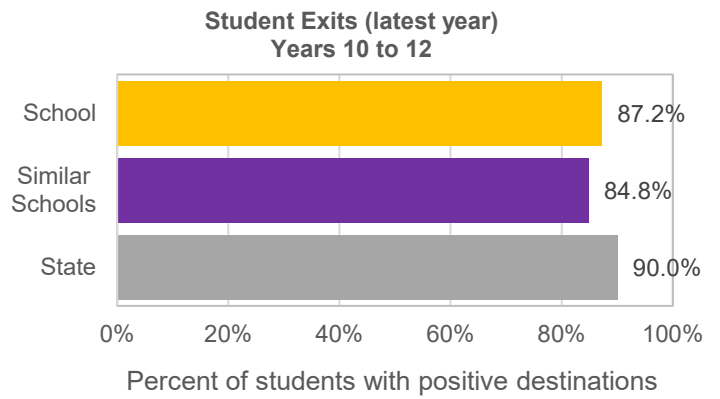
Students exiting to further studies or full-time employment

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:	87.2%	84.6%
Similar Schools average:	84.8%	83.8%
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	\$12,889,045
Government Provided DET Grants	\$1,834,119
Government Grants Commonwealth	\$28,840
Government Grants State	\$75,707
Revenue Other	\$232,339
Locally Raised Funds	\$786,867
Capital Grants	\$0
Total Operating Revenue	\$15,846,917

Equity ¹	Actual
Equity (Social Disadvantage)	\$780,042
Equity (Catch Up)	\$83,638
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$863,680

Expenditure	Actual
Student Resource Package ²	\$13,141,009
Adjustments	\$0
Books & Publications	\$3,685
Camps/Excursions/Activities	\$252,005
Communication Costs	\$34,282
Consumables	\$316,902
Miscellaneous Expense ³	\$117,618
Professional Development	\$45,250
Equipment/Maintenance/Hire	\$312,517
Property Services	\$758,803
Salaries & Allowances ⁴	\$203,187
Support Services	\$466,529
Trading & Fundraising	\$198,371
Motor Vehicle Expenses	\$23,281
Travel & Subsistence	\$10,762
Utilities	\$206,671
Total Operating Expenditure	\$16,090,873
Net Operating Surplus/-Deficit	(\$243,956)
Asset Acquisitions	\$90,028

- (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 25 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	\$1,167,288
Official Account	\$100,018
Other Accounts	\$63,692
Total Funds Available	\$1,330,998

Financial Commitments	Actual
Operating Reserve	\$412,221
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$31,150
School Based Programs	\$460,277
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$311,761
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$58,345
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$120,267
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,394,021

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.