

2022 Annual Report to the School Community

School Name: Crusoe 7-10 Secondary College (7205)



- 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 21 March 2023 at 08:08 PM by Simon Wood (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 30 March 2023 at 03:08 PM by David Hunter (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

Crusoe College is a Year 7-10 DE&T secondary college serving the south western corner of Bendigo. The College was formed in 2010 following the merger and closure of schools under the Bendigo Education Plan. The College is committed to being responsive to the learning and pathway needs of its students and being able to provide genuine opportunities for students to strive, excel and become future leaders within their community. The College is in a lower/middle socio-economic demographic and works hard to ensure that all students have a strong pathway to future education, employment and training. The College welcomes students from a number of countries around the world, including many from non-English speaking backgrounds, through exchange programs as well as those who have migrated to the area. The College has a committed staff who work in teams to create opportunities and support for quality learning outcomes. An increase in enrolment numbers has given the opportunity to recruit new teachers who bring new skill sets and perspectives to the learning program. According to our Salaries fortnightly transaction report our current EFT is 96.20 The College undertook a school-wide review in 2022 from which came a new set of priorities and goals for us all to work towards to improve student outcomes. This included two 'cluster goals' which are shared across the Bendigo secondary government schools and two of our own goals which are unique to our school. Goal 1: Optimise student retention, transition and pathways outcomes. Goal 2: Maximise learning attainment and growth for every student. Goal 3: Optimise student engagement in their learning. Goal 4: Optimise health and wellbeing outcomes for every student. Vision – All students become responsible members of the community who identify and manage the pathway to their preferred future. Mission – Crusoe College community is dedicated to supporting students to develop skills and knowledge to enable their successful transition to education, the workforce and active citizenship. Values: Respect – for self, for others and our environment Respect is the foundation of all communities. All members of the community must have a positive regard for themselves, other members and the contributions to be made. We need a commitment to behave with honesty and show empathy in the development of relationships based on fairness and care for each other and our resources. Respect as a foundational value is common to other communities and societies in which students will become members and is demonstrated in all interactions and within the school curriculum through programs in intercultural, ethical and personal/social capability. Endeavour – persistence, resilience, hope, work ethic Our ability to see positive outcomes in all situations and our willingness to persist in using and developing our own abilities and skills over a sustained period gives us the resilience we need to be successful learners and ultimately members of society. Our work ethic is based on an optimistic and hopeful view of the challenges we face which is vital to setting goals that move us toward our desired future. There is recognition that all people have different capacities but that everyone is capable of progression and development by receiving support and maintaining their effort over time. Aspiration – high expectations, personal excellence, contributions Aspiring to new and challenging roles and pathways is a foundation for community members to set high standards and makes great achievements possible. Our willingness to set and pursue challenging goals is fundamental to individual and collective improvement. A community with high expectations of its members supports them to achieve excellence in their roles, ultimately improving the capacity of everyone to make positive contributions to the achievement of their own and others' goals. Learning – continuous, deep and applied knowledge, passions Learning is the core business of the College community. All members have the responsibility to learn and continually build their skills and knowledge. Learning through the curriculum cycle of the College is broad and then becomes more specialised as students' skills develop and their passions are revealed. It is the responsibility of all members of the community to participate in opportunities to develop deep understandings of real-world contexts and apply their skills and knowledge to enhance themselves and other members of the community.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College maintained its focus on students showing at least one year of growth regardless of their starting points. The College continued to deliver additional literacy support programs at all year levels and this was expanded to include Middle Years Literacy Numeracy Support (MYLNS) for Year 10 students with school-based tutors. Students supported by the Program for Students with Disabilities received additional support in classes. Additional support programs were very important as students transitioned back to a full year of on-site learning. 2022 was the first year of NAPLAN online for Crusoe College. Our Learning Specialists and English staff played a key role in preparing our students for this new way of being tested, particularly through the use of PAT R testing and eWrite testing. A whole school approach was applied to NAPLAN 2022 through Professional Learning Communities, focusing on paragraphing, spelling, punctuation, grammar and academic vocabulary in all subject areas, with the exception of Maths. Maths focused on reading and understanding worded questions. The result of this work specifically demonstrated a significant increase in

our top two bands. In 2021, only 4% of our Year 9 students were in the top two bands for Writing. In 2022 this increased to 12% of Year 9 students being in the top two bands. This is comparable to Network Schools, Like Schools and just under the state average of 15%. In Maths, results for the percentage of students in the top two bands increased. Year 9 increased from 4% in 2021 to 9% in 2022. Whilst this is trending upwards, it is just under Network Schools and Like Schools, but well under the average of 20% of the state.

Although remote learning was not required in 2022, teachers continued to write online lesson plans for all students against the Victorian Curriculum in all subject areas ensuring that a full learning program was provided to students throughout all periods of isolation due to either contracting COVID or being a close contact early on in the year. Students engaged in a full learning and assessment program however due to the challenges that COVID gave us over the previous years, it was necessary for the college to address the issues of Key Assessment Task completion and Homework Completion. For this reason, a review of both policies was conducted and changes made to support students in once again becoming used to homework and completing set work. In light of the Berry Street Education Model training, a review of the Crusoe Model Lesson structure was necessary to ensure that the strategies learned in this program could be easily utilised and integrated into every day lesson plans. This work is still ongoing.

Wellbeing

The College continued to commit significant resources to the programs supporting student wellbeing. A highlight was all staff taking part in the first two days of the Berry Street Education Model professional development. Day one training covered; supporting students to regulate their stress response, de-escalate in school and classroom contexts, and provide strategies for increased focus. Day two covered ways to implement positive relational classroom management strategies that promote on-task learning. Staff will complete the final two days training in Terms 2 and 3, 2023.

The school's Wellbeing Team continued working to support our most vulnerable students by having regular meetings and check-ins with students throughout their school day. This is managed by an intake and triage system ensuring the team is working to support the right students at the right times.

All students undertook the Department's Respectful Relationships initiative as it was weaved into the Advisory curriculum alongside strategies from the Berry Street Education Model. Respectful Relationships teaches children to build healthy relationships, resilience and confidence. This runs alongside many other proactive programs to support the whole community including support groups for LGBTI students, multi-cultural and harmony programs, cyber-safety instruction and anti-violence campaigns among other things. The support offered by the College's Wellbeing Team, the inclusion of wellbeing programs into the advisory curriculum and the relationships formed between teachers and students was evident in the Attitudes to School Survey with 90% of students indicating connection to community, 55% indicating High Community Connection.

Engagement

The College had a continued focus on Advisors, Community Leaders and the ES Attendance Officer contacting families with regard to unexplained absences. This communication allowed the school to work alongside families to ensure barriers to student attendance were limited and support measures could be implemented to improve overall attendance. We have further work to do to improve the total amount of days our students are away from school. The average number of days Crusoe students were away in 2022 was 40 in comparison to 31.2 for similar schools and 27.7 for the State.

The Percentage of Year 7 students who remain at the school through to Year 10 was 80.4%, slightly higher than similar schools and the State. This shows students and families are engaged with the individualised programs and pathways the school offers and supports students to transition into.

Our Year 10 students have Managed Individual Pathways Plans which link them into a range of post Year 10 options including VCE, VET, Head Start and VCAL. In 2022, 100% of students who left the College during Year 10 moved to a pathway of education, training or employment. The college is proud to report that the four-year average for students leaving to go onto a viable pathway has been at 100%, in comparison to similar schools 90.1% and the state 89.3%.

Other highlights from the school year

As we returned to full time on-site learning in 2022, one of the key priorities was to provide students with opportunities to attend the camps and excursions they had missed from the last 2 years. Crusoe College ran a full camps program in 2022, including year level camps and an additional camp for Year 10 students to Phillip Island. Our school production 'Big Fish' was the first at the college in 13 years and showcased the significant talent of our students and the hard work of staff to support them. Our Graduation and

Awards Ceremonies once again highlighted the fantastic achievements of which our students are capable and celebrated the hard work completed throughout the year. The college also ran a Year 10 formal, which allowed students to celebrate the end of the year in style at the Kangaroo Flat Sports Club. The college continued its strong building program with the completion of additional classrooms in the Technology area and an update to the Food Technology rooms to allow for team teaching and greater flexibility of the spaces. We also planted trees across the college as part of a grant received for the Queen's Jubilee, which are a fantastic addition to the college environment.

Financial performance

The College recorded a net operating surplus of \$472,972 in 2022 because of continual tight fiscal and budgetary controls. This continues a pattern of fiscal planning that has placed Crusoe College in a sound financial position, something the College has been working towards since repaying accumulated debts in previous years. This sound financial position will allow the College to, through asset additions, improve the College and bring it up to a standard that is expected with ever increasing student numbers. Plans for 2023 onwards include planning for staged expenditure in a way that has not been possible in the past due to the previous heavy repayment requirements. Some \$500,00 is budgeted in 2023 for asset purchases including the construction of covering the Basketball Courts and a new updated phone system to replace our outdated 12-year-old system. Replacement of outdated assets/ items will be taking place in the coming year with a focus on value for money and warranties to protect future budgets from unnecessary strain. During the year several large one-off extraordinary expenses were undertaken, for example \$30,371 in bushfire prevention (see grant below). Assets purchased for the year came to \$136,213 including Fences, Lockers, computers etc. This together with expenditure replacing furniture/ chairs etc was necessary with our ever-increasing growing student numbers. During the year expenditure was lower in several areas but we still spent some 89% of our total budgeted expenses. The College received funds from a variety of sources, including Equity Funding, Camps, Sports, and Excursions funding (CSEF), fundraising activities, State and Commonwealth grants, bank interest, donations, and family payments (which was much lower than previous years with payments now deemed as voluntary.) The College received additional State/Commonwealth funding beyond the normal SRP, including: • \$33,245 Bushfire Vegetation Grant 2022 • Advance funding to run the Advance Community Funding ceased in 2021 but the program was still run with unspent \$ from previous years. • Targeted Initiatives 2022 totalling \$927,055 were received including: • \$20,280 National School Chaplaincy program Grant 2022 • \$92,179 VETiS Grants 2022 • \$370,933 MYLNS Grant 2022 • \$77,915 Mental Health Practitioners Initiative Grant 2022 • \$338,548 Tutor Learning Initiatives 2022 • \$27,196 Doctors in Schools Grant 2022. Overall we received 97% of our budgeted revenue with family payments being overbudgeted in 2022.

For more detailed information regarding our school please visit our website at
<http://www.crusoecollege.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 862 students were enrolled at this school in 2022, 411 female and 451 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).

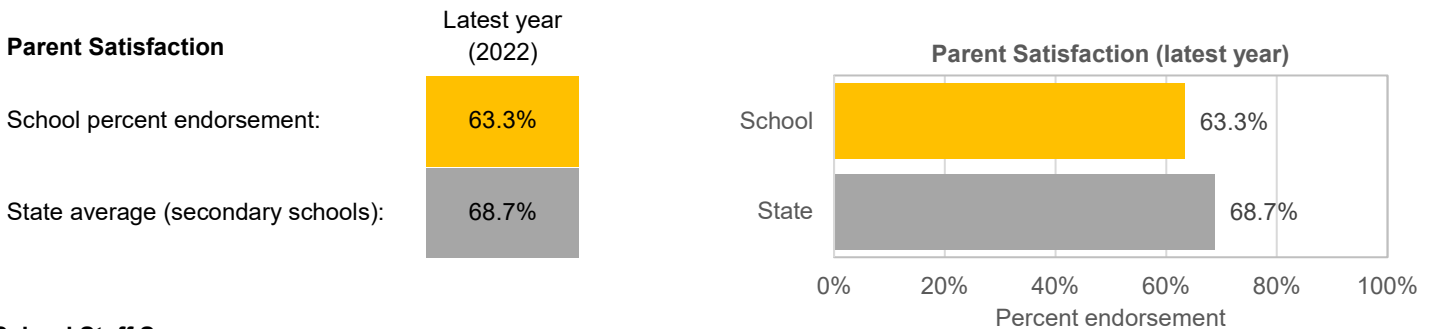
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

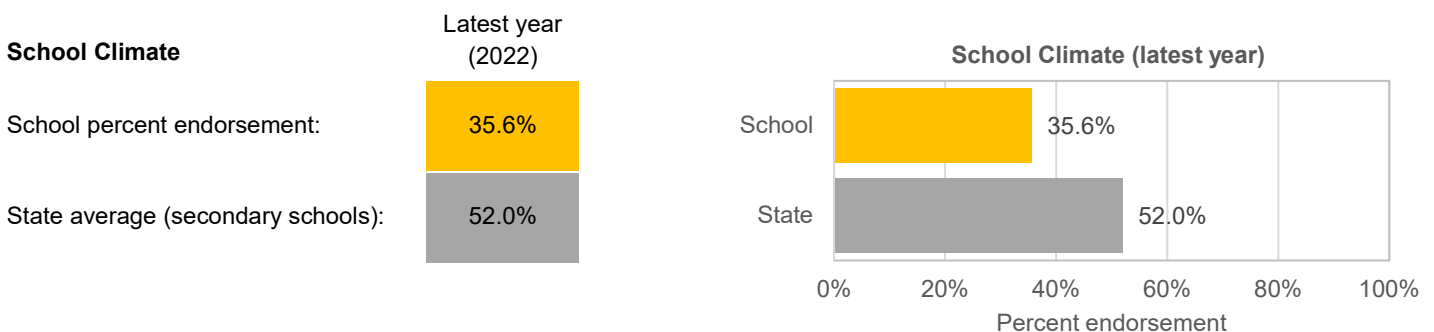


School Staff Survey

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:

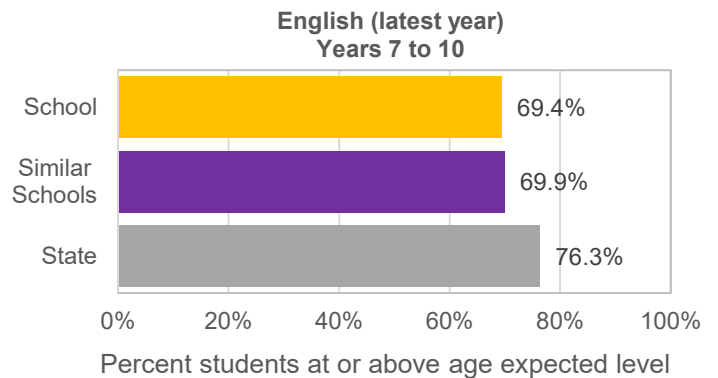
69.4%

Similar Schools average:

69.9%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

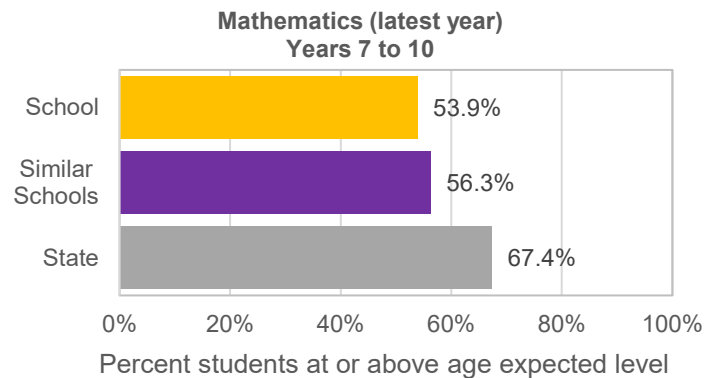
53.9%

Similar Schools average:

56.3%

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.

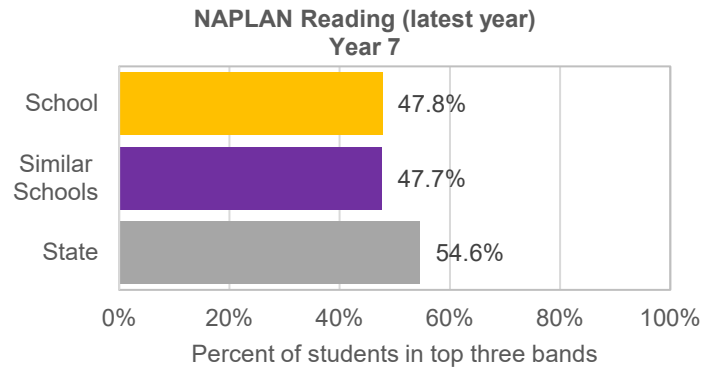
NAPLAN

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.

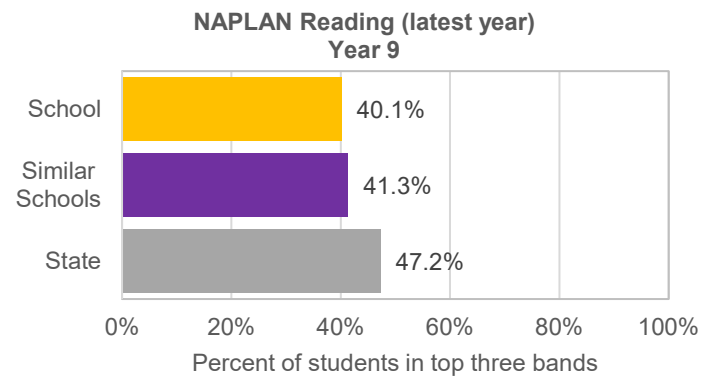
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.8%	44.6%
Similar Schools average:	47.7%	50.0%
State average:	54.6%	55.3%



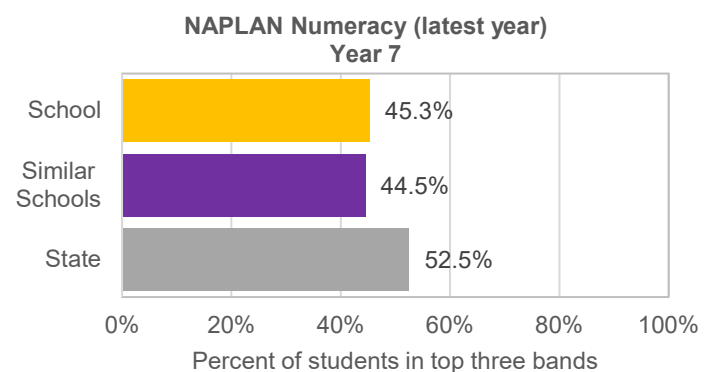
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.1%	37.7%
Similar Schools average:	41.3%	40.1%
State average:	47.2%	46.0%



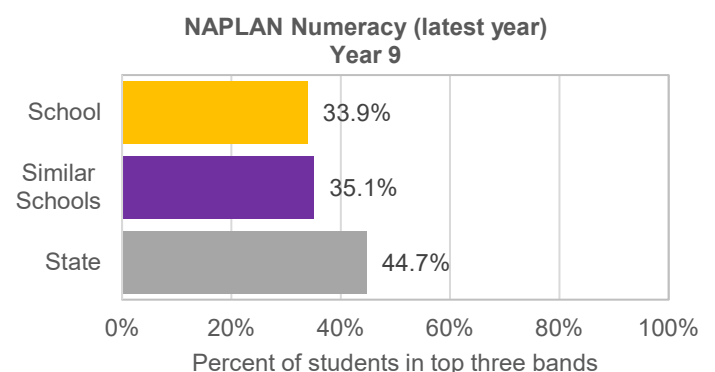
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.3%	43.2%
Similar Schools average:	44.5%	48.6%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.9%	29.6%
Similar Schools average:	35.1%	37.7%
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.*

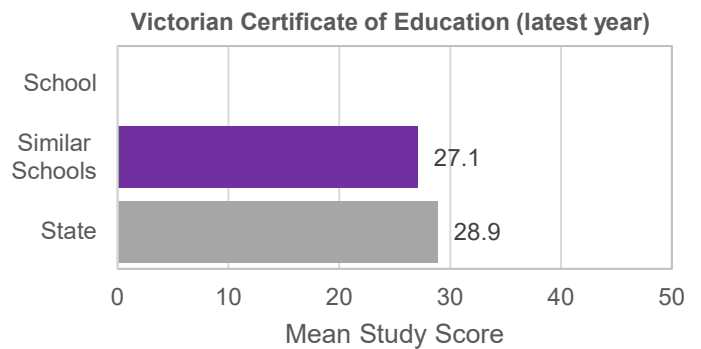
Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	27.1	27.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

55%

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

71%

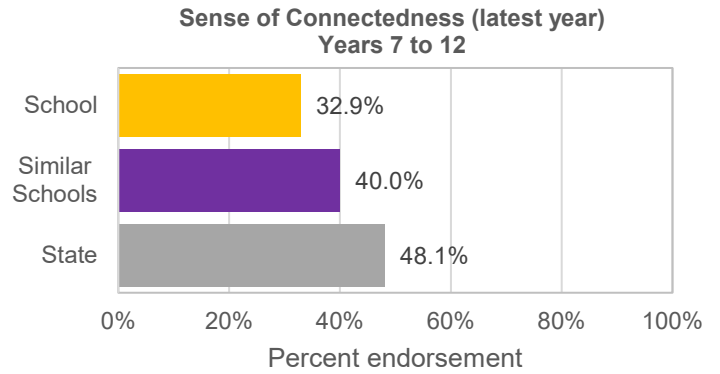
WELLBEING

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).

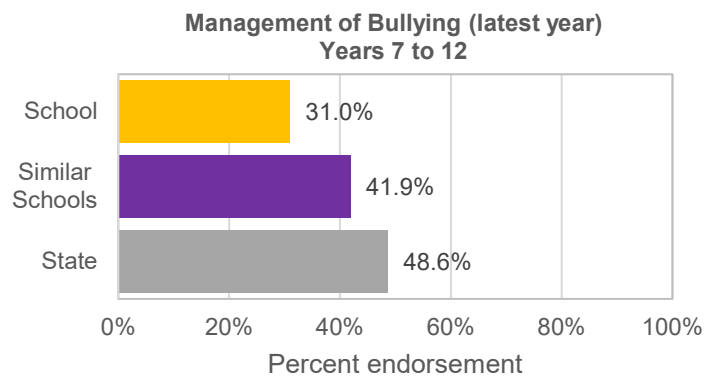
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	32.9%	42.8%
Similar Schools average:	40.0%	46.5%
State average:	48.1%	52.5%



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:	31.0%	44.0%
Similar Schools average:	41.9%	48.9%
State average:	48.6%	54.0%



ENGAGEMENT

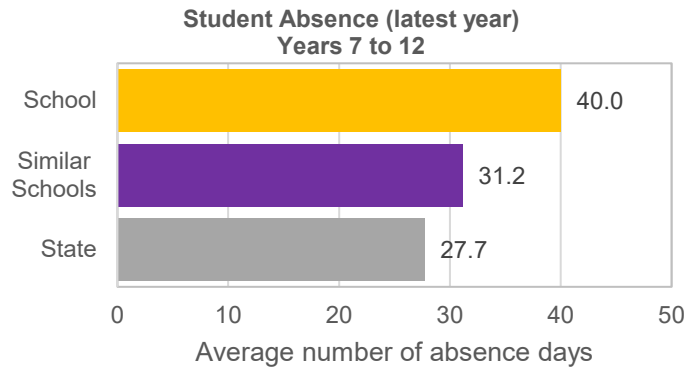
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	40.0	33.7
Similar Schools average:	31.2	24.9
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.

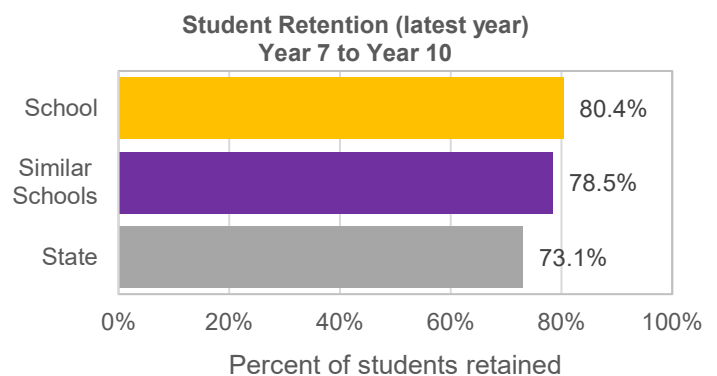
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	78%	78%	80%	NDA	NDA

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:	80.4%	79.4%
Similar Schools average:	78.5%	77.9%
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.

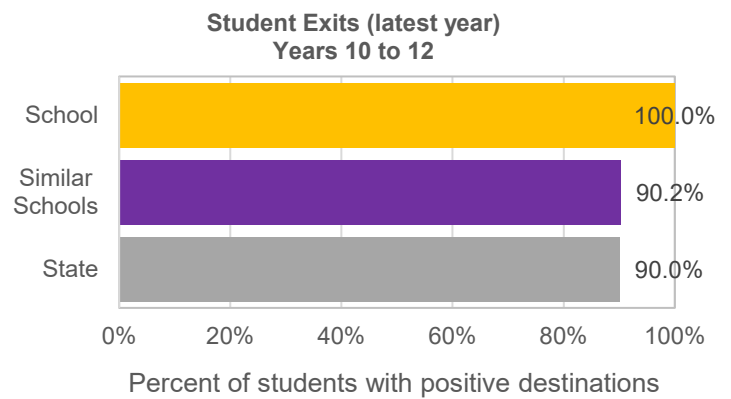
Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	90.2%	90.1%
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	\$10,325,265
Government Provided DET Grants	\$2,006,290
Government Grants Commonwealth	\$12,000
Government Grants State	\$0
Revenue Other	\$58,776
Locally Raised Funds	\$269,335
Capital Grants	\$0
Total Operating Revenue	\$12,671,665

Equity ¹	Actual
Equity (Social Disadvantage)	\$593,033
Equity (Catch Up)	\$70,798
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$663,831

Expenditure	Actual
Student Resource Package ²	\$10,126,919
Adjustments	\$0
Books & Publications	\$10,720
Camps/Excursions/Activities	\$187,839
Communication Costs	\$14,775
Consumables	\$308,894
Miscellaneous Expense ³	\$162,748
Professional Development	\$26,461
Equipment/Maintenance/Hire	\$357,352
Property Services	\$224,974
Salaries & Allowances ⁴	\$474,878
Support Services	\$164,842
Trading & Fundraising	\$7,560
Motor Vehicle Expenses	\$4,660
Travel & Subsistence	\$0
Utilities	\$126,071
Total Operating Expenditure	\$12,198,693
Net Operating Surplus/-Deficit	\$472,972
Asset Acquisitions	\$136,213

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,330,374
Official Account	\$19,313
Other Accounts	\$0
Total Funds Available	\$1,349,687

Financial Commitments	Actual
Operating Reserve	\$337,794
Other Recurrent Expenditure	\$19,730
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$127,686
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$94,226
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$500,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,079,437

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.