

2021 Annual Report to The School Community



School Name: Princes Hill Secondary College (8245)



- 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 2021 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 04 May 2022 at 04:21 PM by Trevor Smith (Principal)

- This 2021 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 05 May 2022 at 10:53 AM by John 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Vision

We believe that education has a fundamental role to play in fostering a deeper and more harmonious form of human personal and social development. Therefore, it is an indispensable asset in the attempt to attain the ideals of peace, freedom and social justice, and to reduce poverty, exclusion, ignorance, oppression and war. At Princes Hill SC all students will learn and grow to be compassionate, respectful and resilient individuals equipped with the knowledge, skills and dispositions for lifelong learning; to shape their lives; and the world around them.

Values

Achievement Respect Inclusion Creativity Resilience

Purpose/Mission

To provide a safe and inclusive educational environment that provides learning opportunities that are authentic, integrative and relevant for the 21st Century.

This is underpinned by the five pillars of education: (UNESCO)

Learning to Know – the development of skills and knowledge needed to function in this world e.g. formal acquisition of literacy, numeracy, critical thinking and general knowledge.

Learning to Do – the acquisition of applied skills linked to professional success.

Learning to Live Together – the development of social skills and values such as respect and concern for others, and the appreciation of cultural diversity.

Learning to Be – the learning that contributes to a person's mind, body, and spirit. Skills include creativity and personal discovery, acquired through reading, the Internet, and activities such as sports and arts.

Learning to Transform Oneself and Society – when individuals and groups gain knowledge, develop skills, and acquire new values as a result of learning, they are equipped with tools and mindsets for creating lasting change in organizations, communities, and societies.

School Profile

Princes Hill SC in Melbourne's inner north has approximately 860 students and provides both a supportive and challenging learning environment that fosters the school values of Achievement, Respect, Inclusion, Resilience, and Creativity. The school has approximately 77.0 equivalent full-time staff comprised of 3 Principal Class, 56.5 Teacher Class and 14.5 Education Support Class. No staff are identified as Aboriginal or Torres Strait Islanders. Demand for enrolment is high and there are limits on the capacity of the school to offer places to students beyond the neighbourhood area. The school has excellent facilities in all curriculum areas and is privileged to have access to outstanding playing fields and grounds with Princes Park in close proximity. This beautiful green open space is used by classes, and daily student access is supervised at recess and lunchtime.

The school is widely recognised for its inclusive and vibrant culture where students of all backgrounds feel welcome and safe. Appreciation of differences between people and awareness of individual needs and abilities is central to our ethos, and mutual respect between staff and students is characteristic of relationships. Students achieve high academic outcomes and consistently demonstrate excellence across the curriculum. Critical thinking, engagement with the social issues of the day, and connections with the wider community are valued. Participation in public events, performances and competitions is actively encouraged, with successes enthusiastically celebrated. The school attracts a high proportion of families with a professional background who regularly contribute to decision-making processes and are actively engaged in the life of the school.

Evidence based practice and attention to research is important in our learning community's thinking and learning. We acknowledge that young people require a range of skills, attitudes and understandings to live sustainably and cooperatively in today's world. Consequently, the curriculum makes extensive use of our inner city location for students' studies with ready access to galleries, museums, parks and Melbourne Zoo. Importantly, the College offers an extensive Camps and Outdoor Education Program utilising our ideally located and recently renovated and re-

developed alpine campus at the base of Mt Buller and Mt Stirling, along with other venues. Other co-curricular opportunities include study tours to Italy, France, Indonesia and Vietnam (subject to pandemic travel restrictions). In Year 9, all students are involved in our Wilderness Week program where each student has a week-long wilderness-like experience.

Framework for Improving Student Outcomes (FISO)

The school Framework for Improving Student Outcomes foci for 2021 were reflected in the Annual Implementation Plan and included 2021 statewide Department priorities including, 'Learning catch up and extension' and 'Happy, active and healthy kids'. The aim was to reduce the number of students who were disengaged from learning following the extended remote learning experience in 2020. Students identified for additional support in literacy, numeracy and well being/engagement were specifically assisted through the Tutor Learning Initiative (TLI) whilst student well-being became a particular focus for teachers across the curriculum. The TLI was effective from both a learning support and engagement perspective, and included formal assessment of learning growth using ACER Progressive Assessment Testing.

To support the goal of promoting happy, healthy and active kids, as many camps and excursion that could be facilitated were planned. However, the expectation at the commencement of the year that learning would be predominantly on site was dramatically altered in terms 2 and 3 with extended periods of remote learning recurring. This inevitably constrained progress as anticipated in early 2021. Nonetheless a range of activities including six Year 7 camps were ultimately conducted - the last in the final week of the year. A highly successful and celebratory Year 12 Valedictory dinner was organised in December at short notice once restrictions were lifted.

A further goal was to sustain a 'connected school community' in a context where remote learning became seemingly ubiquitous. Parent survey feedback was remarkably positive about the school's communication and efforts to remain connected with students and parents through the extended remote learning period.

The success of the school in achieving these goals is reflected in the performance summary data that follows. It is encouraging and affirming that the school has done well through the second year of the remote learning and the pandemic (including in comparison with 'similar schools'), despite the inevitable and well understood challenges presented.

Achievement

The school continued to hone its approaches to remote learning through 2021, informed by the experiences of 2020. Expectations regarding engagement of learning remained consistently high, with modification and support provided wherever appropriate from a learning, engagement and well being perspective. The school's strong ICT infrastructure and platforms again played a key role in helping to deliver the best possible outcomes from a remote learning perspective.

The 2021 Year 7-10 performance data for teacher judgement in English and Maths were above both state and similar schools. NAPLAN reading data demonstrates a significantly higher than state and similar schools outcomes for both Years 7&9, including the 4 year averages. Concomitantly, NAPLAN numeracy data at Year 7 shows outcomes above similar schools for 2021 and for the 4 year average (though to a lesser extent than reading). Year 9 2021 numeracy performance data dipped slightly below the average for similar schools whilst the 4 year average remained above similar schools.

Learning gain for the years 2019, 2021 was strong at Year 7, with Year 9 Learning Gain generally sound across NAPLAN elements though less so for reading. The forthcoming four-yearly School Review in 2022 will be an opportunity to further analyse and clarify NAPLAN outcomes and their reliability and validity. The 2022 move to NAPLAN online and its adaptive testing capacity will also be instructive.

VCE Performance outcomes were sustained at high levels and broadly above similar schools across a range of studies and curriculum areas. For example, data from Department Panorama reports (not shown in this Annual report data) shows 32% of students achieved a study score of greater than 37/50. This compares to just 15% of students in similar schools. Students are actively supported in their pathway choices by school staff and invariably are able to find places in their preferred tertiary study.

Engagement

Positive levels of student engagement are reflected in the annual report performance data. Nonetheless, it remains important to recognise the continuing impacts of the pandemic on the lives of everyone in the school community throughout 2021. Aspects of other sections outlined above point to the programs and approaches adopted to maximise student engagement in learning and school life.

Student attendance and student retention levels remain strong with student absence significantly lower at Princes Hill compared to similar schools in 2021 and over the 4-year average. This reflects the daily attendance follow up via daily SMS to parents when students are absent. Attendance is also regularly monitored by class teachers, year level coordinators and sub-school leaders. Exit destination is also impressive, whilst noting that some final year Princes Hill students have chosen to defer tertiary studies in 2022 to work and/or travel given their constrained lived experienced during the pandemic. This is expected to be a positive choice long-term.

Student engagement in learning including the sense and extent of student voice and learner agency in the classroom (across all learning areas and co-curricular programs) will form a significant part of the 2022 School Review process to inform future directions.

Wellbeing

Student wellbeing was a particular focus during 2021 and will remain a priority as we continue to move beyond the immediate impacts of the pandemic. Some students have weathered the challenges of remote learning and the pandemic and are tracking well. Others have experienced significant personal wellbeing challenges related to the pandemic or other factors. The school has continued to support student wellbeing with dedicated professionally qualified staff through both department and school funded resources. The core wellbeing team (SWC, Psychologist, and Mental Health Practitioner) worked individually with students, with groups of students, and in the implementation of programs and preparation of Individual Education Plans and applications for PSD funding and VCE SEA and SEAS. The importance of close liaison with Year Level and Sub School Coordinators has been recognised and actively facilitated.

Annual report data shows that the sense of connectedness to school (Years 7-12) is above that of similar schools and the state average. Similarly, management of bullying (Years 7-12) is above that of similar schools for both 2021 and over the 4-year average.

Finance performance and position

The school is in a sound financial position. The 2021 annual report shows a deficit that reflects a number of one-off capital expenditures on facilities, including extensive facility upgrades and asbestos removal at the Mirimbah campus, and other building improvements. Note that Department equity funding is limited at \$39,195. There was an impact on parent payment income as a consequence of the economic impacts of the pandemic.

The school received a significant grant from the state government of more than \$446,665 that is not reflected in the 2021 annual report as the funds are held and distributed by the VSBA. The school also sustains a highly experienced staffing profile with associated salary costs.

For more detailed information regarding our school please visit our website at
<http://www.phsc.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 869 students were enrolled at this school in 2021, 403 female and 466 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

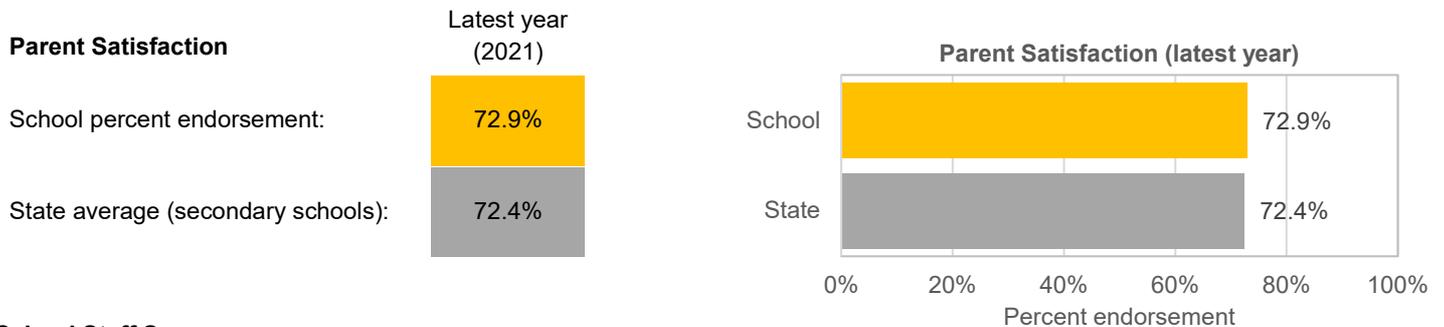
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

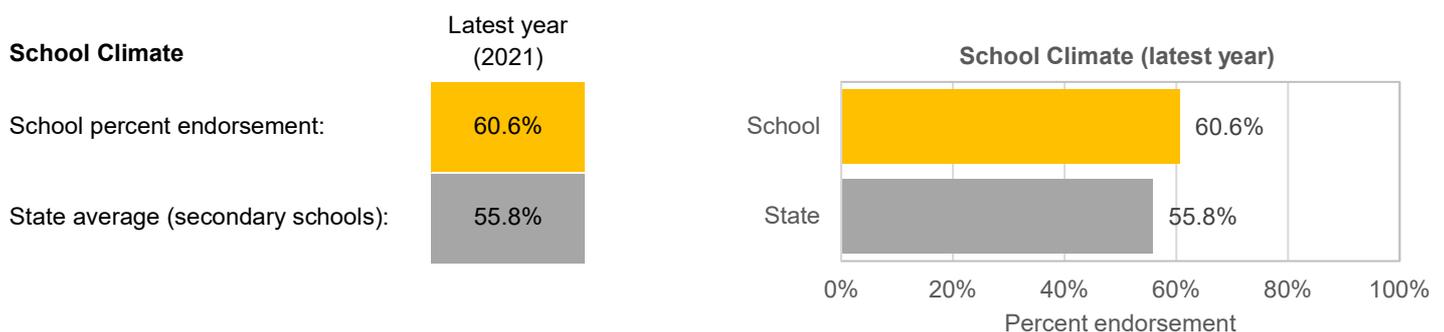


School Staff Survey

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

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

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



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
(2021)

School percent of students at or above age expected standards:

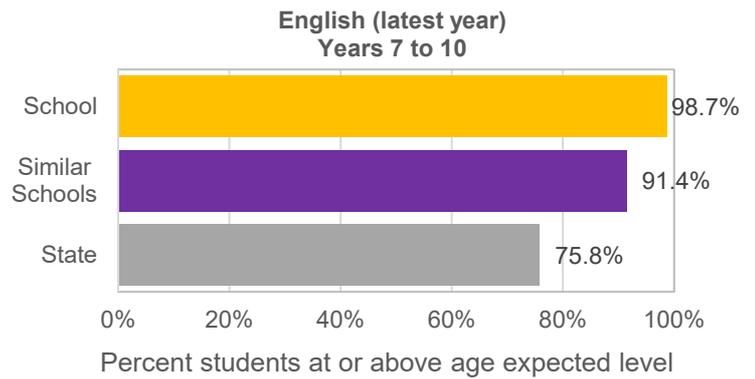
98.7%

Similar Schools average:

91.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

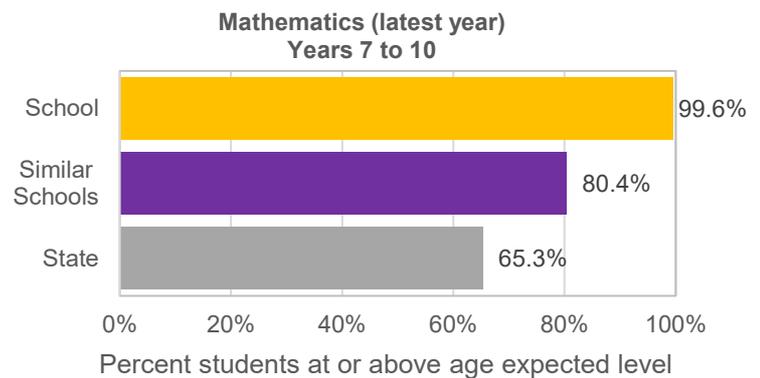
99.6%

Similar Schools average:

80.4%

State average:

65.3%



ACHIEVEMENT (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.

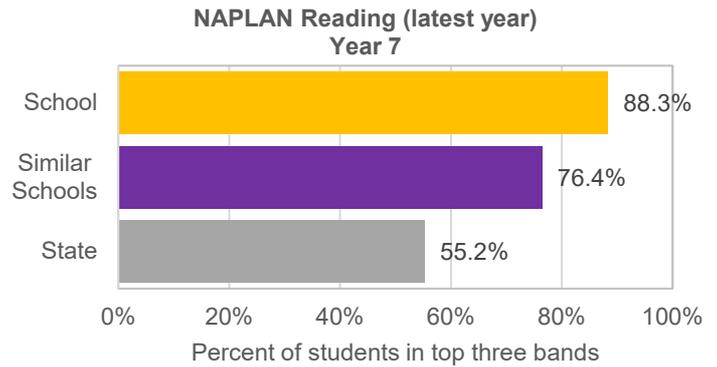
NAPLAN

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 2018, 2019 and 2021 data.

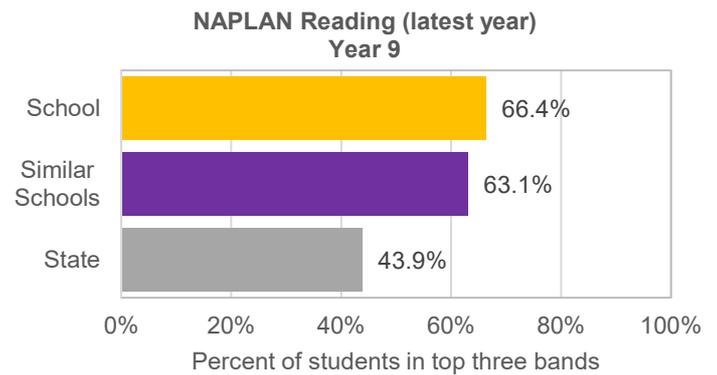
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.3%	85.7%
Similar Schools average:	76.4%	75.3%
State average:	55.2%	54.8%



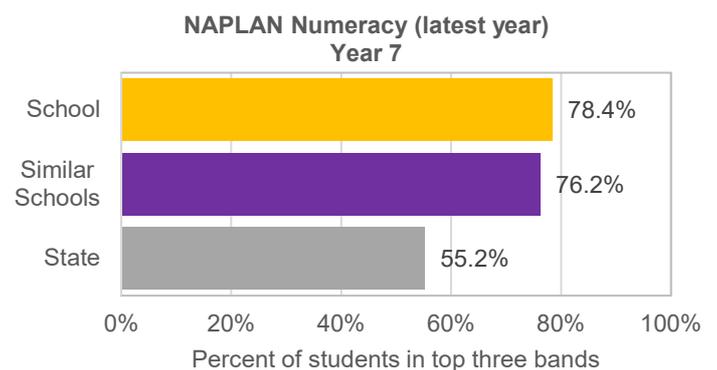
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.4%	76.9%
Similar Schools average:	63.1%	65.3%
State average:	43.9%	45.9%



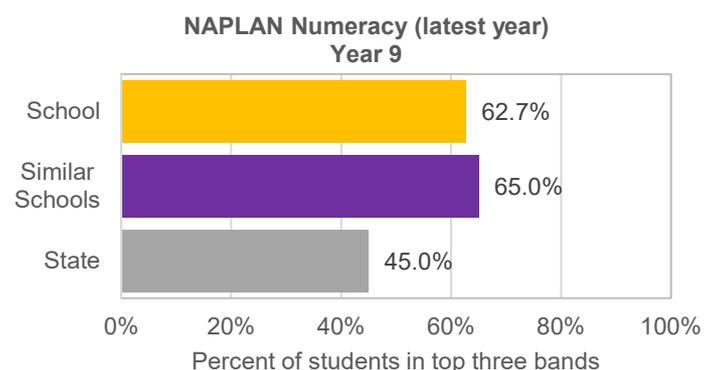
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.4%	77.3%
Similar Schools average:	76.2%	75.9%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.7%	70.9%
Similar Schools average:	65.0%	66.7%
State average:	45.0%	46.8%



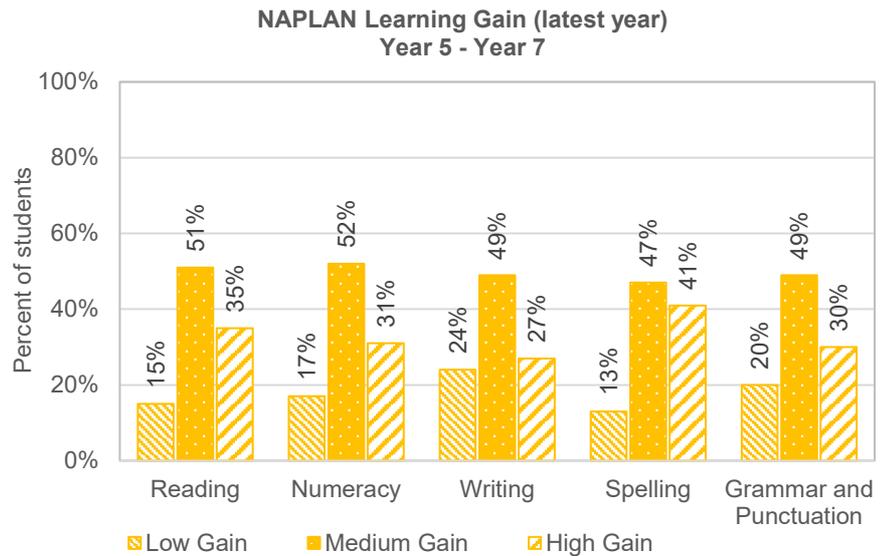
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

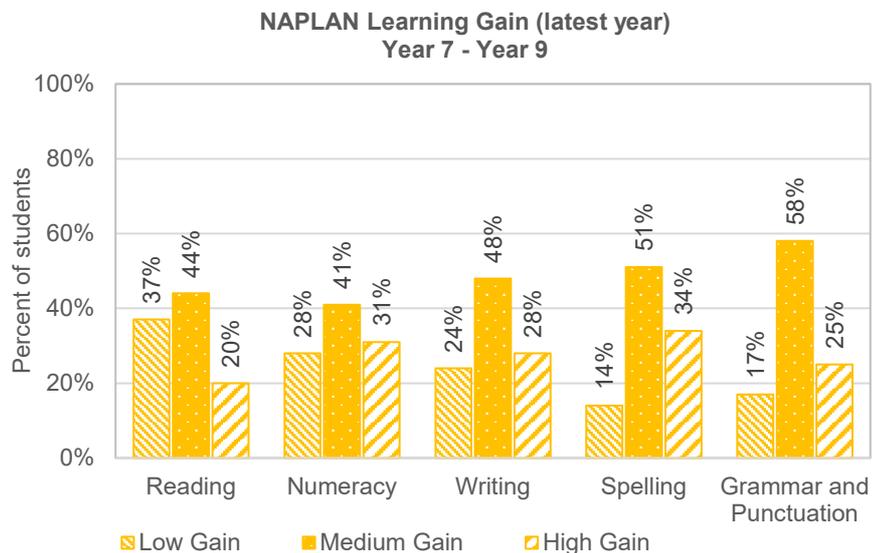
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	15%	51%	35%	28%
Numeracy:	17%	52%	31%	27%
Writing:	24%	49%	27%	28%
Spelling:	13%	47%	41%	27%
Grammar and Punctuation:	20%	49%	30%	27%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	37%	44%	20%	28%
Numeracy:	28%	41%	31%	29%
Writing:	24%	48%	28%	28%
Spelling:	14%	51%	34%	31%
Grammar and Punctuation:	17%	58%	25%	27%



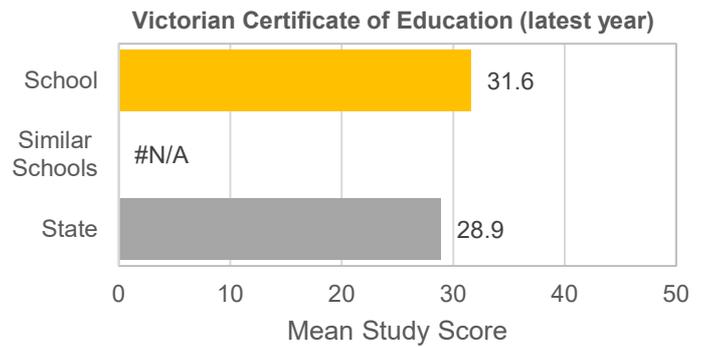
ACHIEVEMENT (continued)

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 (2021)	4-year average
School mean study score	31.6	31.6
Similar Schools average:	30.2	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

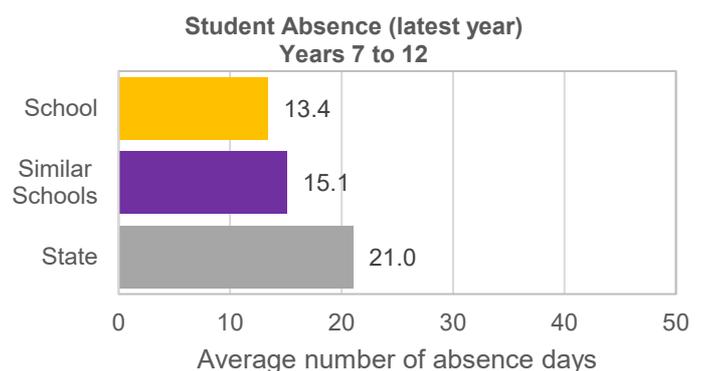
ENGAGEMENT

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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	13.4	11.5
Similar Schools average:	15.1	15.1
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

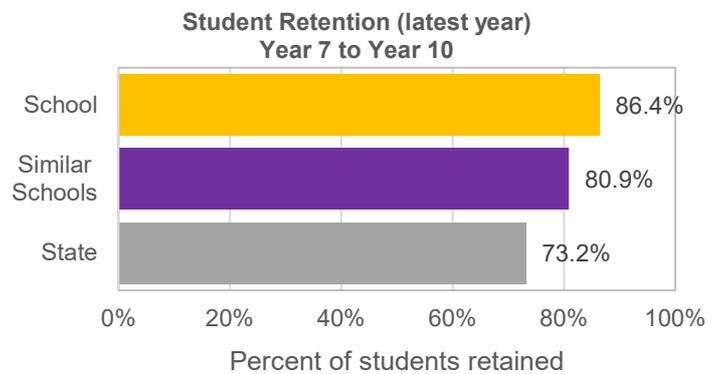
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	92%	91%	93%	93%	96%

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 (2021)	4-year average
School percent of students retained:	86.4%	85.7%
Similar Schools average:	80.9%	79.7%
State average:	73.2%	72.9%



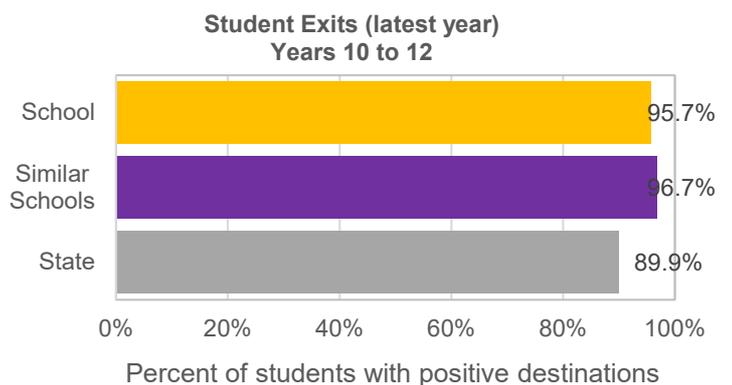
Students exiting to further studies or full-time employment

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 year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	95.7%	98.6%
Similar Schools average:	96.7%	96.3%
State average:	89.9%	89.2%



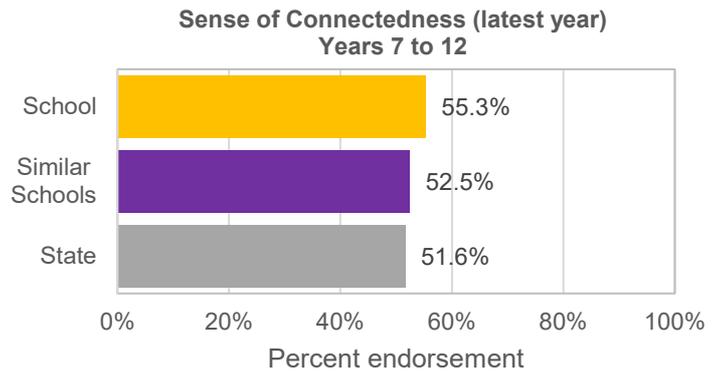
WELLBEING

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 (2021)	4-year average
School percent endorsement:	55.3%	60.7%
Similar Schools average:	52.5%	55.9%
State average:	51.6%	54.5%

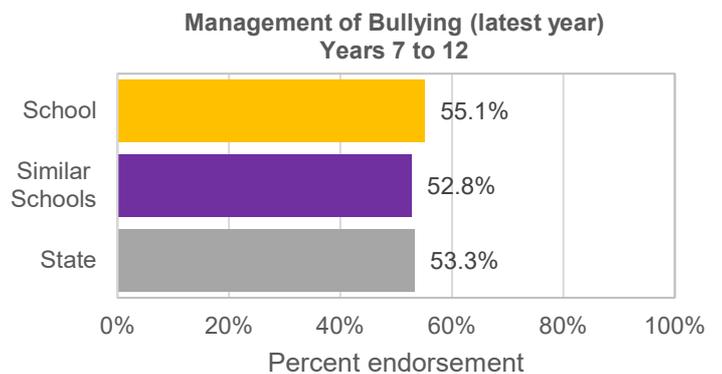


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	55.1%	61.6%
Similar Schools average:	52.8%	57.1%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$8,632,327
Government Provided DET Grants	\$745,729
Government Grants Commonwealth	\$11,830
Government Grants State	\$80,457
Revenue Other	\$22,311
Locally Raised Funds	\$431,077
Capital Grants	\$0
Total Operating Revenue	\$9,923,731

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,729
Equity (Catch Up)	\$16,466
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,195

Expenditure	Actual
Student Resource Package ²	\$8,873,385
Adjustments	\$0
Books & Publications	\$8,830
Camps/Excursions/Activities	\$167,928
Communication Costs	\$16,179
Consumables	\$172,314
Miscellaneous Expense ³	\$51,687
Professional Development	\$30,910
Equipment/Maintenance/Hire	\$147,172
Property Services	\$518,156
Salaries & Allowances ⁴	\$519,228
Support Services	\$276,189
Trading & Fundraising	\$30,138
Motor Vehicle Expenses	\$3,056
Travel & Subsistence	\$0
Utilities	\$75,296
Total Operating Expenditure	\$10,890,468
Net Operating Surplus/-Deficit	(\$966,737)
Asset Acquisitions	\$0

(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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$942,438
Official Account	\$56,901
Other Accounts	\$20,929
Total Funds Available	\$1,020,269

Financial Commitments	Actual
Operating Reserve	\$259,255
Other Recurrent Expenditure	\$7,628
Provision Accounts	\$40,000
Funds Received in Advance	\$159,279
School Based Programs	\$254,750
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$143,896
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$179,920
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,194,728

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.