

2022 Annual Report to the School Community

School Name: Wycheproof P-12 College (8831)



- 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 March 2023 at 10:38 AM by Christine McKersie (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 27 March 2023 at 10:58 AM 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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

At Wycheproof P-12 College an engaging and diverse education is provided to students from Prep to Year 12 through immersing students in a broad range of educational and cultural activities and the setting of high academic standards. In 2022, Wycheproof P12 College had a total enrolment of 101 students (54 female and 47 male). The school's 'Student Family Occupation and Education' category was 'Low-Medium' and the 'School percent endorsement' (based on parent responses) was 87.1% compared to a State average of 70.4%. 'School Climate' (based on staff responses) was 83.0% compared to a State average (P-12 schools) of 54.7%. College structure includes three levels of schooling: Early, Middle and Later Years with a strong focus on literacy and numeracy. In the Middle Years engaging programs and attractive facilities enhance creative learning spaces. From Year 11, students are offered a choice of pathways that includes VCE, or VCE Vocational Major (VM). At Wycheproof P -12 College there are high expectations of students. Students are expected to be well-mannered, hard-working and proactive. Advantage is taken of the Prep to Year 12 structure by offering a broad curriculum, individual learning programs, and sharing of staff expertise across all year levels. Wycheproof P-12 College has impressive facilities and programs including a large sporting complex, spacious grounds, specialist rooms, a comprehensive instrumental music program, an ICT rich curriculum and a range of technology-based subjects. In 2022, the school had no overseas students or Aboriginal and Torres Strait Islander staff. The school had a Principal and an Assistant Principal (EFT: 2.00) and many teaching staff were part-time (EFT – CT2 – 6.30 and CT1 – 4.10), also including Education Support Class employees (EFT – 5.50).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the Priorities Goal contextualised that while some students thrived in the remote learning environment, others maintained their learning progress, and some needed extra learning and wellbeing support despite the best efforts of their teachers and families. Wycheproof P12 College continued to focus on student learning through the 2022 Priorities Goal, whereby the learning Key Improvement Strategy targeted actions for those Students who needed extra support and those that have thrived to continue to extend their learning, especially in numeracy. Each student was taught and supported at their point of need and in line with FISO. PSD funding was used to provide targeted intervention strategies for those students that needed additional support. Student achievement in 2022 included measures of 'teacher judgement' and NAPLAN testing. The Teacher judgement of student achievement (Years Prep to 6 students) for English was 88.6%, slightly higher than the State average of 87.0% and also for Mathematics 89.3% compared to the State average of 85.9%. The Teacher judgement of student achievement (Years 7 to 10 students) for English was 68.8%, lower than the State average of 76.3% and also for Mathematics 28.3% compared to the State average of 67.4%. NAPLAN Reading results for students attending Wycheproof P-12 College were lower for students in the top three bands when compared to State averages, Year 3 (66.7% - Wycheproof, State- 76.6%), Year 7 (36.4% - Wycheproof, State – 54.6%) and Year 9 (44.4% - Wycheproof, State – 47.2%). Year 5 NAPLAN Reading results for Wycheproof P-12 College students were higher when compared to State averages (100.0% - Wycheproof, State – 70.2%). NAPLAN Numeracy results for students attending Wycheproof P-12 College were lower when compared to State averages, Year 3 (50.0% - Wycheproof, State- 64.0%) and in Year 7 (27.3% - Wycheproof, State – 52.5%). Year 5 NAPLAN Numeracy results for Wycheproof P-12 College students were lower when compared to State averages (0.0% - Wycheproof, State – 54.2%) and higher in Year 9 (50.0% - Wycheproof, State – 44.7%). The VET units of competence satisfactorily completed in 2022 was 64%. VCE school mean study score for 2022 was 33.1 (higher) when compared to 29.1 for similar schools and above the State average of 28.9.

Wellbeing

In 2022, Key Improvement Strategy actions revolved around effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable. Student Attitude to School data for students Years 4 to 6 revealed 70.0% of students felt connected to school compared to 78.1% of State students and 59.2% of students in Years 7 to 12 felt connected to the school compared to the State average of 48.1%. This was also reflected in management of bullying data where 57.1% of Years 4 to 6 positively endorsed school actions compared to 63.5% for Years 7 to 12 students and 48.6% for State students. Students have access to wellbeing support through various wellbeing programs delivered by a school psychologist, social worker, School Nurse and a Mental Health Practitioner. To improve school connectedness, new students are buddied up with current students and

encouraged to become a part of the wider school community. The college continues to establish ongoing programs and initiatives (for example, Respectful Relationships Program) aimed at developing resilience, connectedness, social confidence and responsibility in all students. A strong culture of student leadership encourages students to be proactive and learn new skills which often act as a connection to future career pathways.

Engagement

Absence and attendance data is important as student absences from school can impact students' learning. 2022 proved to be a challenging year with many students and staff absent from school due to illness. The average number of absence days for students at Wycheproof P-12 College in Years Prep to 6 was 22.1 days (compared to 23.8 days for similar schools and 23.3 days for the State average). The average number of absence days for students in Years 7 to 12 was 21.3 days (compared to 29.7 days for similar schools and 27.7 days for the State average). Wycheproof P-12 College has strong programs in place to encourage students to regularly attend school and to support the various transitions across Prep-12 and parents are encouraged to become familiar with the school's facilities and learning programs. All students in Years 10 to 12 have regular access to a MIPs Coordinator who provides careers counselling sessions and advice regarding pathways and employment options. Structures and processes that allow for the timely identification and intervention for students at risk have also been implemented by the wellbeing team supported by referrals to programs such as Navigator and FLO.

Other highlights from the school year

In any given school calendar year, there are many highlights. Being the top non-select entry school for VCE results (with an average study score) of 34 for 2022, provides evidence of the high academic culture at Wycheproof P12 College. The musical program continues to also positively influence the social culture of the school. Many students challenge themselves delivering eloquent and thoughtful speeches at the annual public speaking competition. There were also numerous sporting events that contributed to some of the notable school highlights throughout 2022. Wycheproof P12 College won all four shields and had three individual champions at the North Central Swimming Sports held early in the year. Another sporting highlight also included one student representing the school at the State Championships in shot-put. We are incredibly fortunate to have our school grounds adjoin the World's Smallest Mountain, Mount Wycheproof. In our curriculum, we learn about the relationship between indigenous people and the land being one of reciprocity and respect and how the land sustains and provides for the people, and the people sustain and manage the land through culture and ceremony. In May 2022, our Year 7 and 8 students participated in a seed dispersal activity with our local Landcare Group. Students had the opportunity to spread native grass and acacia seeds across a section of the school grounds to encourage growth to ensure that sections of soil are not washed away by forthcoming rains and to encourage future plant and animal biodiversity. Our school grounds are considerably vast and through ensuring that they remain attractive and blend with the land and the mount beyond, our future generation of land carers will have a fabulous memory of how we can all become active agents in caring for country.

Financial performance

School finances continue to be advantageous, and as such, a strong budget enables access and provision to high quality programs for all students. In 2022, the school continued to use significant amounts of the SRP to pay NCTTC curriculum fees (\$21,125.30 in June), purchase a new sign for the school (\$3,091.20) and clearing rubble behind the Sports Complex (\$17,220.50 in May). The school also received additional funding from a number of sources including Wyche Alive (\$7,827.50, a donation towards the rubble clean up), Landcare Grant (\$990.00) and Wycheproof Lions Club donation (\$500, in June). The Buloke Shire continues to be supportive of youth within the community (providing a donation of \$561.60 for the Premiers Reading Challenge). To ensure staffing is adjusted to match school enrolments, school finances at Wycheproof P12 College are carefully monitored. Projected decreasing student enrolments are due to rural decline factors and the school needs to ensure that school finances continue to be healthy (to ensure long term school sustainability) through implementing strategic decisions that adjust to fluctuating student numbers.

For more detailed information regarding our school please visit our website at
www.wyche12.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 101 students were enrolled at this school in 2022, 54 female and 47 male.

0 percent of students had English as an additional language and 0 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).

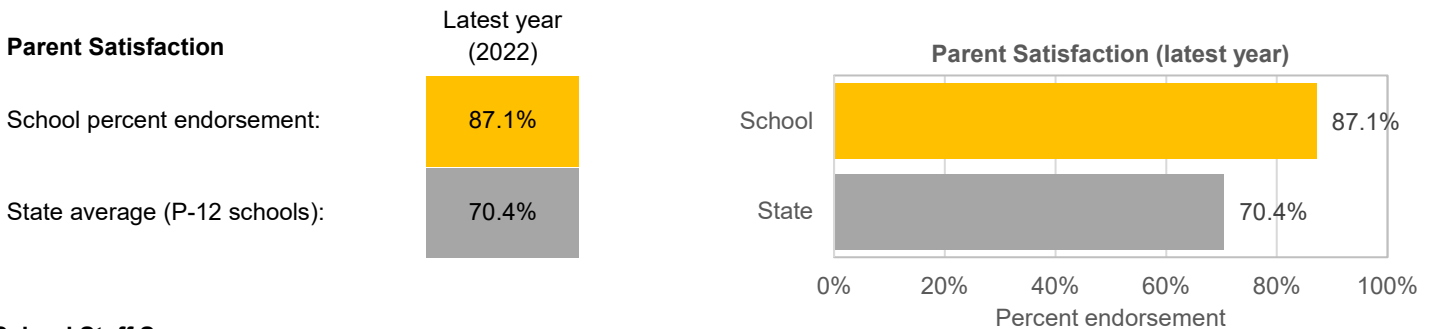
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

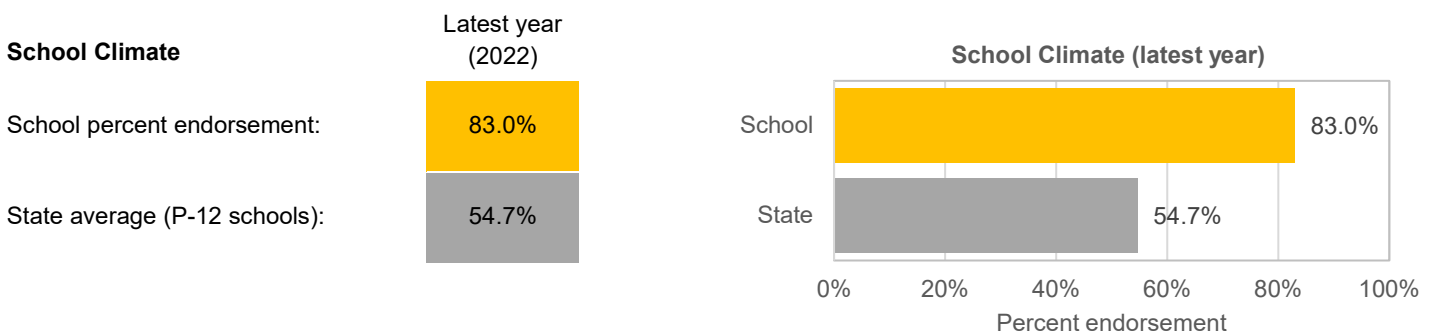


School Staff Survey

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 Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

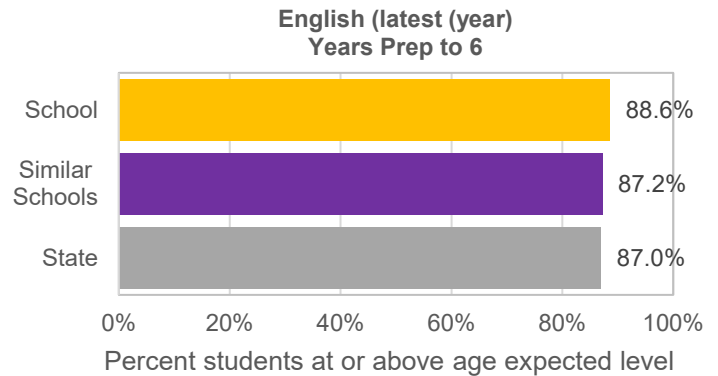
88.6%

Similar Schools average:

87.2%

State average:

87.0%



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

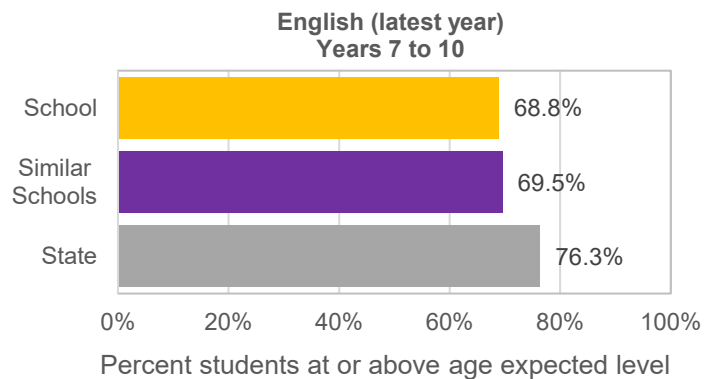
68.8%

Similar Schools average:

69.5%

State average:

76.3%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

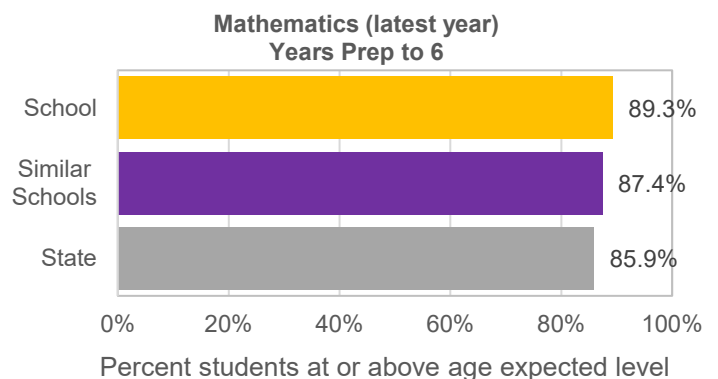
89.3%

Similar Schools average:

87.4%

State average:

85.9%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

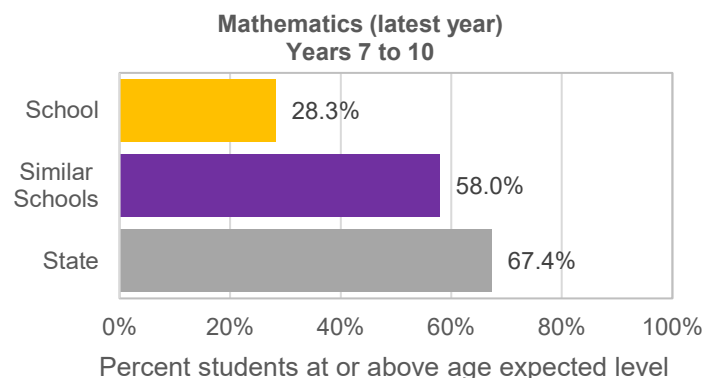
28.3%

Similar Schools average:

58.0%

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.

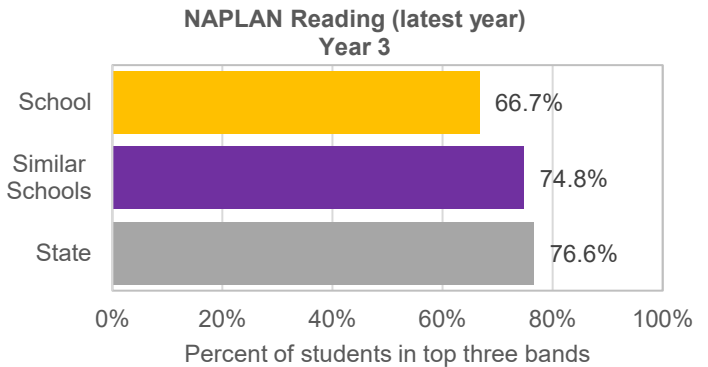
NAPLAN

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.

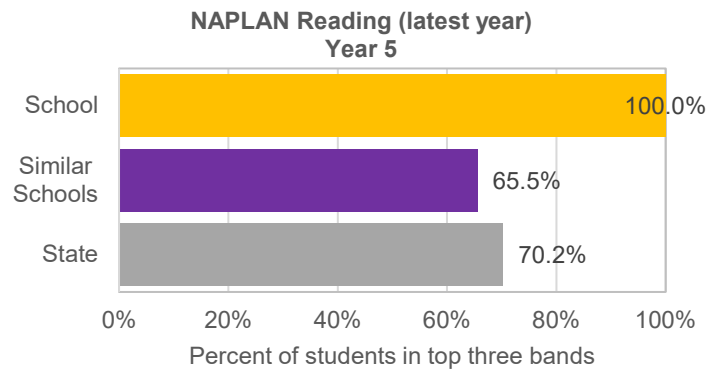
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	76.9%
Similar Schools average:	74.8%	74.7%
State average:	76.6%	76.6%



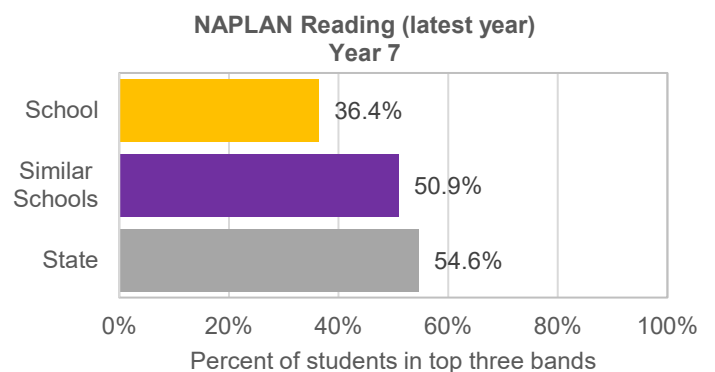
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	86.7%
Similar Schools average:	65.5%	65.4%
State average:	70.2%	69.5%



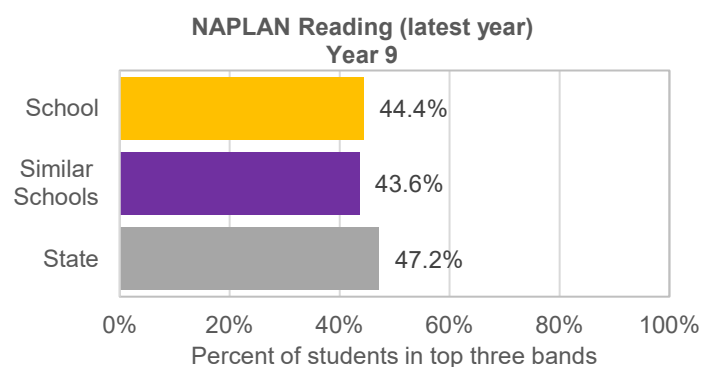
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.4%	52.2%
Similar Schools average:	50.9%	52.7%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	44.4%
Similar Schools average:	43.6%	42.2%
State average:	47.2%	46.0%



LEARNING (continued)

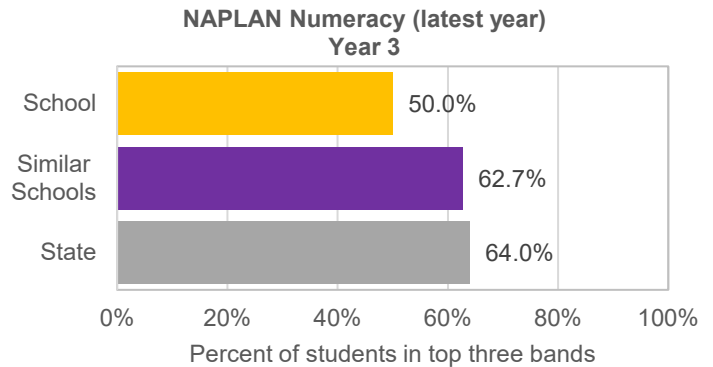
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

**Numeracy
Year 3**

School percent of students in top three bands:

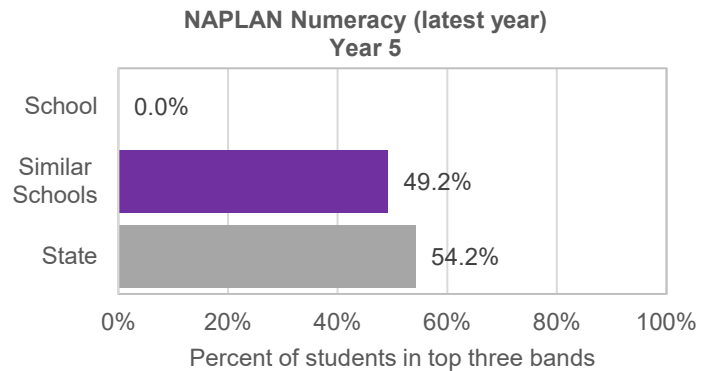
	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	75.0%
Similar Schools average:	62.7%	68.9%
State average:	64.0%	66.6%



**Numeracy
Year 5**

School percent of students in top three bands:

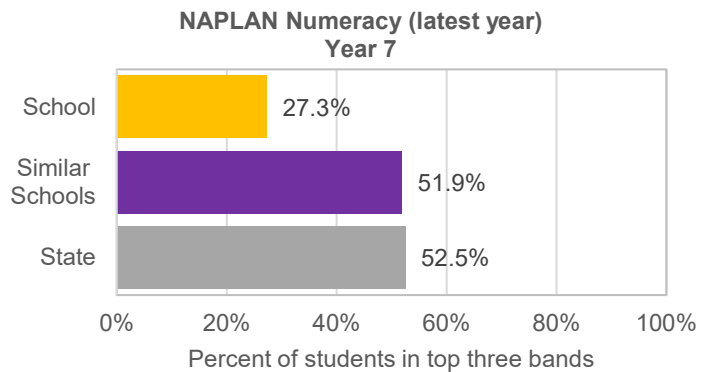
	Latest year (2022)	4-year average
School percent of students in top three bands:	0.0%	47.8%
Similar Schools average:	49.2%	55.5%
State average:	54.2%	58.8%



**Numeracy
Year 7**

School percent of students in top three bands:

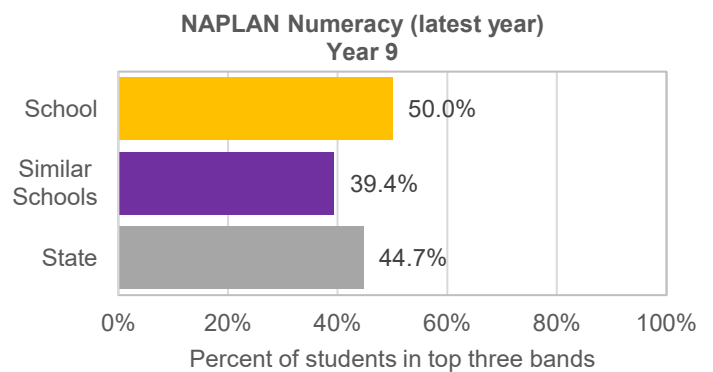
	Latest year (2022)	4-year average
School percent of students in top three bands:	27.3%	55.2%
Similar Schools average:	51.9%	54.8%
State average:	52.5%	54.8%



**Numeracy
Year 9**

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	60.0%
Similar Schools average:	39.4%	42.5%
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.*

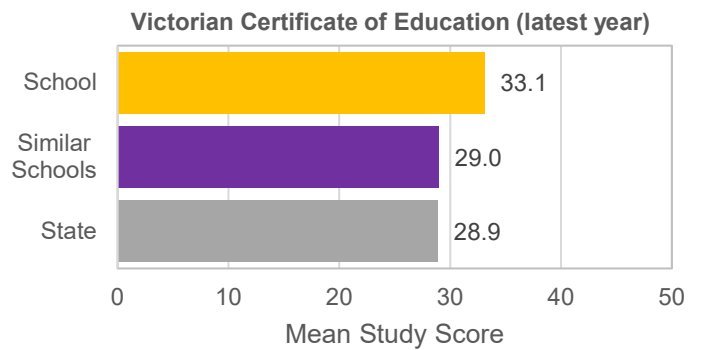
Victorian Certificate of Education (VCE)

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	33.1	30.7
Similar Schools average:	29.0	28.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

88%

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

47%

VET units of competence satisfactorily completed in 2022:

64%

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

98%

WELLBEING

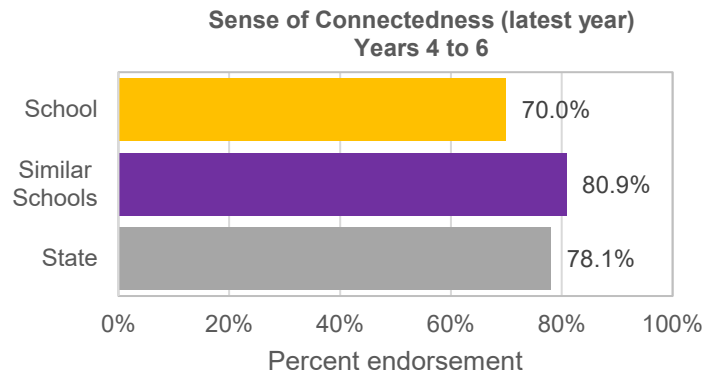
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

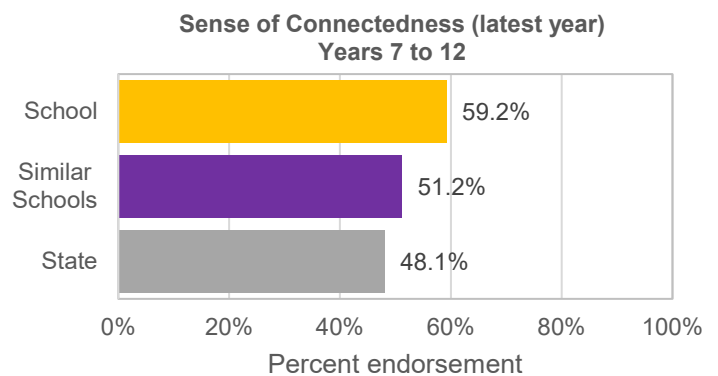
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.0%	62.2%
Similar Schools average:	80.9%	80.2%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	59.2%	58.2%
Similar Schools average:	51.2%	54.1%
State average:	48.1%	52.5%



WELLBEING (continued)

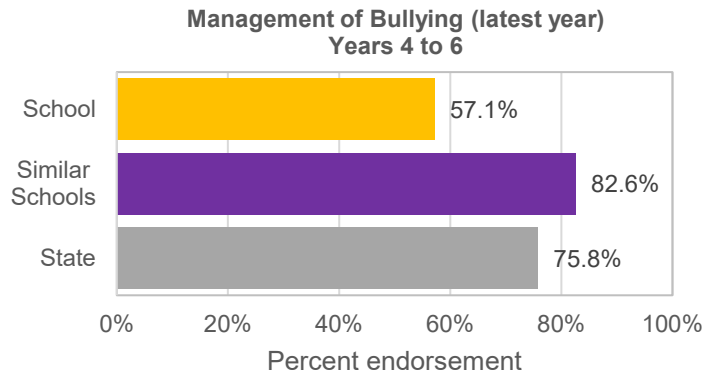
Student Attitudes to School – Management of Bullying

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 4 to 6**

Latest year
(2022) 4-year
average

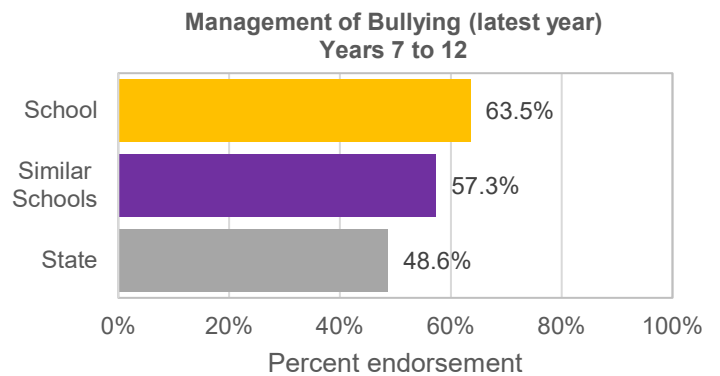
School percent endorsement:	57.1%	63.9%
Similar Schools average:	82.6%	82.0%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

Latest year
(2022) 4-year
average

School percent endorsement:	63.5%	64.3%
Similar Schools average:	57.3%	61.7%
State average:	48.6%	54.0%



ENGAGEMENT

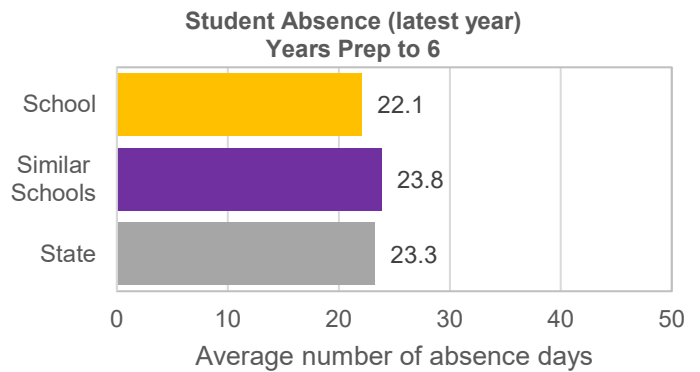
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

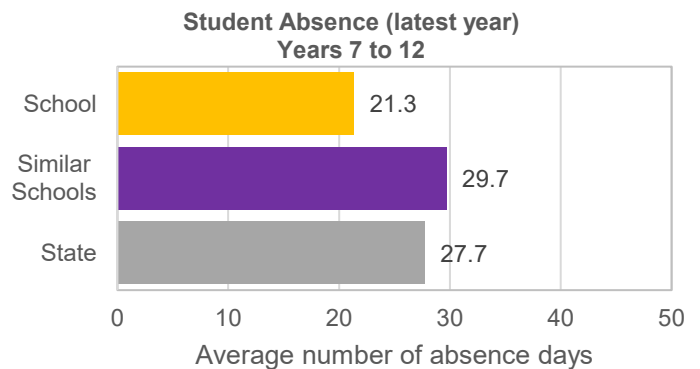
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.1	12.0
Similar Schools average:	23.8	16.8
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	21.3	15.6
Similar Schools average:	29.7	23.2
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	90%	88%	88%	88%	86%	90%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	89%	91%	88%	89%	84%	94%

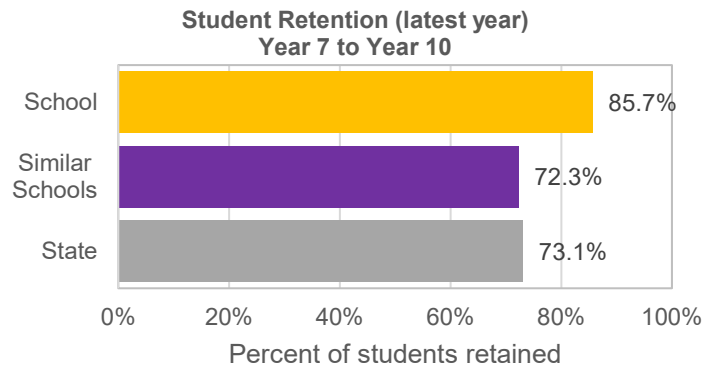
ENGAGEMENT (continued)

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:	85.7%	85.7%
Similar Schools average:	72.3%	73.4%
State average:	73.1%	73.0%



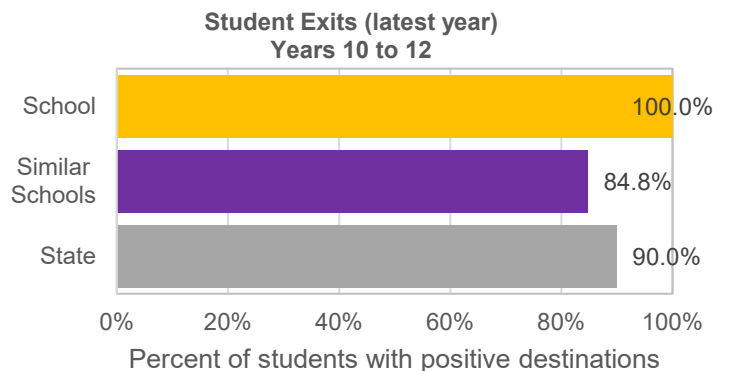
Students exiting to further studies or full-time employment

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%	93.3%
Similar Schools average:	84.8%	86.6%
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	\$3,193,428
Government Provided DET Grants	\$478,601
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$61,228
Locally Raised Funds	\$78,979
Capital Grants	\$0
Total Operating Revenue	\$3,812,236

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,601
Equity (Catch Up)	\$11,780
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,381

Expenditure	Actual
Student Resource Package ²	\$2,187,987
Adjustments	\$0
Books & Publications	\$5,774
Camps/Excursions/Activities	\$46,313
Communication Costs	\$6,327
Consumables	\$70,906
Miscellaneous Expense ³	\$34,527
Professional Development	\$7,003
Equipment/Maintenance/Hire	\$71,158
Property Services	\$84,718
Salaries & Allowances ⁴	\$173,788
Support Services	\$57,389
Trading & Fundraising	\$11,869
Motor Vehicle Expenses	\$7,015
Travel & Subsistence	\$0
Utilities	\$30,251
Total Operating Expenditure	\$2,795,024
Net Operating Surplus/-Deficit	\$1,017,212
Asset Acquisitions	\$84,456

- (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	\$511,866
Official Account	\$30,532
Other Accounts	\$3,217
Total Funds Available	\$545,615

Financial Commitments	Actual
Operating Reserve	\$88,041
Other Recurrent Expenditure	(\$369)
Provision Accounts	\$198
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$120,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$407,870

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.