

# 2020 Annual Report to The School Community



School Name: Gleneagles Secondary College (8869)



**GLENEAGLES**  
SECONDARY COLLEGE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 16 March 2021 at 09:32 AM by Simon Sherlock (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 16 March 2021 at 05:14 PM by Paul Newton (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Gleneagles Secondary College is located in Endeavour Hills on the lands of the Kulin Nation. Although the College and the community it serves is less than 40 years old, learning communities have flourished on this land for more than 30,000 years. Founded as part of the multi-campus Eumemmering Secondary College in 1995, Gleneagles Secondary College became a separate legal entity in 2009 but retains strong curricular links through an Alliance with Fountain Gate Secondary College and Hallam Senior College. Since its formation the College has gained a strong reputation as a caring and community minded school built on a commitment to student-centred learning and inclusive education. In 2020 the College had an enrolment of 1486 students from Year 7 to Year 12. Ours is a culturally and ethnically diverse community with 46% of our students coming from a language background other than English and 5% have refugee status. Approximately 1% of our students identify as Aboriginal or Torres Strait Islander. We have a staff of 147 EFT representing many cultural and linguistic backgrounds although none are from an Aboriginal or Torres Strait Islander background. As a College we celebrate the richness that diversity brings to a community and our educational programs give voice to the different experiences of our families. The school's overall socio-economic profile has remained stable over the last 3 years and is considered to be in the medium band.

Our Vision – the why

“Gleneagles Secondary College empowers learners to be confident, resilient and successful citizens who positively engage within their community and flourish as individuals.”

Mission – the what

“At Gleneagles Secondary College we design high quality learning experiences that develop adaptive expertise and accelerate the learning growth of every student.”

Values

At Gleneagles Secondary College we value RISE Respect, Inclusion, Stamina and Excellence. At Gleneagles Secondary College;

Respect - We value ourselves, others and the environment

Inclusion - We welcome and celebrate all

Stamina - We build our capacity to embrace challenges

Excellence - We have pride and confidence in everything we do

Our Vision, Mission and Values are translated into action through a consistent and rigorous focus on our four pillars of school improvement;

- Culture
- Curriculum
- Coaching
- Community

Through the four pillars we aim to ensure every student achieves at least a year's worth of learning for a year's input. Our curriculum programs place Literacy and Numeracy at the core of our practice. Our curriculum structure is aligned with our Vision and Mission and has an unswerving focus on 21st Century learning skills underpinned by the Victorian Curriculum in Years 7 to 10. Our Senior students are able to access a wide range of VCE and Applied Learning Programs including University enrichment courses as part of a three year pathway to success.

Our evidence-based approach to learning and teaching is informed by the work of John Hattie, Dylan Williams and Richard Elmore, and a close working relationship with faculty members of the Melbourne University Graduate School of Education and Monash University Faculty of Education. Our balanced pedagogical approach draws on Hattie and Donoghue's Model of Learning and informed by the Universal Design for Learning framework.

Learning in all disciplines features explicit direct instruction, problem-based learning and Challenge-based work. Learning progressions are used to scaffold student learning and empower students as self-regulated learners. The focus of learning is to enable students to transfer the learning from one context to another and become adaptive learners. Student achievement is celebrated through Parent Teacher Conferences, Semester and Termly Reporting, Awards and public exhibitions.

The College uses Microsoft Teams to enrich the learning environment and enable blended learning. Digital technology, including virtual world learning, provides opportunities for students to develop their talents and passions through critical thinking, creativity and performance. Student health and resilience is developed through the Food Technology and

Health Programs. Our Year 9 'Challenge' Program aims to equip our students with the skills and competencies they need to be successful community members and critical and creative thinkers. In Year 11 students take part in an innovative Endeavour Program that gives them the skills they need to positively shape the future and be ambassadors for the Gleneagles community.

The professional growth of staff is facilitated through Professional Learning Communities, Professional Growth Teams and Professional Learning Sessions. These platforms accelerate the development of contemporary pedagogy through the use of collaboration, mentoring, observation and feedback, including from colleagues and students, by incorporating these practices into the core role of teachers and creating the conditions to enable teachers to engage in them.

Leadership is distributed and aspirant leader programs, mentoring and shadowing offer colleagues opportunities to develop their leadership. Agile leadership practices ensure that change management is responsive and adaptive to the rapidly changing context we work in.

Student leadership, voice and agency is central to our work. Students have multiple opportunities to make decisions about their own learning and the direction of the College more generally. Student Action Teams drive improvement in the areas of Community, Culture and Curriculum.

Our work with students is framed by the Response to Intervention model. Gleneagles Secondary College delivers intervention and extension classes in English and Mathematics for students who require Tier 2 support. Additional Tier 2 supports include a Hands on Learning Program, a range of performance and arts based programs, and programs that support diversity and inclusion.

Gleneagles Secondary College is committed to developing happy, healthy and resilient children and we have invested significantly in allied health expertise and a range of specialist intervention programs underpinned by the Berry Street Education Model, Rights, Resilience and Respectful Relationships and School Wide Positive Behaviour Support practices.

Gleneagles Secondary College has an established record of academic excellence and our success is attributed to a number of factors: dedicated staff, transparent and consultative leadership, and above all, strong relationships between all sectors of the school, especially between staff and students and inclusive of parents.

## Framework for Improving Student Outcomes (FISO)

In 2020 our school improvement work focused on the FISO Domains of Building practice excellence, Curriculum planning and assessment and Setting expectations and promoting inclusion.

To promote shared and consistent instructional practice the College developed and implemented the Gleneagles Instructional Model. This Model is based on the High Impact Teaching Strategies and is a variation on the gradual release of responsibility teaching model. During remote learning the implementation focused on Learning Intentions and Success Criteria to support students working from home.

Practice excellence was further supported through a renewed focus on assessment practice and data literacy to inform professional learning and classroom practice. In 2021 this work will be enhanced by the full rollout of the Student Performance Analyser software application. Teacher collaboration was strengthened through the development and implementation of the Victorian PLC Model, supported by coaching to ensure student learning was at the heart of our work. To further this work in 2021 structured time for teacher collaboration has been doubled.

There was a renewed focus on explicitly teaching valued student behaviours that support a whole College vision. This work took place within the context of School Wide Positive Behaviour Support (SWPBS) and the adoption of the Berry Street Education Model.

## Achievement

In the absence of NAPLAN the two key indicators of student achievement are the Year 12 VCE results and Victorian Curriculum Teacher Judgments.

At Year 12 our DUX achieved a 99.5 ATAR, including 2 study scores of 50, the highest result in the school's history and placing our student in the top 250 students in the State.

The median ATAR result was 62.6, the highest result in over five years and indicated that the overall level of achievement across the ability range had improved.

The median study score was 28, up from 27 last year and in keeping with the long term trend. The result was significantly boosted by the performance in all English subjects, 68% of scored results were 25 or above, up from 56% last year. Sociology remains a very popular and successful subject at the College; the average study score was 34 including eight scores above 40. We will be deconstructing these strong results to ensure the learnings for teachers are shared across the College.

Teacher Judgments showed our students to be achieving at or above the expected standard for their age in English and Mathematics; ten and seven points above the percentage in similar schools respectively.

During the second and longer period of remote learning the College made extensive use of Microsoft Teams. Microsoft Teams enabled teachers and students to take part in synchronous learning and retrieve online lessons on demand.

The implementation of the Instructional Model with a focus on Learning Intentions, Success Criteria and formative assessment meant some students who find the physical classroom environment less conducive to learning made better progress through flexible learning. In 2021 the College will explore the further use of flexible learning options for some students and curriculum areas.

## Engagement

Gleneagles Secondary College students are engaged and connected to their school and we are proud of the programs which support students in building respect, inclusion, stamina and excellence. The College continued its commitment to the implementation of SWPBS practices underpinned by the Berry Street educational Model.

This year the College focused on KIS related to the FISO dimension of Setting expectations and promoting inclusion. The work in this area is ongoing, intentional and, in 2020 included the implementation of the College Values, alignment of reporting against the College Values and the introduction of the RISE Program.

Student sense of connectedness and belonging was further strengthened through the development and implementation of Sub-school precincts and this model will continue to be developed in 2021.

The school had a focus on supporting students to articulate and model the school values, demonstrate the expected behaviours, self-regulate using individual strategies and plans and use Berry Street Education Model strategies in the classroom

In 2020, Gleneagles Secondary College continued to work with families to ensure students were at school and learning during onsite instruction. The college continued to send SMS messages to parents, requesting them to notify the school of any absences and made regularly contact with parents to investigate absences and provide structured support. Our attendance during remote learning was lower than the attendance while onsite although the overall 4 year trend remains above that of similar schools. The return to on-site learning was above that of similar schools and attendance in the Senior years was above 90% and in the case of Year 12 above the rate for 2019.

Microsoft Teams was used to develop a flexible learning program supporting students to re-integrate back into fulltime, mainstream education - this model will continue to operate in 2021.

For the last year our retention rates and were below that of similar schools and our Senior school Exits above similar schools. This reflects the established Alliance model and the fact that many of our older students transition to Hallam Senior College for Applied Learning programs. With the introduction of our own Applied Learning Program in 2021 we anticipate Retention and Exit rates to mirror those in like schools.

## Wellbeing

A number of significant changes to Wellbeing supports were made in 2020.

To support student engagement and wellbeing an online Home Group and Mentor program was developed ensuring that every student had a daily check-in with a significant adult. This work was received positively by staff, students and parents. For 2021 we have developed and implemented a new Home Group Program to support students.

Our Wellbeing approach during remote learning was further strengthened through the development and implementation of the Gleneagles Secondary College 'Helping Self & Others' Guide to Wellbeing which provided students, parents and staff with a manual to support health and wellbeing.

In 2020 we strengthened the Wellbeing and Allied Health team with the appointment of a full time Mental Health Practitioner to provide therapeutic interventions for students with mild to moderate mental health needs. A Youth Worker was appointed with the role of developing group programs targeted at 'at risk' groups. A partnership has been formed with Chisholm TAFE is providing further Youth Work support for students at the College.

**Financial performance and position**

Gleneagles Secondary College maintained a very sound financial position throughout 2020. The 2018-2022 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$1,580,065. This figure includes CSEF and subject levies held in advance and the fact that many funded programs did not run in 2020. This surplus will be used over the next 2-3 years to support additional intervention support for students including tutoring.

The College was allocated \$2.25million in the 2020 State Budget for a new Senior School Centre and the College will be committing an additional \$1.5million for the building project. The College is also embarking on a significant program of refurbishment works and purchase of new furniture.

A State Government 'Advance' Grant of \$9,725 was received to support Year 6 into 7 transitions.

No Commonwealth Government Grants were received.

**For more detailed information regarding our school please visit our website at**  
<http://www.gleneagles.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 1486 students were enrolled at this school in 2020, 740 female and 746 male.

46 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

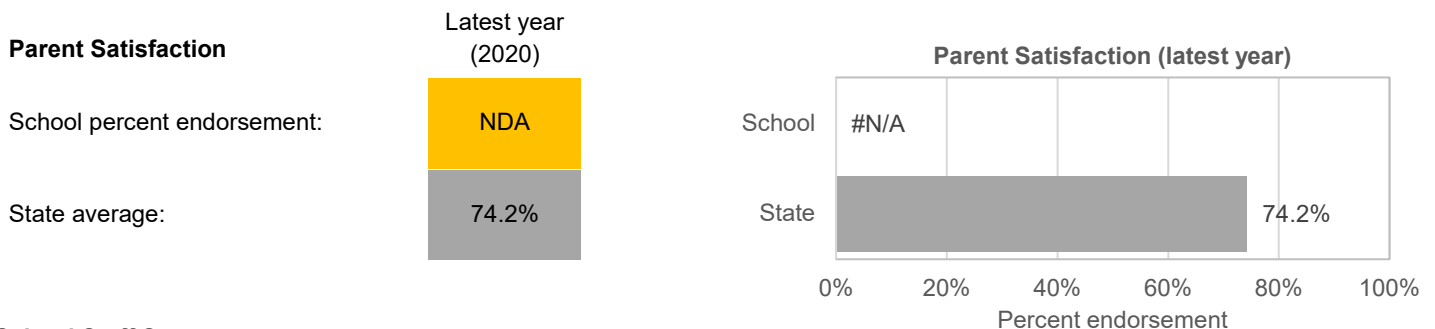
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

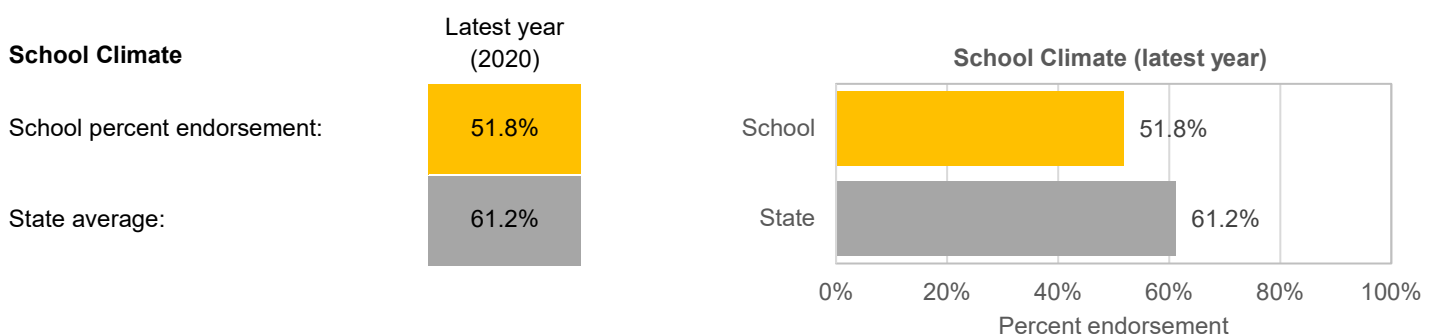


### School Staff Survey

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

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

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





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

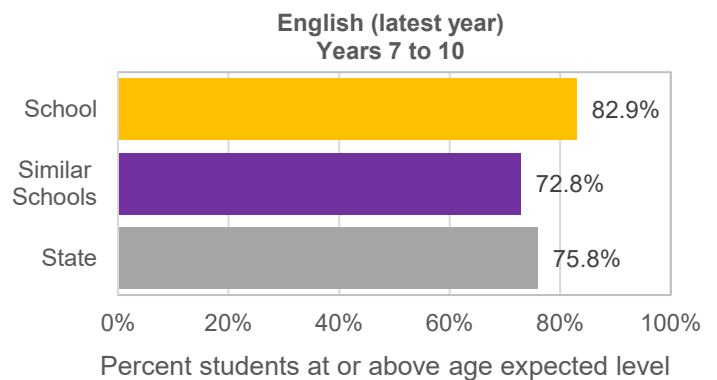
82.9%

Similar Schools average:

72.8%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

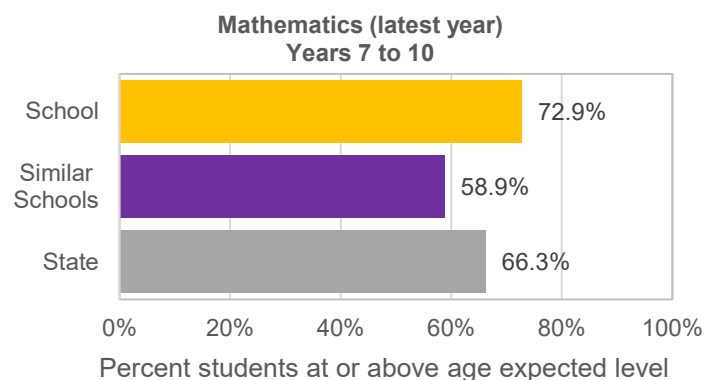
72.9%

Similar Schools average:

58.9%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ACHIEVEMENT (continued)

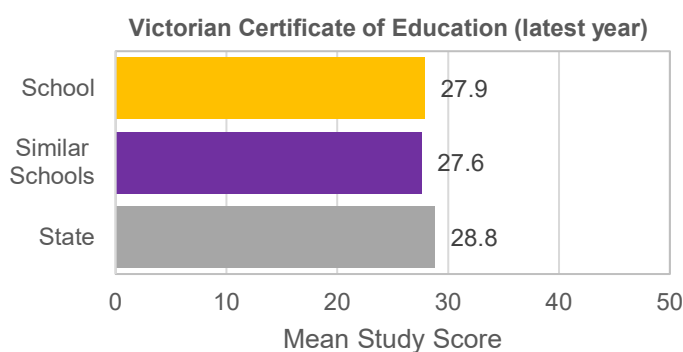
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	27.9	28.0
Similar Schools average:	27.6	27.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

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

5%

VET units of competence satisfactorily completed in 2020:

49%

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

50%

## ENGAGEMENT

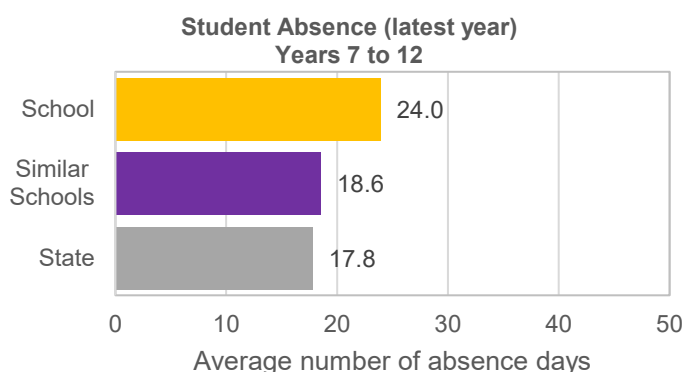
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	24.0	19.3
Similar Schools average:	18.6	19.7
State average:	17.8	19.2



## ENGAGEMENT (continued)

### Attendance Rate (latest year)

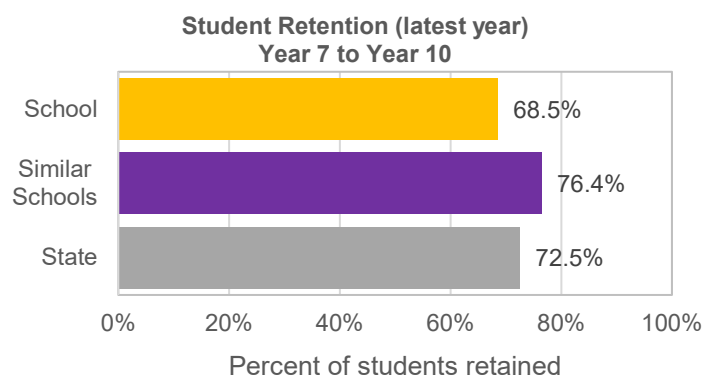
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	87%	84%	86%	88%	92%	94%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	68.5%	65.0%
Similar Schools average:	76.4%	75.3%
State average:	72.5%	72.9%



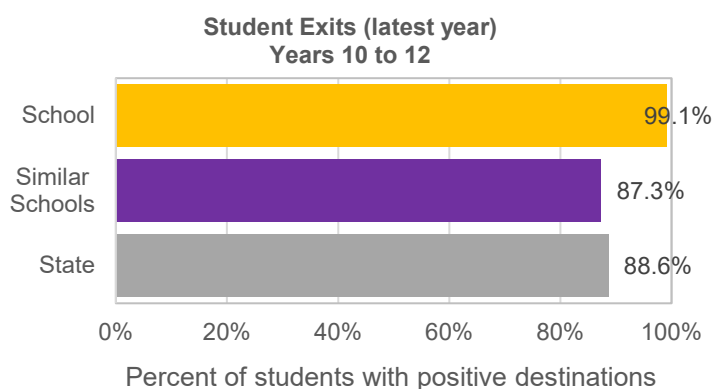
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	99.1%	98.4%
Similar Schools average:	87.3%	88.1%
State average:	88.6%	89.1%



## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

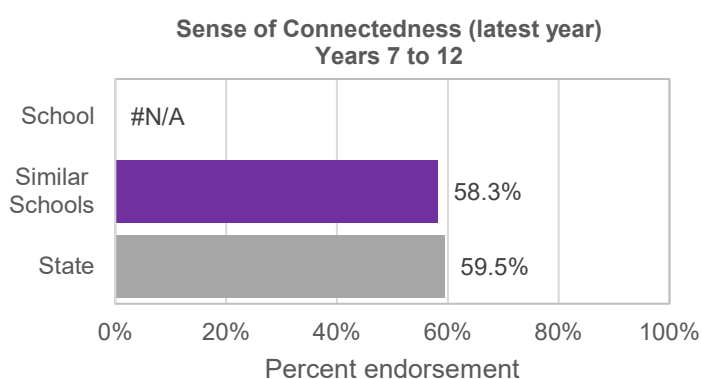
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	NDA	54.7%
Similar Schools average:	58.3%	53.0%
State average:	59.5%	55.3%

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



### Student Attitudes to School – Management of Bullying

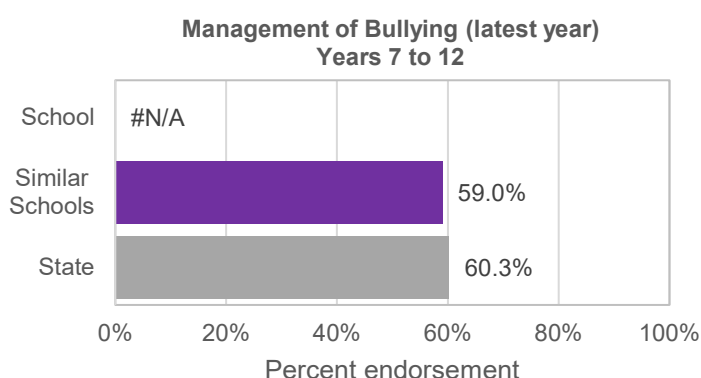
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	NDA	53.4%
Similar Schools average:	59.0%	56.1%
State average:	60.3%	57.9%

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



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$15,659,222
Government Provided DET Grants	\$2,316,738
Government Grants Commonwealth	NDA
Government Grants State	\$9,725
Revenue Other	\$112,938
Locally Raised Funds	\$399,727
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$18,498,350</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,324,616
Equity (Catch Up)	\$80,739
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$1,405,355</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,974,494
Adjustments	NDA
Books & Publications	\$14,740
Camps/Excursions/Activities	\$84,703
Communication Costs	\$14,290
Consumables	\$273,831
Miscellaneous Expense <sup>3</sup>	\$226,607
Professional Development	\$47,486
Equipment/Maintenance/Hire	\$167,808
Property Services	\$319,194
Salaries & Allowances <sup>4</sup>	\$438,724
Support Services	\$236,575
Trading & Fundraising	\$12,810
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$14
Utilities	\$107,010
<b>Total Operating Expenditure</b>	<b>\$16,918,285</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,580,065</b>
<b>Asset Acquisitions</b>	<b>\$224,249</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,862,179
Official Account	\$88,500
Other Accounts	\$3,275
<b>Total Funds Available</b>	<b>\$2,953,954</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$274,793
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$393,572
School Based Programs	\$318,879
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$11,361
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$450,000
Capital - Buildings/Grounds < 12 months	\$880,000
Maintenance - Buildings/Grounds < 12 months	\$625,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$2,953,605</b>

*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.*