

# 2020 Annual Report to The School Community



School Name: Brentwood Secondary College (7647)



- 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 23 April 2021 at 04:56 PM by John Ballagh (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 26 April 2021 at 08:36 PM by Stella Koutsikos (School Council President)

# How to read the Annual Report

## 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.

## 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.

## 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)

### 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

Brentwood Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and to pursue excellence. A learning community is a place where everyone is learning, both independently and together, and where everyone is continually striving to improve. Our guiding philosophy is the belief that all students learn best when they are happy, healthy and resilient.

Our vision for learning states "We learn as a connected community to grow as individuals who are future ready". This vision drives our purpose to ensure that every student is provided with every opportunity to achieve their potential as a learner and as a person where they can develop their talents, nurture a passion and to grow in confidence about their future. Every student will be supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff.

Brentwood Secondary College is a co-educational school located in the eastern Melbourne suburb of Glen Waverley. The socio-economic profile of the school is classified as high. The 2020 enrolment was 1697 including 29 International Students. The total enrolment has been increasing over recent years. The number of equivalent full time staff employed was 135.6. This equates to 5 principal class officers, 105 teachers and 25.6 education support staff.

The Junior School curriculum at Year 7 integrates the study of English (or EAL), Humanities in a program that is called Thinking, Learning and Creativity (or TLC). Mathematics, Science, Health/PE, Languages (German or Japanese), Digital Technologies and The Arts (Art and Music) are taught as stand-alone subjects. A Curriculum Enrichment Program is offered to those students who demonstrate academic skills above those of their peer group. There are two Enrichment classes at Year 7, Year 8 and Year 9; one that studies German and the other Japanese. The Year 8 curriculum includes the study of English (or EAL), Mathematics, Humanities, Science, Health/PE, Languages, Art, Drama, Digital Technology and Food Technology. At Year 9 the core curriculum is reduced to English, Mathematics, Humanities, Health & Physical Education and Science thus allowing for the introduction of a range of specialised elective units. This model promotes personalised learning pathways in preparation for Senior School. The Senior School curriculum provides opportunities for advanced placement in VCE & VET subjects and university enhancement studies.

A secure education or training pathway beyond Brentwood is a priority for all students. There is a strong commitment to pastoral care and the extra-curricular program promotes high levels of participation. Student leadership opportunities are spread across a broad range of activities and services. The Brentwood culture is one of learning, leadership and high expectations for every member of our community.

### Framework for Improving Student Outcomes (FISO)

In 2020, the College's Annual Improvement Plan focused on implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment and Empowering Students and Building School Pride. This included two whole school actions:

1. Embed a culture of curriculum design and assess the impact of learning programs, adjusting them to suit individual needs
2. Develop an agreed student behaviour management plan that is consistently implemented by all staff focusing on positive relationships

Despite the interruptions of Remote Learning in 2020, the school was able to demonstrate growth in many areas as measured by a school self-assessment against the FISO Continua. The data used to inform these judgements were a range of student, staff and parent surveys, student and parent forums and learning data collected throughout the year. To achieve this growth staff were supported by the Leadership Team who worked collectively with a focus on Teaching and Learning and Building a Positive Climate for Learning. The Leadership Team adjusted their actions across the year to meet the ever-changing learning environment in 2020.

### Achievement

In 2020 the school continued work on its strategic plan goal of embedding a culture of curriculum design and assessing the impact of learning programs, adjusting them to suit individual student needs.

In 2020, students in Years 7 to 10 achieved higher than the state average and similar schools average for the percentage of students at or above age expected standards in both English and Mathematics, based on teacher judgements. A strong focus on formative assessment practices during the extended periods of remote learning enabled teachers to more accurately establish where students were in their learning and the next steps they need to take. Teaching staff built their collective efficacy through actively engaging with a range of communities of practice and professional learning offered by the North Eastern Victorian Region. This included access to leading educational thinkers, Dylan Wiliam (formative assessment), Misty Adoniou (literacy) and Lyn Sharratt (professional learning communities).

The school performed above state average for the VCE All Studies score, however it was slightly below the average for similar schools and below our strategic plan target of 32. All students satisfactorily completed their VCE in 2020 which is testament to the work done by our pathways team, house leaders and all our teaching staff to make sure all students were successful in a difficult year. The school has also seen an increase in the number of students completing a VET subject, up to 19% of students in Year 12 in 2020, with 81% of these students satisfactorily demonstrating competencies in those subjects. This is a positive shift in the school being able to offer a wider variety of student pathway options.

NAPLAN was not completed in 2020 due to remote learning and as such we do not have data to comment on.

A range of additional supports were implemented in 2020 to support the learning progress of identified students, particular throughout remote learning, through the employment of literacy and numeracy specialists and tutors. These staff worked with students individually and in small groups within classes and withdrawal groups across Years 7 to 12.

The school's continued investment in technology to improve our learning programs was very beneficial in allowing the seamless continuation of learning during the periods of remote learning. Office 365 tools including Microsoft Teams and OneNote were used to communicate and provide synchronous classes allowing teachers and students to collaborate, connect and provide feedback to each other. Communication with our community also continued and in some cases improved through the use of technology and this included Learning Conferences via Webex video conferencing which strengthened our partnerships with parents to support student learning.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

## Engagement

The average days absent per full time equivalent student was less than the median for all Victorian government schools. This result is in the lowest 20% of all Victorian government schools and is less than the four-year average. The attendance rate for each year level was as follows, Year 7 - 94%, Year 8 - 93%, Year 9 - 91%, Year 10 - 94%, Year 11 - 93% and Year 12 - 94%. This attendance rate is similar to comparable schools. Due to the nature of remote learning for much of 2020, these figures are the result of recording students engaging with online attendance protocols.

Student attendance is recorded for each lesson by class teachers using an online information management system, Compass. Attendance is also monitored by House Leaders and Heads of House. Parents are also able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday.

Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health issues. The Student Wellbeing Team also co-ordinate an Outreach Program for students who, for whatever reason, are finding it difficult to attend school on a regular basis. The very precise online monitoring of attendance by both teachers and parents has no doubt contributed to the high student attendance rate. In 2020, both the Wellbeing Team and ASPIRE pastoral care teachers ensured all students were monitored as they learnt remotely

in their homes.

The percentage of students who remain at Brentwood from Year 7 through to Year 10 is slightly higher than the median for all Victorian government schools.

The comprehensive pathways program at Brentwood includes extensive careers and course counselling for all junior and senior school students. All students in Years 7 to 12 complete an annual Career Action Plan identifying their areas of interest and how they can pursue and develop these passions. Careers education is embedded into the APIRE program for all year levels. This is complemented by ongoing incursions, pathways experiences, immersion days and guest speakers. Year 9 students complete Morrisby testing culminating in a one-on-one interview with a trained Morrisby counsellor. Morrisby endeavours to highlight areas of interest and relate these to potential future pathways. This is an invaluable tool that can also assist students in selecting an appropriate Work Experience placement in Year 10.

Early exposure and exploration of potential areas of interest and pathways is paramount to providing our students with a solid foundation to become active participants in their chosen areas of interest. Students are empowered with the tools to explore areas of interest facilitated by the dedicated Pathways Team. The goal of our transition and pathways strategies is to encourage all students to develop a growth mindset and, as articulated in our vision, to provide every student with the opportunity to grow in confidence about their future. A secure education, training or employment pathway beyond Brentwood is a priority for all students.

## Wellbeing

The Attitudes to School Survey 4 year average score for the 'connectedness to school' variable is higher than the median for all Victorian government schools and higher than comparable schools. The Attitudes to School Survey 4 year average score for the 'Managing of Bullying' variable is higher than the median for all Victorian government schools and higher than comparable schools. Due to COVID-19 the Attitudes to School Survey was not completed in 2020.

Improving student engagement with the learning culture continued to be a focus in 2020 with the College continuing the wellbeing program at Year 7 where a resilience worker is placed into Year 7 homegroups. Creating a classroom environment that explicitly builds the capacity of students to be disciplined, reflective and resilient learners has continued to be promoted through the ASPIRE program in 2020. The focus of this curriculum is based on the 3 pillars of 'The Learner', 'The Person' and 'The Future'. Teachers are encouraged to further develop the role of student voice in learning by extending opportunities for student feedback and student choice in the classroom through the use of the PIVOT student survey.

Student wellbeing is a precursor to learning and, consistent with our vision for happy, healthy, resilient students. Pastoral care continues to be a focus. In 2020, both the Wellbeing Team and ASPIRE pastoral care teachers ensured all students' wellbeing was monitored weekly as they learnt remotely. The Parents Support team further enhances the relationships with our parent body. Support for the work of classroom teachers, Heads of Faculty, House Leaders and Heads of House remains a priority of the Wellbeing Team.

A breadth of co-curricular and student leadership opportunities continue to be offered to enhance students' connectedness to school and to build their sense of belonging. We will continue to promote and celebrate student participation, leadership and service to the community.

## Financial performance and position

The Operating Statement Summary for the year ending 31 December 2020 indicates a Total Operating Revenue of \$18,628,990 and the Total Operating Expenditure of \$17,216,100. This indicates a Net Operating Surplus of \$1,412,890. The surplus funds relate to projects to be completed within the next 12 months, including new outdoor basketball courts, landscape works alongside our State funded VCE centre currently under construction (Stage 1 of our masterplan) and computer MacLab upgrade. School Council savings towards Stage 2 of our masterplan are also a component of the surplus.

Grants received include equity funding \$109,401, MYLNS Improvement Teacher Funding, \$113,121 and student excellence program funding \$34,620.

Projects completed in 2020 include hayshed/canteen upgrade works \$49,500, paths of travel/lighting upgrade \$14,000, drain cover replacements \$24,500 and carpet and painting cost for ongoing refurbishment of classrooms \$23,000.

Our college contribution to our State funded VCE centre was \$64,500.

Asset acquisitions include a new electronic sign \$42,000 and a hydraulic lift for working at heights \$17,000.

Covid19 expenses included \$12,000 for PPE and sanitising costs and continued payment to Casual Relief Teachers who were not required during lockdowns and remote learning.

The Financial position as at 31 December 2020 was as follows: Total Funds Available \$3,602,119 and Total Financial Commitments \$3,602,119 including savings towards major capital project. The strong financial position is a reflection of the ongoing support of our School Council and parent community.

**For more detailed information regarding our school please visit our website at**  
**[www.brentwood.vic.edu.au](http://www.brentwood.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 1697 students were enrolled at this school in 2020, 789 female and 908 male.

34 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) which takes into account parents' occupations and education.

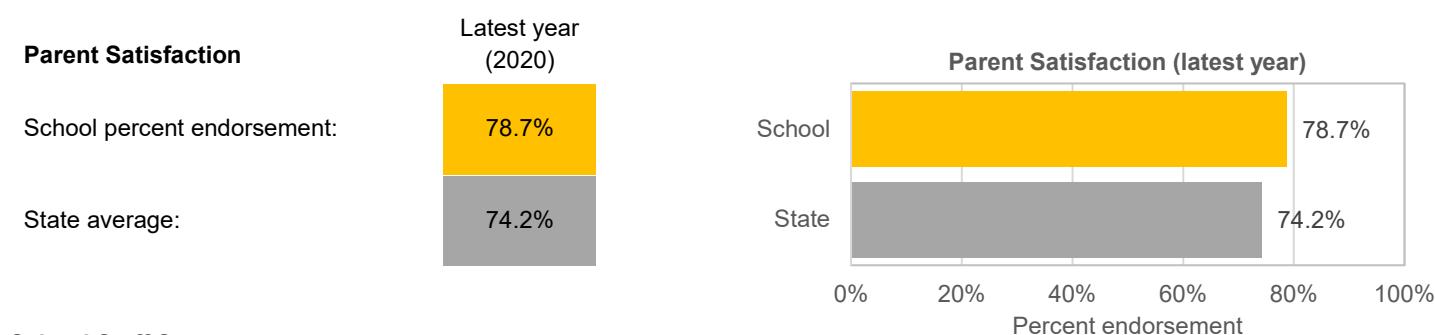
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

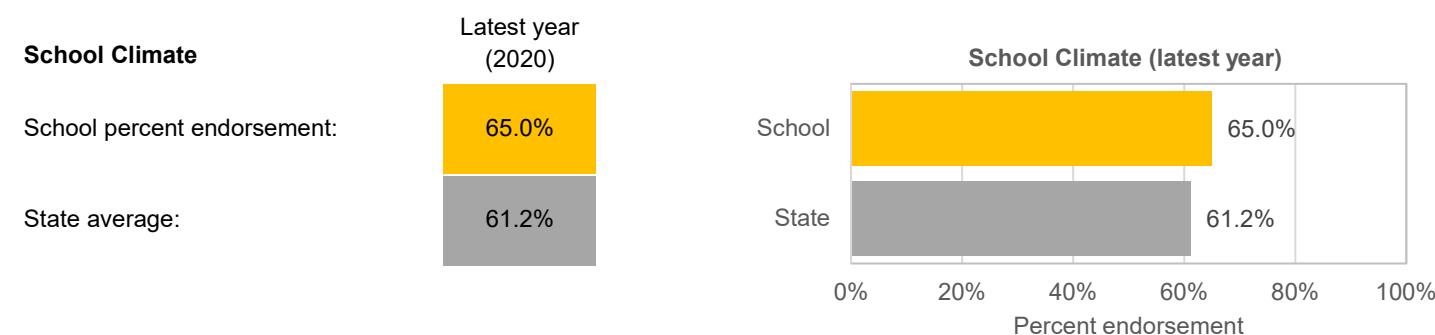


### School Staff Survey

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.



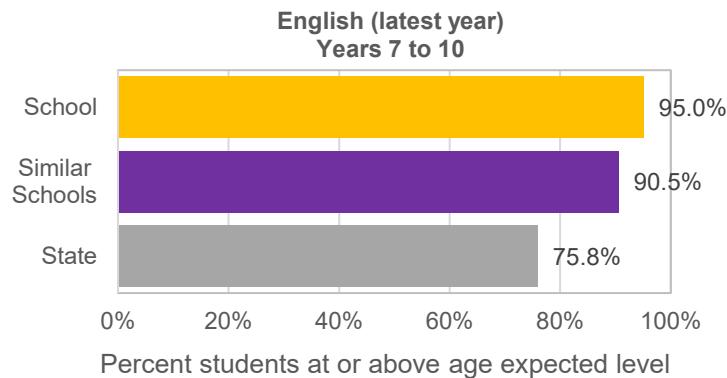
## ACHIEVEMENT

**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.

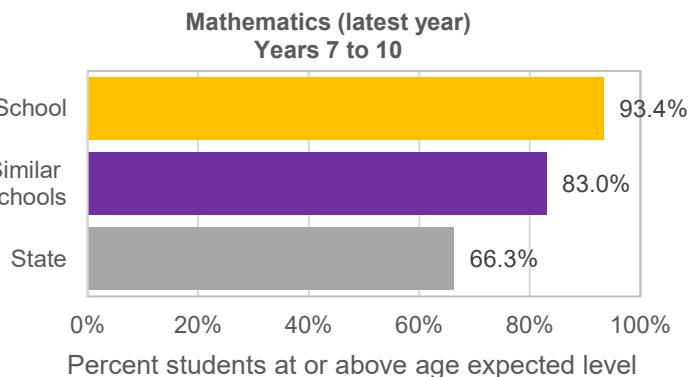
### Teacher Judgement of student achievement

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

English Years 7 to 10	Latest year (2020)
School percent of students at or above age expected standards:	95.0%
Similar Schools average:	90.5%
State average:	75.8%



Mathematics Years 7 to 10	Latest year (2020)
School percent of students at or above age expected standards:	93.4%
Similar Schools average:	83.0%
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

29.3      29.8

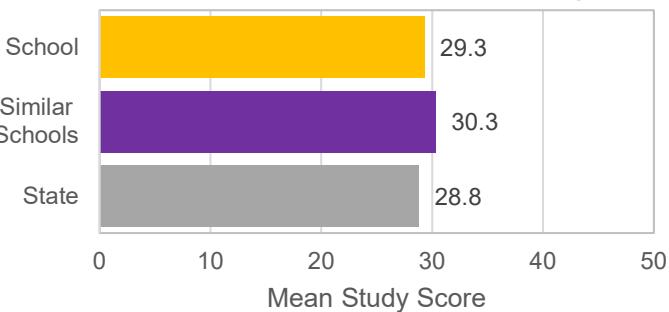
Similar Schools average:

30.3      30.4

State average:

28.8      28.8

#### Victorian Certificate of Education (latest year)



Students in 2020 who satisfactorily completed their VCE:

100%

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

19%

VET units of competence satisfactorily completed in 2020:

81%

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

NDA

## 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:

13.5      13.8

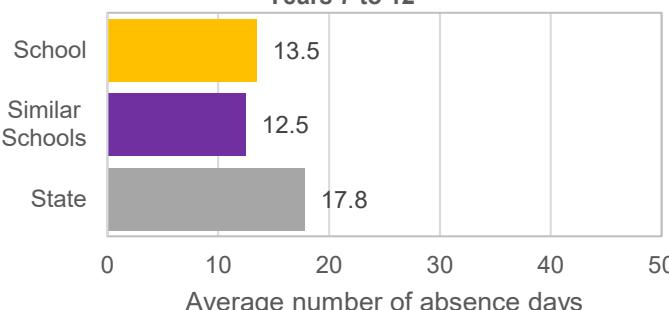
Similar Schools average:

12.5      14.7

State average:

17.8      19.2

#### Student Absence (latest year) Years 7 to 12



## ENGAGEMENT (continued)

### Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	93%	91%	94%	93%	94%

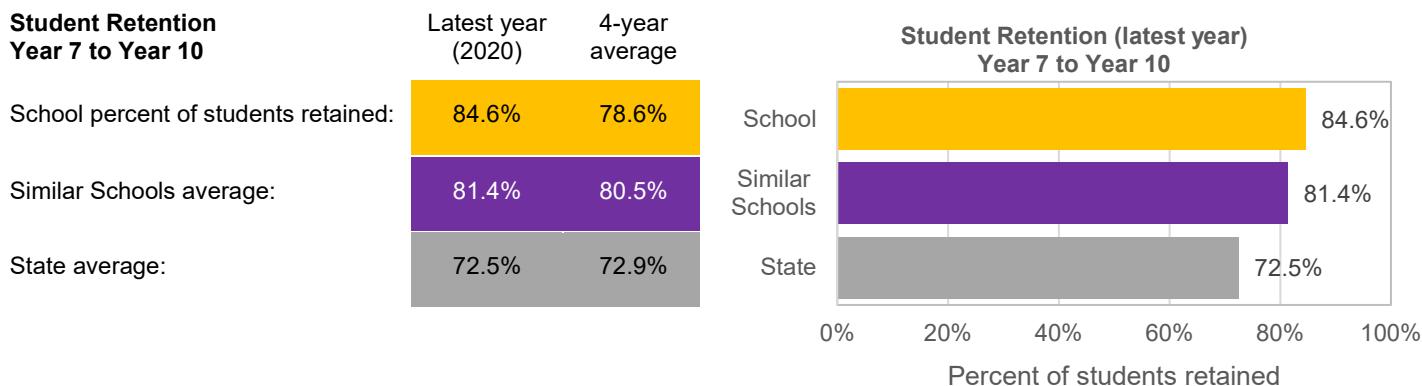
### Student Retention

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:	84.6%	78.6%
Similar Schools average:	81.4%	80.5%
State average:	72.5%	72.9%

#### Student Retention (latest year) Year 7 to Year 10



### 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.

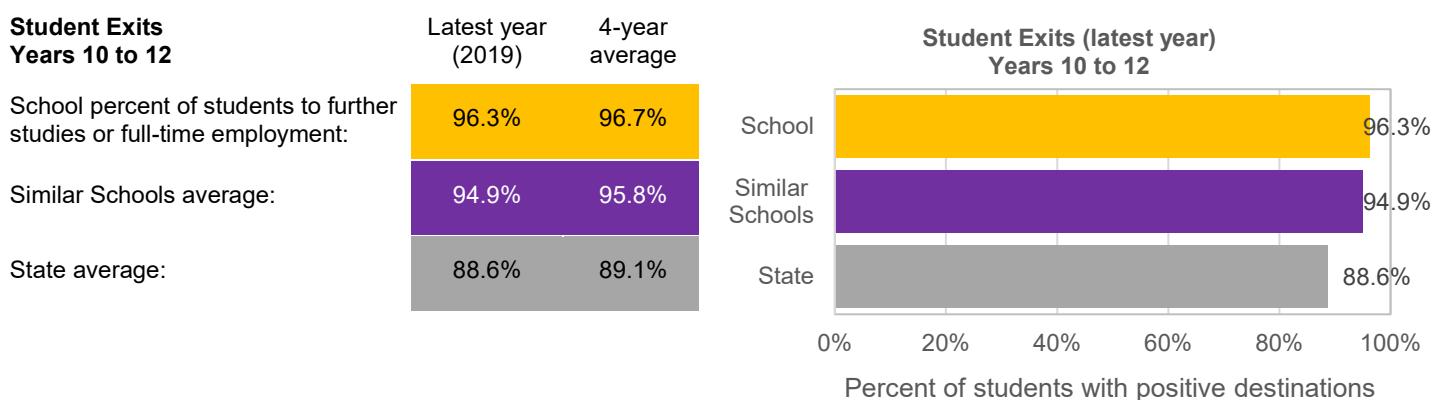
Note: This measure refers to data from the previous calendar year.

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:	96.3%	96.7%
Similar Schools average:	94.9%	95.8%
State average:	88.6%	89.1%

#### Student Exits (latest year) Years 10 to 12



## 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).

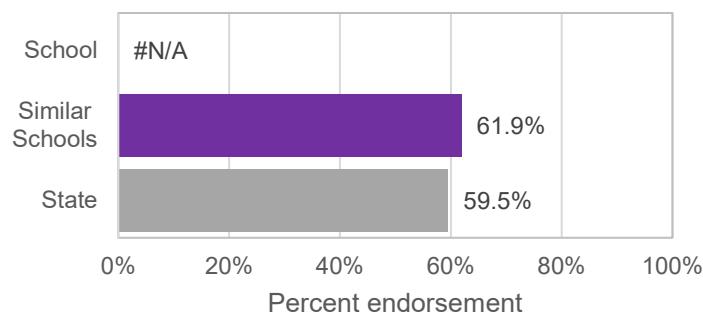
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	NDA	58.2%
Similar Schools average:	61.9%	57.1%
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.*

#### Sense of Connectedness (latest year) Years 7 to 12



### 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).

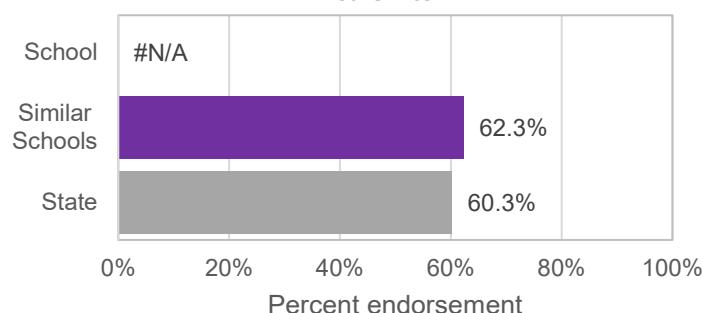
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	NDA	61.2%
Similar Schools average:	62.3%	59.1%
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.*

#### Management of Bullying (latest year) Years 7 to 12



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$15,235,943
Government Provided DET Grants	\$2,062,607
Government Grants Commonwealth	\$24,444
Government Grants State	\$23,727
Revenue Other	\$76,702
Locally Raised Funds	\$1,205,567
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$18,628,990</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$83,312
Equity (Catch Up)	\$26,088
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$109,401</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,171,470
Adjustments	NDA
Books & Publications	\$13,098
Camps/Excursions/Activities	\$252,140
Communication Costs	\$60,936
Consumables	\$246,124
Miscellaneous Expense <sup>3</sup>	\$80,331
Professional Development	\$60,361
Equipment/Maintenance/Hire	\$267,060
Property Services	\$171,958
Salaries & Allowances <sup>4</sup>	\$565,337
Support Services	\$174,343
Trading & Fundraising	\$44,453
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$2,621
Utilities	\$105,867
<b>Total Operating Expenditure</b>	<b>\$17,216,100</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,412,890</b>
<b>Asset Acquisitions</b>	<b>\$278,461</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

Funds available	Actual
High Yield Investment Account	\$3,685,719
Official Account	\$166,688
Other Accounts	\$70,120
<b>Total Funds Available</b>	<b>\$3,922,527</b>

Financial Commitments	Actual
Operating Reserve	\$320,408
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$617,853
School Based Programs	\$4,856
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,500
Capital - Buildings/Grounds < 12 months	\$780,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$2,148,911
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$3,922,527</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.