

2022 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).
- 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 27 March 2023 at 08:58 PM by John Ballagh (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 26 April 2023 at 05:06 PM by Stella Koutsikos (School Council President)

How to read the Annual Report

What does the '*About Our School*' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

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

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 encapsulates all members of our community and states "We learn as a connected community to grow as individuals who are future ready". This vision drives our purpose to ensure that all students are provided with every opportunity to achieve their potential as a learner and as a person so they can develop their talents, nurture a passion and to grow in confidence about their future. Every student is supported in their intellectual, emotional, social and physical development by a highly professional and dedicated 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 2022 enrolment was 1648 including 29 International Students. The total enrolment has been stable over recent years. The number of equivalent full time staff employed was 140.15. This equates to 4 principal class officers, 119 teachers and 36 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 (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 where students can study both VCE and VCAL pathways inclusive of VET subjects. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

PLCs have further evolved and become embedded into the school's existing frameworks to foster a culture of continuous improvement. In 2022 there was a whole school focus on developing teachers' capacity to adopt responsive teaching strategies to maximise student learning growth and outcomes which included a professional development day where guest presenter Bronwyn Ririe-Jones introduced teachers to a range of activities that could be employed to differentiate the learning and build our teaching toolkits. As a consequence, PLCs became the vehicle to trial, observe and evaluate the impact of these and has seen them now embedded into daily practice and documented in curriculum design. Furthermore, PLCs have promoted the use of student work samples and data to build the collective efficacy of teachers to moderate and measure their impact and learning growth. As recognition of this work, we have been assessed by the NEVR as 'excelling' for all elements on the PLC Maturity Matrix and have played a key role as a PLC Link School to support schools across the region to develop their practices through engagement with Communities of Practice and hosting school visits. A further success indicator is the improvement in our School Opinion Survey data that has had an increase in the positive endorsement of teachers for the following areas; evaluating impact improves practice from 73% to 83%, teacher collaboration from 42% to 50% and cultural leadership 39% to 52%.

Our focus on building teachers' data literacy has also supported the work of the PLCs. Our understanding and use of Naplan and PAT tests has been supported with the increased engagement with our Edapt data dashboard. In particular VCE teachers were supported in their unpacking and understanding their VCE data through guided protocols as faculties followed up by conversations with VCE teachers in subject teams to reflect and critically analyse their data, set goals and collaborate to refine their assessment practices, engage with a range of professional learning and develop learning activities to personalise the learning further. Our VCE results for 2022 were significantly improved with an increase in the number of students achieving ATARs over 70 increasing from 48.06% to 57.14%.

Wellbeing

The 2022 Attitudes to School Survey score for the 'connectedness to school' variable is above the median for all Victorian government schools and also for comparable schools. The Attitudes to School Survey four year average score for the 'connectedness to school' variable is slightly lower than the median for all Victorian government schools and slightly lower than comparable schools. The 2022 Attitudes to School Survey score for the 'Managing of Bullying' variable is higher than the median for all Victorian government schools and also for comparable schools. The Attitudes to School Survey four year average score for the 'Managing of Bullying' variable is higher than the median for all Victorian government schools and higher than comparable schools. Improving student engagement with the learning culture continued to be a focus in 2022 with the College continuing the Wellbeing program at Year 7 where a resilience worker is placed into Year 7 classes. 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 2022. The focus of this curriculum is based on the three 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 2022, student wellbeing focus was aimed at supporting students to fully engage with the routines and processes of school. Select students with lower attendance were supported by other engagement programs that were provided by the Wellbeing team. The 'I Am Mindful' program was also utilised to further support some students with their wellbeing. Support for the work of classroom teachers, Heads of Faculty, House Leaders and Heads of House remains a priority for 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.

Engagement

The average days absent per full time equivalent student was less than the median for all Victorian government schools in 2022, but greater than the four-year average. The attendance rate for each year level was as follows, Year 7 - 90%, Year 8 - 88%, Year 9 - 87%, Year 10 - 86%, Year 11 - 87% and Year 12 - 89%. 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 very precise online monitoring of attendance by both teachers and parents has no doubt contributed to the high student attendance rate.

The percentage of students who remain at Brentwood from Year 7 through to Year 10 is 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 ASPIRE 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.

Other highlights from the school year

There were many highlights and achievements at Brentwood in the 2022 school year. These include:

- The Student Green Team winning three Resource Smart Schools Awards: Student Action Team of the Year, Community Leadership School of the Year and the top award as the Resource Smart School of the Year. In addition the school was awarded the Sustainability Leadership Award and the Outstanding Leadership Award at the Sir John Monash Awards.
- The school musical of Strictly Ballroom was an outstanding show winning Best Supporting Actor by the Music Theatre Guild of Victoria and two lyrebird awards (Best Set in a Youth Musical and Best Choreographer)
- In 2022 the school officially opened the new \$4.6 million Senior Learning Centre along with the refurbished House Hub and Wellbeing Hub.
- The school created a Parents and Friends Association led by a team of dedicated and passionate parents.
- A total of 41 School Sport Teams were successful in the Monash zone winning their way through to the Eastern Metropolitan Region or higher. Brentwood also won the Monash Division Swimming, Athletics and Cross Country competitions.
- The Student Leadership Program returned with termly 'Community Days' complemented by termly 'House Days' with the aim of increasing school connectedness for students.
- School camps returned with two successful Central and Northern Australia Tours, Year 8 Toolangi Camp, Year 9 Tasmania Camp and the annual Year 7 Camp

Financial performance

The Operating Statement Summary for the year ending 31 December 2022 indicates a Total Operating Revenue of \$20,410,010 and the Total Operating Expenditure of \$20,110,568 This indicates a Net Operating Surplus of \$299,442. The surplus funds relate to projects to be completed within the next 12 months, including new outdoor basketball courts, library refurbishment, landscape works alongside our newly completed VCE centre (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 \$142,407, MYLNS Improvement Teacher Funding \$231,833 student excellence program funding \$37,445, career education funding \$68,127 and the Tutor Learning Initiative \$412,302

Projects completed in 2022 include refurbishment of the new House Hub, fencing works and ongoing classroom refresh works including painting, carpet and furniture.

Asset acquisitions of \$88,789 include Drones and ipads for Year 9 Drones and Aviation studies, replacement of musical instruments, replacement cameras for art and media and new lighting in the Hall for school events.

Ongoing Covid 19 expenses include continued payment to Casual Relief Teachers to cover personal leave and staffing shortages which was a significant cost.

The Financial position at 31 December 2022 was as follows: Total Funds Available \$4,834,308 and Total Financial Commitments \$4,834,308 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

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 1648 students were enrolled at this school in 2022, 778 female and 870 male.

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

Overall Socio-Economic Profile

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

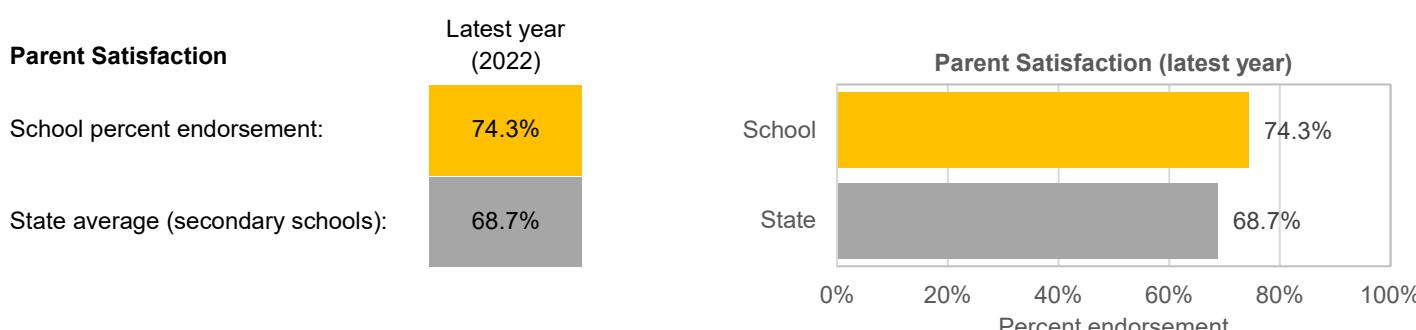
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

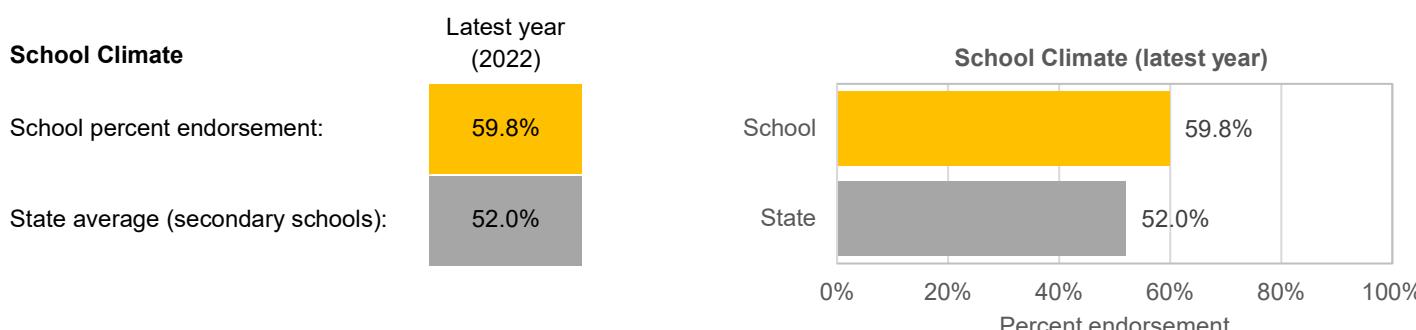


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

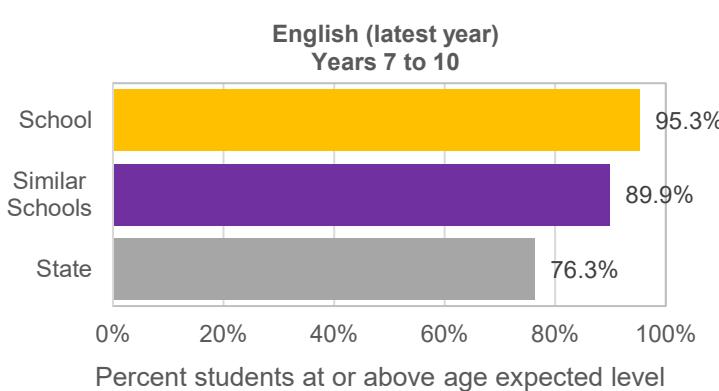
95.3%

Similar Schools average:

89.9%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

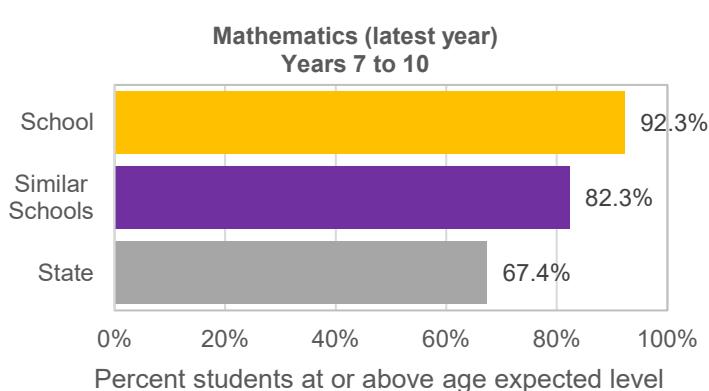
92.3%

Similar Schools average:

82.3%

State average:

67.4%



LEARNING (continued)

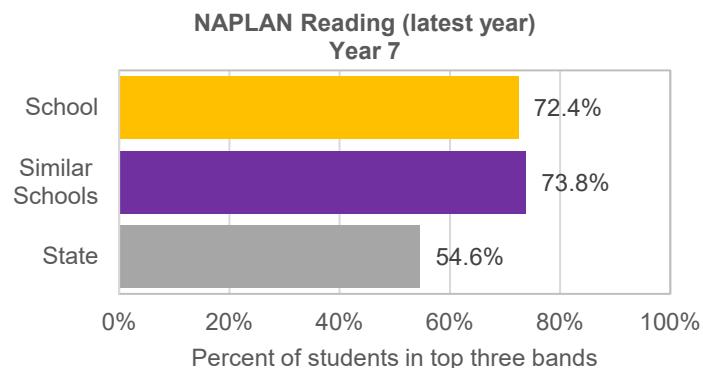
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

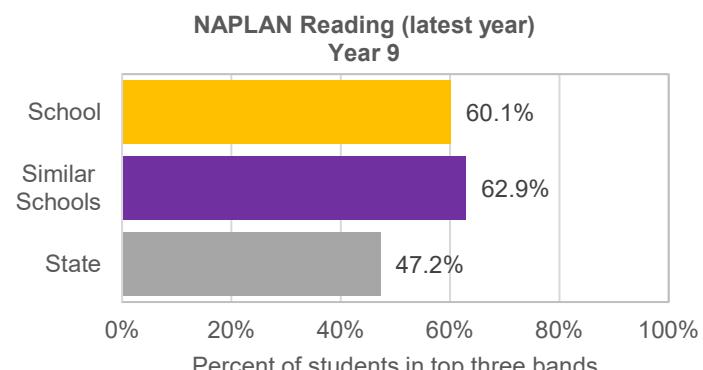
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

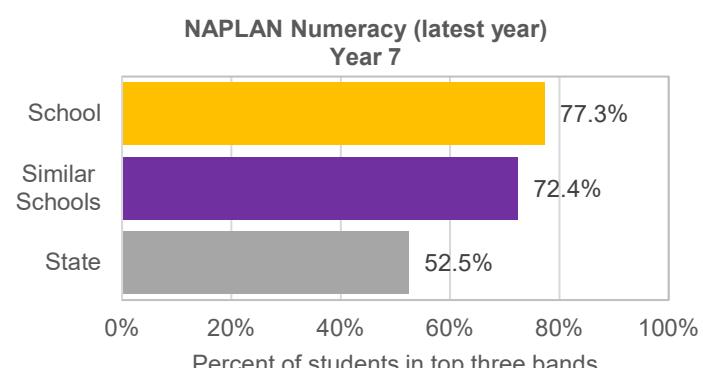
Reading Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	72.4%	75.0%
Similar Schools average:	73.8%	73.7%
State average:	54.6%	55.3%



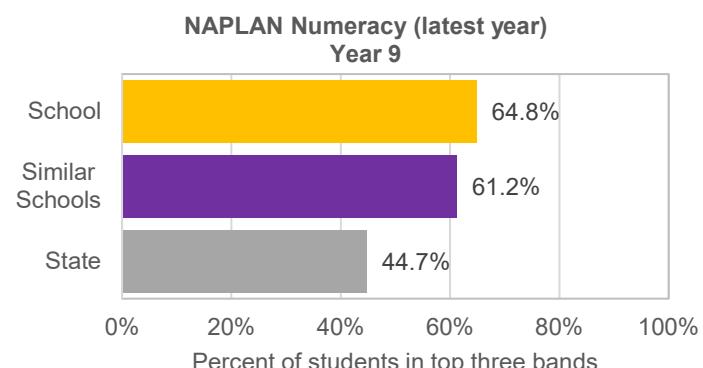
Reading Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	60.1%	62.3%
Similar Schools average:	62.9%	61.6%
State average:	47.2%	46.0%



Numeracy Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	77.3%	78.6%
Similar Schools average:	72.4%	73.8%
State average:	52.5%	54.8%



Numeracy Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	64.8%	68.8%
Similar Schools average:	61.2%	62.9%
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.

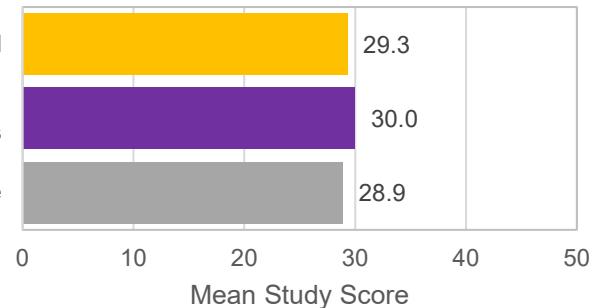
Victorian Certificate of Education (VCE)

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	29.3	29.1
Similar Schools average:	30.0	30.1
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

100%

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

12%

VET units of competence satisfactorily completed in 2022:

87%

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

91%

WELLBEING

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

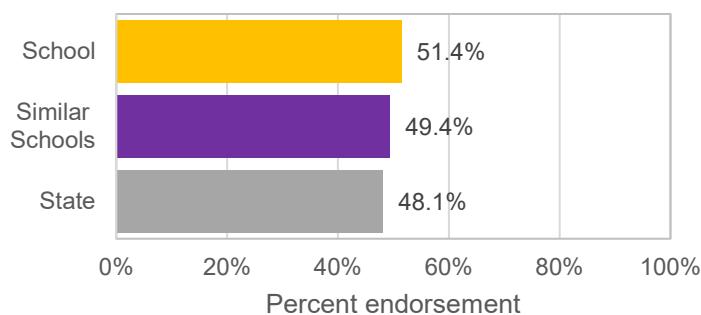
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	51.4%	51.6%
Similar Schools average:	49.4%	53.6%
State average:	48.1%	52.5%

Sense of Connectedness (latest year) Years 7 to 12



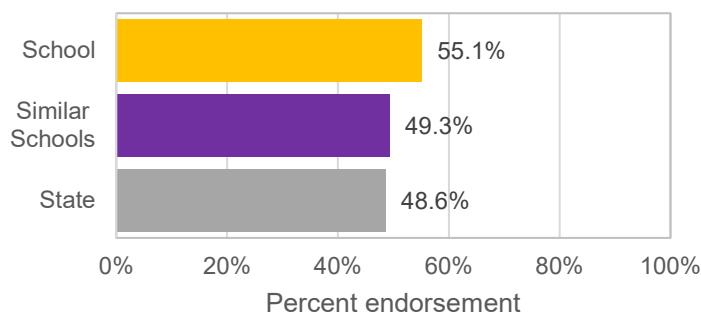
Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	55.1%	54.8%
Similar Schools average:	49.3%	54.7%
State average:	48.6%	54.0%

Management of Bullying (latest year) Years 7 to 12



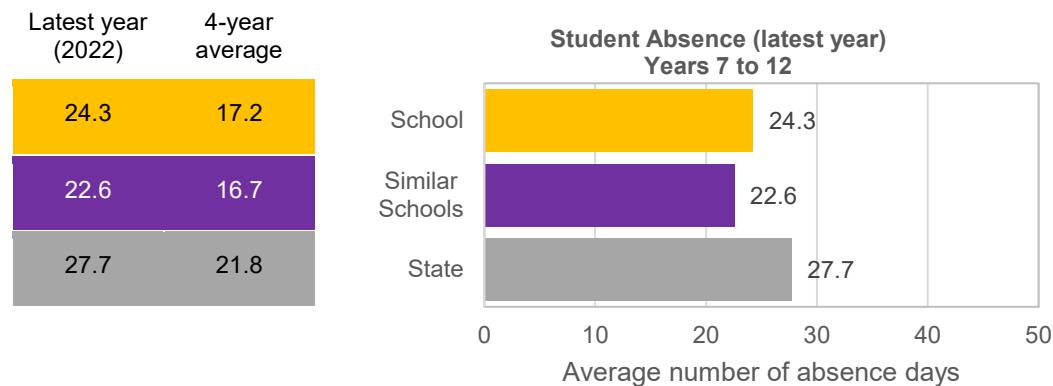
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	24.3	17.2
Similar Schools average:	22.6	16.7
State average:	27.7	21.8



Attendance Rate (latest year)

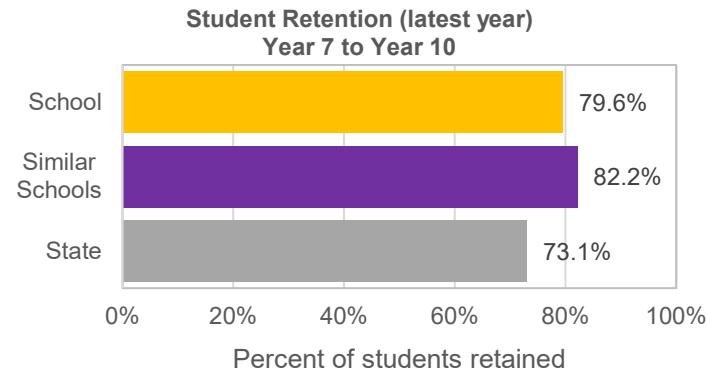
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	88%	87%	86%	87%	89%

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:	79.6%	80.0%
Similar Schools average:	82.2%	81.2%
State average:	73.1%	73.0%



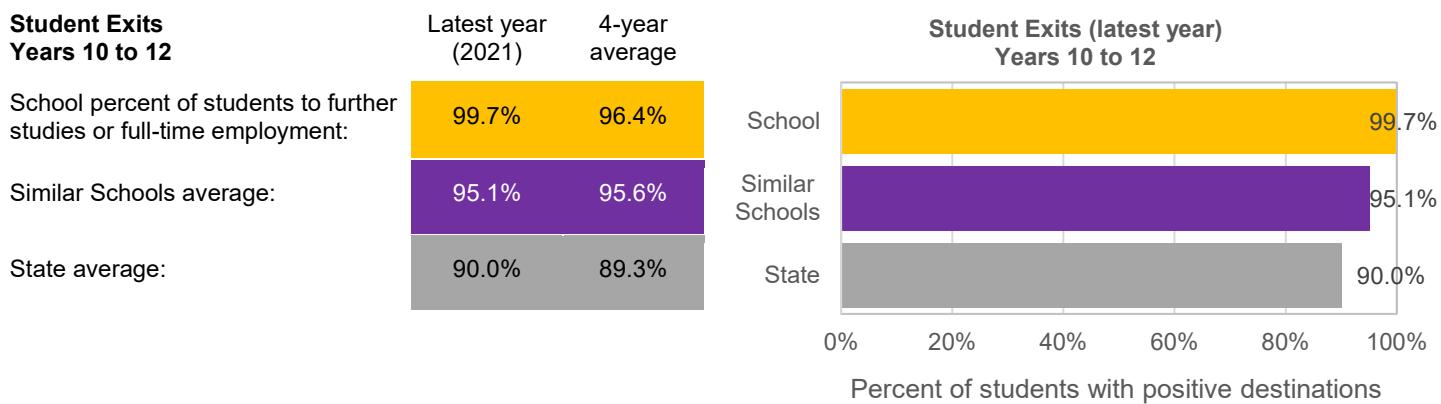
ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as ‘Unknown’.



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$16,228,917
Government Provided DET Grants	\$2,118,977
Government Grants Commonwealth	\$38,808
Government Grants State	\$17,604
Revenue Other	\$106,711
Locally Raised Funds	\$1,898,993
Capital Grants	\$0
Total Operating Revenue	\$20,410,010

Equity ¹	Actual
Equity (Social Disadvantage)	\$95,287
Equity (Catch Up)	\$47,120
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$142,407

Expenditure	Actual
Student Resource Package ²	\$16,345,348
Adjustments	\$0
Books & Publications	\$16,962
Camps/Excursions/Activities	\$906,112
Communication Costs	\$27,607
Consumables	\$376,669
Miscellaneous Expense ³	\$90,610
Professional Development	\$92,094
Equipment/Maintenance/Hire	\$455,788
Property Services	\$221,080
Salaries & Allowances ⁴	\$981,423
Support Services	\$417,561
Trading & Fundraising	\$51,415
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,625
Utilities	\$126,273
Total Operating Expenditure	\$20,110,568
Net Operating Surplus/-Deficit	\$299,442
Asset Acquisitions	\$88,789

- (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	\$4,539,397
Official Account	\$50,721
Other Accounts	\$244,189
Total Funds Available	\$4,834,308

Financial Commitments	Actual
Operating Reserve	\$601,715
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$457,557
School Based Programs	\$40,174
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$175,000
Capital - Buildings/Grounds < 12 months	\$1,080,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$2,479,862
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,834,308

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.