

# 2021 Annual Report to The School Community



**School Name: Victorian College Of The Arts Secondary School (7384)**



- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 April 2022 at 01:06 PM by Hilary Bland (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 11:44 AM by Louise Baker (School Council President)

## How to read the Annual Report

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### Engagement

Student attendance and engagement at school, including:

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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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.

'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 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

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### School context

The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians, theatre and visual artists. Integral to this program is the provision of a high quality academic education that is also offered to other exceptional training organisations including the Australian Ballet School and Gymnastics Victoria. Within our school community, students are encouraged to develop a passion for learning and a sense of respect for themselves and others. The school is committed to providing a safe and nurturing learning environment that recognises and caters for the different academic, artistic, cultural, health and pastoral needs of students. Students entering the school come to understand that a serious study of music, dance, theatre and visual arts requires: a thorough technical training which begins at an early age, daily classes and many hours of practice, the nurturing of creativity, specialist teaching by highly skilled and experienced staff and high quality performance and exhibition opportunities.

In 2021, a total of 388 students were enrolled. VCASS had 55.25 equivalent full time staff, 3 principal class, 35.55 teachers and 16.70 educational support staff.

The school's location in Melbourne's Southbank Arts Precinct provides opportunities for Masterclasses with visiting artists and partnerships with Arts organisations.

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### Framework for Improving Student Outcomes (FISO)

The Victorian College of the Arts Secondary School Strategic Plan 2018-2022 has three goals aligned with the Framework for Improving Student Outcomes:

To improve student learning outcomes

To develop and promote positive behaviours and attitudes across the school community

For all VCASS students to be prepared and ready for multiple local, national and international post-school pathways.

These goals are enacted each year through the Key Improvement Strategies that are set out in the school's Annual Implementation Plan (AIP).

The school's progress towards its chosen FISO dimensions and KIS for 2021 continued to be impacted by COVID-19 and remote learning. In 2021, all schools were required to adopt two DET Priorities:

Learning, catch-up and extension

Happy, active and health kids

These priorities aligned well with work that VCASS was undertaking in response to the ongoing impact of COVID-19.

VCASS continued to target professional learning in 2021 to focus on improving student outcomes through the consolidation of pedagogy to effectively deliver Remote Learning and Teaching and the completion of Professional Learning Communities Core Training. Teachers continued to work on developing the Victorian Curriculum in Years 7-10 and documenting VCE Units 1-4 programs through the Course Checker initiative. Students were supported through the MYLNS (Middle Years Literacy and Numeracy Support) program, PAT testing in English and Mathematics and the TLI (Tutor Learning Initiative) to target catch-up in Music, Dance, EAL, English and Mathematics. Senior students participated in the SHAW Program, with a focus on wellbeing, and the Head Start Program, with a focus on VCE studies. Junior students benefited from participation in the Junior Camp, the Kerrupon Program and newly introduced Friday Club where they could participate in activities such as debating, learning how to knit, catching up on homework and study or accessing learning support in Mathematics or English. Continued professional learning of the Google Education Suite took place throughout 2021 to assist staff and students with the rapid and unpredictable transition to and from remote and flexible learning across all areas of the school. In 2021, VCASS began a partnership with the Melbourne Theatre Company, with students and staff accessing and using the Lawler Theatre three times per week. Moreover, the Year 11 Theatre Arts students were involved in the MTC On Stage course, delivered by the Theatre Arts professionals at the MTC.

Performances remain an integral part of the VCASS experience for our students. In 2021, the school presented all planned dance performances, including the Major Season 'Leaps and Bounds', to both a live and digital audience (via our Streaming platform). A range of music performances were live-streamed throughout the year. Theatre Arts performed their Music Theatre piece 'Fess Up' and their Theatre Studies play, 'Almost, Maine' to live audiences at the Lawler Theatre.

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## Achievement

Teacher Judgement of student achievement showed student outcomes in English and Mathematics to be Above similar schools.

NAPLAN tests were not held in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data. The percentage of Year 7 and Year 9 students in the top three bands of Reading and Numeracy is higher than the average of similar schools.

Our 2021 VCE results remain consistently high. VCASS' mean study score in 2021 was 33.2. Our four year average of VCE results is higher than similar schools in Victoria with many individual outstanding results; 9 scores of 50 were achieved in VCE Dance, Music Investigation, Music Performance and Studio Art. 19% of students received an ATAR above 90. The percentage of study scores of 40 and above was 15.5%. In 2021, 100% of VCASS students completed their VCE. 18 students from the 2021 cohort have been invited to participate, perform or exhibit in 2022's VCAA Season of Excellence.

The high number of students exiting to further studies and full-time employment remains consistent over a number of years and continues to be a very good outcome for our students; 98.1% of our students went on to further studies of full-time employment. Our student pathways are predominantly in the arts stream that they have studied, although some students may opt for a variation to this through a tertiary course of their choice. Students at VCASS continue to undertake a range of diverse training, education and employment pathways within Australia and internationally. Post-school destinations for the 2021 Year 12 cohort are as follows:

University or further training: 94%

Work or gap year: 4%

TAFE: 2%

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## Engagement

VCASS responded to the rapid transition to and from remote learning throughout 2021 with modified and targeted engagement strategies. This included the establishment of daily check-ins to help identify students in need and quickly put in place assistance. Following feedback from students and staff, a revised approach to the transition to and from remote learning was implemented. Attendance at the school remained strong; we continued to enjoy very low levels of student absenteeism throughout 2021.

The students' sense of connectedness as reported in the 2021 Attitude to School's Survey remained higher than similar schools with an endorsement of 74%; with 80% reporting they 'like this school' and 78% that they are 'happy to be at this school'. 75% of students surveyed reported being motivated and interested to learn.

In relation to parent engagement, general satisfaction with the school as reported in the 2021 Parent Survey was high with an endorsement of 85%. Parents reported 84% satisfaction with 'Stimulating learning environment' and 82% satisfaction with 'Effective teaching'. 79% of parents surveyed were satisfied with the school's approach to remote and flexible learning.

Entry to the Victorian College of the Arts Secondary School is by competitive audition/interview. In this context our retention is above the state average. Students undertaking the Theatre Arts and Visual Arts Programs completed the full two-year program. Students may exit this school to take up another excellent educational opportunity if their pathway focus moves from dance or music. Senior students of Dance may also exit the school to undertake training overseas; however, the impact of the pandemic resulted in students not being able to take up these opportunities.

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## Wellbeing

Key staff in the student services team attended Youth Mental Health First Aid training; this training has been identified as being a school priority over the next few years with on site training to commence in 2022. Our Student Services, Well-being Team and Mentors continued to work with the student body to provide support throughout the year. Students participated in learning around the Respectful Relationships program with a focus on promoting and modelling respect, positive attitudes and behaviours. The program teaches students how to build healthy relationships, resilience and confidence.

Our student leadership programs remain strong and this was evidenced in the successful student-lead assemblies, performances and activities held online in an effort to sustain strong connections in the school community during the remote learning periods. Specialist Programs provided their students with many opportunities to engage with a range of alumni and arts professionals from within the broader arts community.

The school's Senior Health and Well-being Program continued to deliver excellent outcomes for all students in Years 10-12. The Year 12 Formal also went ahead in 2021. Our annual camp at Lord Somers for year 7-9 remained successful with a high participation rate amongst our junior students. Junior students were also able to participate in end of year activities including an excursion to Luna Park.

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## Finance performance and position

The Victorian College of the Arts secondary school is in a sound financial position. Throughout 2021, VCA Secondary School continued to focus on the maintenance and improvement of the highly specialised nature of the school setting. In 2021, the school will have been in the current premises for 13 years and funding has been put aside to ensure our facilities are kept up to date and fit for purpose. We continued to replace and upgrade technology, including projectors and screens. The recording studio underwent a major upgrade in 2021; this included improvements to the control room with new monitors, digital interface, patching rack, computer, control surface, software and intercom. The performance rooms were equipped with playback facilities and monitoring.

In response to research on ventilation and ensuring a COVID-safe return to school for students and staff after remote learning and with the support of the School Council, VCASS purchased CO2 and PM2.5 monitors and air purifiers.

We have a firm financial commitment to the new Building Project of our shared theatre space located in Gasworks Arts park.

**For more detailed information regarding our school please visit our website at**  
<http://vcass.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 388 students were enrolled at this school in 2021, 247 female and 141 male.

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

### Overall Socio-Economic Profile

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

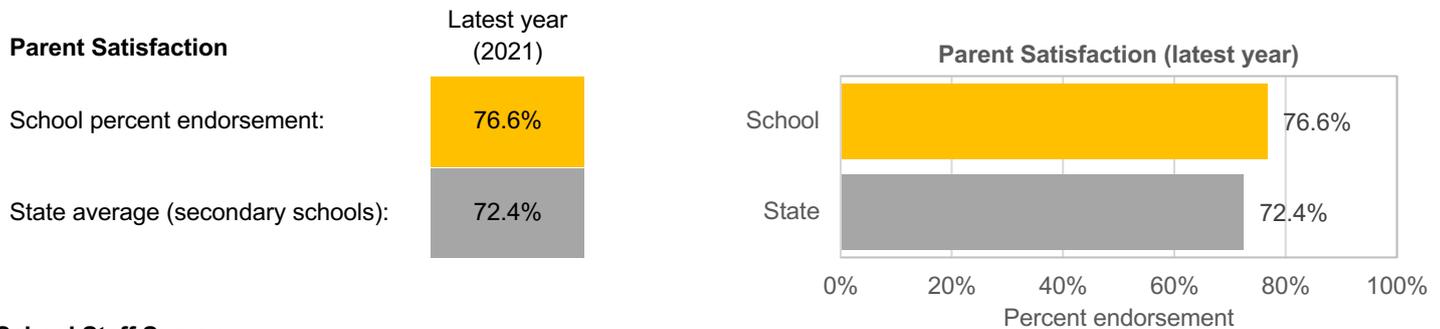
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

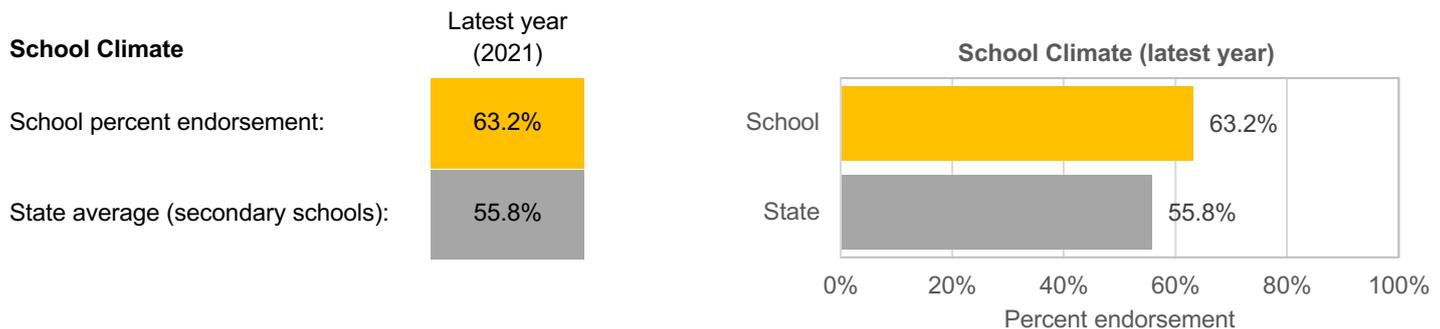


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

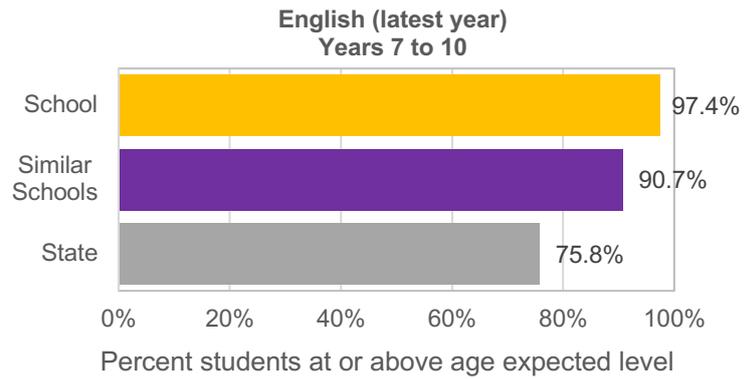
97.4%

Similar Schools average:

90.7%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

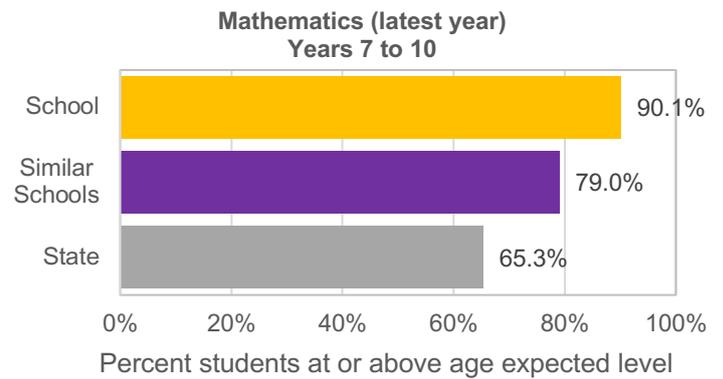
90.1%

Similar Schools average:

79.0%

State average:

65.3%



**ACHIEVEMENT (continued)**

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

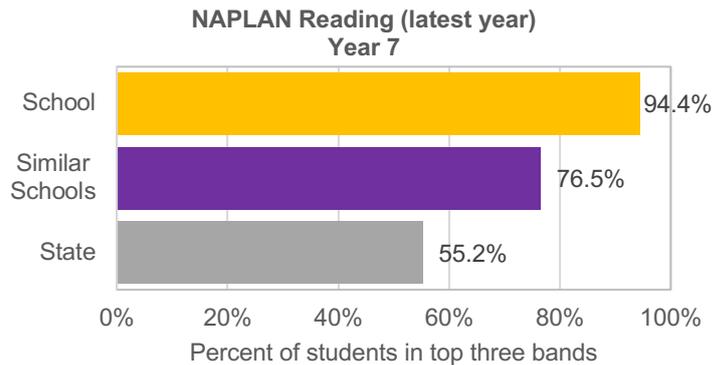
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

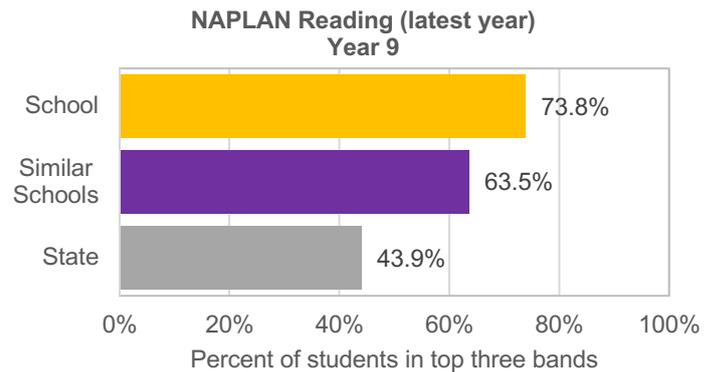
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.4%	93.8%
Similar Schools average:	76.5%	74.9%
State average:	55.2%	54.8%



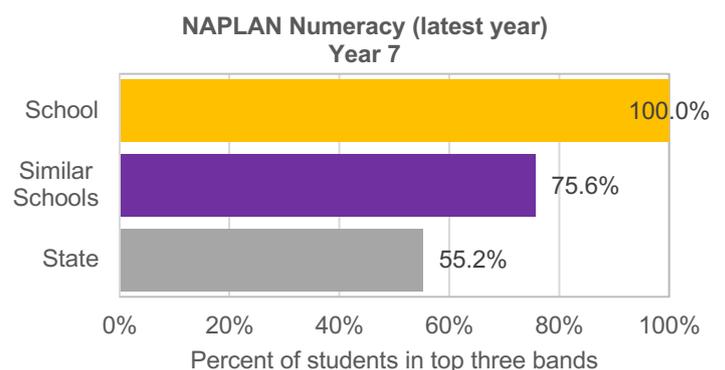
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.8%	77.9%
Similar Schools average:	63.5%	65.2%
State average:	43.9%	45.9%



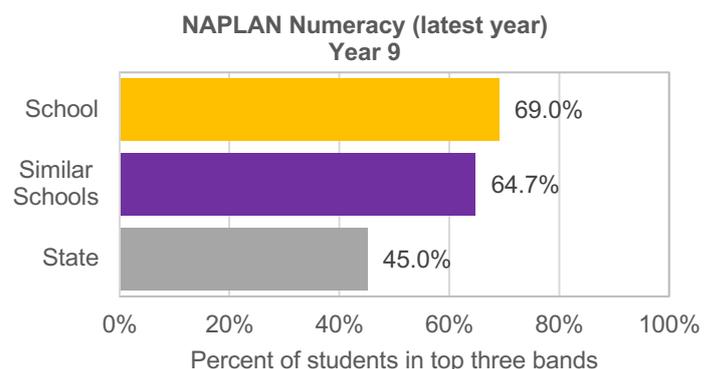
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	93.8%
Similar Schools average:	75.6%	75.5%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.0%	74.3%
Similar Schools average:	64.7%	66.2%
State average:	45.0%	46.8%



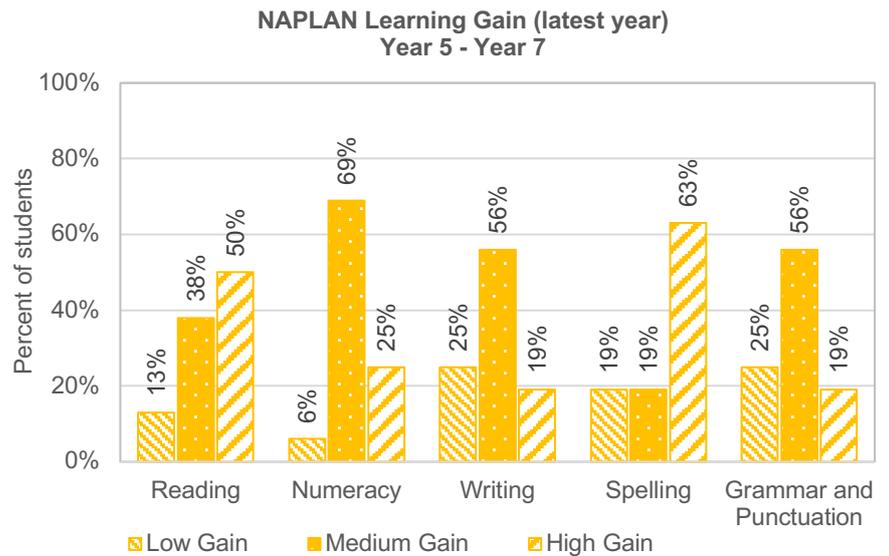
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

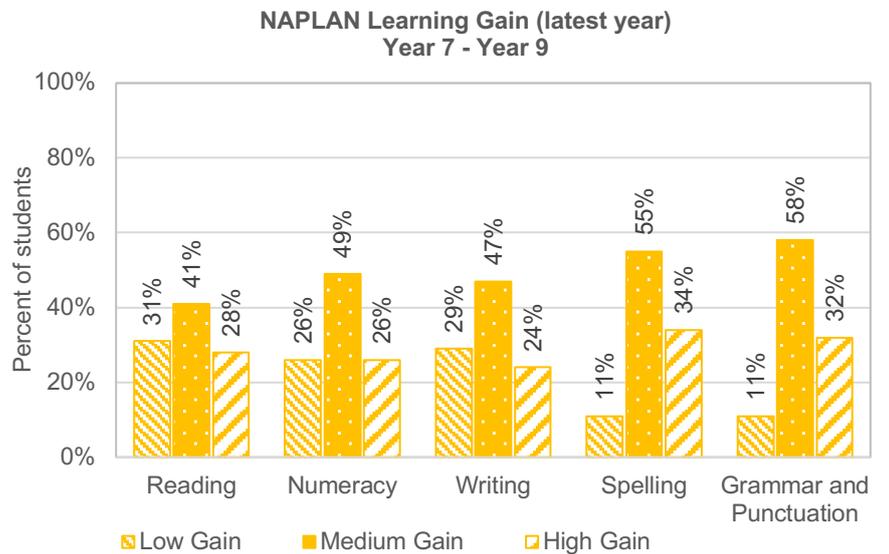
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	13%	38%	50%	28%
Numeracy:	6%	69%	25%	28%
Writing:	25%	56%	19%	29%
Spelling:	19%	19%	63%	28%
Grammar and Punctuation:	25%	56%	19%	28%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	41%	28%	29%
Numeracy:	26%	49%	26%	29%
Writing:	29%	47%	24%	28%
Spelling:	11%	55%	34%	31%
Grammar and Punctuation:	11%	58%	32%	27%



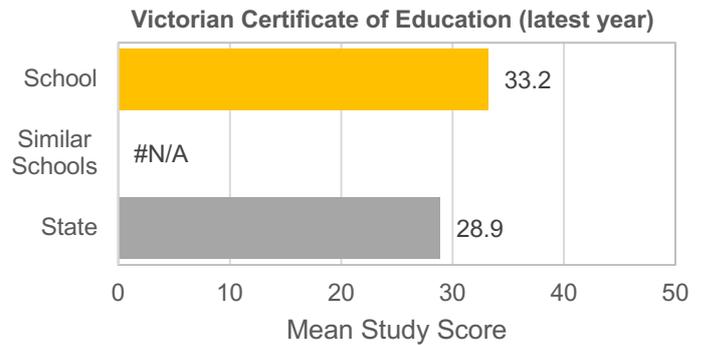
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	33.2	33.2
Similar Schools average:	30.3	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

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

11%

VET units of competence satisfactorily completed in 2021\*:

95%

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

NDA

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

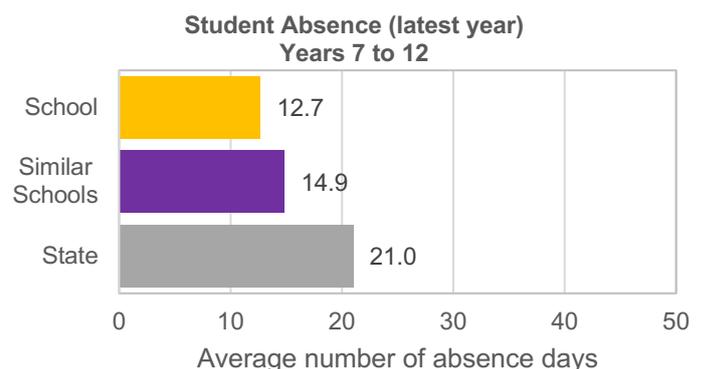
## ENGAGEMENT

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

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	12.7	11.7
Similar Schools average:	14.9	15.2
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

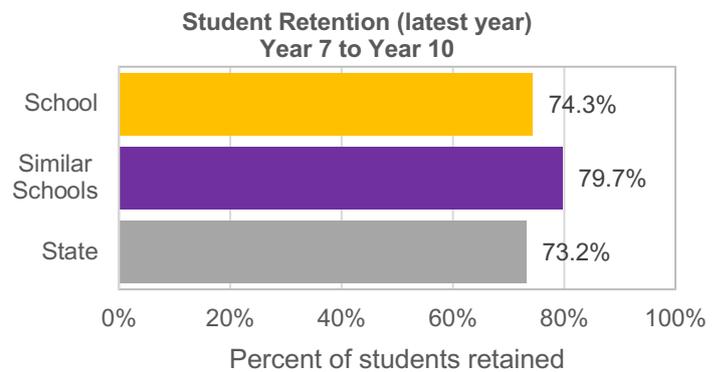
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	95%	95%	94%	95%	94%	91%

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2021)	4-year average
School percent of students retained:	74.3%	78.3%
Similar Schools average:	79.7%	78.3%
State average:	73.2%	72.9%



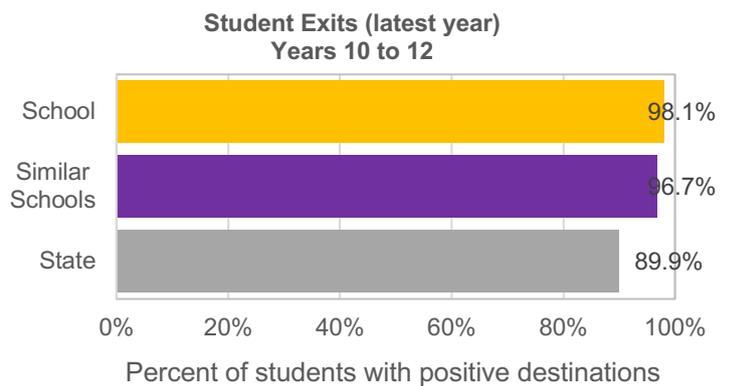
**Students exiting to further studies or full-time employment**

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

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

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	98.1%	97.8%
Similar Schools average:	96.7%	95.8%
State average:	89.9%	89.2%



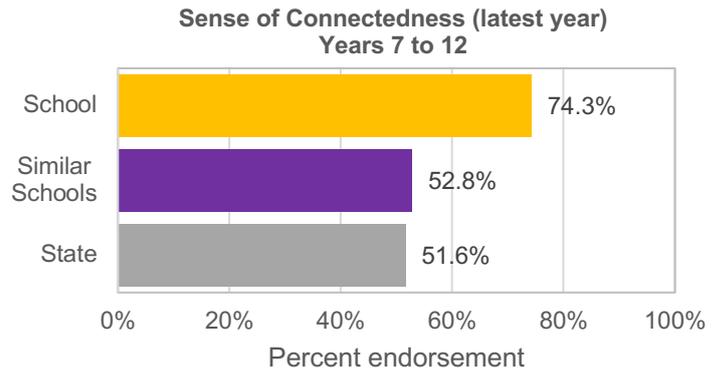
**WELLBEING**

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

**Student Attitudes to School – Sense of Connectedness**

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

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	74.3%	75.0%
Similar Schools average:	52.8%	56.5%
State average:	51.6%	54.5%

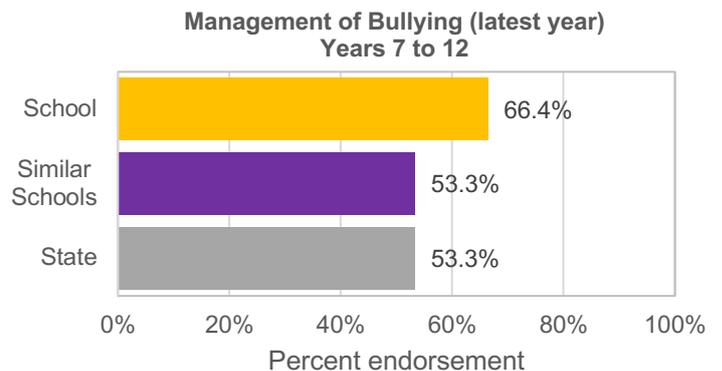


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

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

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	66.4%	70.3%
Similar Schools average:	53.3%	57.9%
State average:	53.3%	56.8%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$6,863,047
Government Provided DET Grants	\$845,789
Government Grants Commonwealth	\$16,999
Government Grants State	\$0
Revenue Other	\$77,865
Locally Raised Funds	\$794,535
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,598,235</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,387
Equity (Catch Up)	\$4,574
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$10,961</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,131,254
Adjustments	\$0
Books & Publications	\$29,554
Camps/Excursions/Activities	\$85,984
Communication Costs	\$26,439
Consumables	\$135,223
Miscellaneous Expense <sup>3</sup>	\$27,620
Professional Development	\$25,001
Equipment/Maintenance/Hire	\$291,381
Property Services	\$73,300
Salaries & Allowances <sup>4</sup>	\$771,068
Support Services	\$157,879
Trading & Fundraising	\$14,077
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$260
Utilities	\$120,898
<b>Total Operating Expenditure</b>	<b>\$7,889,938</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$708,297</b>
<b>Asset Acquisitions</b>	<b>\$130,933</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 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,424,238
Official Account	\$171,620
Other Accounts	\$33,449
<b>Total Funds Available</b>	<b>\$2,629,307</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$284,787
Other Recurrent Expenditure	\$0
Provision Accounts	\$10,000
Funds Received in Advance	\$368,726
School Based Programs	\$168,800
Beneficiary/Memorial Accounts	\$44,877
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$63,423
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$72,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,593,972
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,606,585</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.*