

# 2022 Annual Report to the School Community

School Name: Wodonga Middle Years College (8851)



- 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 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 April 2023 at 03:32 PM by Maree Cribbes (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 11 August 2023 at 07:44 AM by Paul Thorpe (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 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.

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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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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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

Wodonga Middle Years College – Every Student, Every Opportunity, Success for All Our Vision - Government secondary schools in Wodonga are student focused learning communities. Our graduates will display confidence, be optimistic about their future and be committed to personal achievement and global citizenship. Wodonga Middle Years College is a secondary school catering to about 1060, students, 507 at the Huon Campus, 478 at the Felltimber campus and 58 at the Flying Fruit Fly Circus School, mainly in years 7, 8 & 9. Wodonga Middle Years College has 1 Executive Principal, 1 Campus Principal, 4 Assistant Principals, 9 Leading Teachers, 4 Learning Specialists, 69.3 Classroom Teachers and 41.8 Education Support Staff. There are three campuses, Huon and Felltimber, and The Flying Fruit Fly Circus School (FFFCS). The Flying Fruit Fly Circus School has students in year 3-9. The college operates a Neighbourhood Campus Policy. Students attend their closest campus. The Student Family Occupation Education index is 0.52 (Huon Campus), 0.554 (Felltimber Campus) and 0.2409 (Flying Fruit Fly Circus School). The college was established in 2006 and is in its sixteenth year of operation. The college is set up in House teams with Period 1 classes being the basis for pastoral care. There are 2 House Teams at each campus. Houses are named using local aboriginal names for animals. School Wide Positive Behaviour Support and Restorative Practices form the basis for our student management and wellbeing. Students complete a core of studies: Years 7 & 8, English, Maths, Humanities, Science, Health, Physical Education, Arts, Technology and Languages. Year 9, Maths, Science, English, Humanities, Health and Physical Education plus a range of electives in PE, Arts, Technology and Languages. Programs catering to students with specific needs or interests include Academic Advancement Program (AAP), Advancement Via Individual Determination (AVID), Tutoring, Program for Students with Disabilities, Respect and Acceptance Art Club, Student leadership groups, and the Flying Fruit Fly Circus School. Students from Year 7-9 are involved in a BYOD program and the college has chosen Desire to Learn as its learning management system. The College operates an extensive co curricular program including instrumental music, a camp week, activity afternoon, sport and cultural activities. Students go on to complete their secondary education, years 10-12 at the Wodonga Senior Secondary College.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

During 2022 Professional Learning Communities (PLCs) within the College focused on ensuring staff were using the inquiry cycle to improve teaching and learning. Student portfolios and student led conferences, as well as a Grade Point Average, are the primary means of reporting student achievement. Victorian Curriculum results at the primary levels are performing very similar to the state average across all areas. At the secondary levels, Maths and English Victorian Curriculum results are well below the state median, and well below similar schools. NAPLAN results indicate that our Primary students are at or above state level in all areas. NAPLAN results indicate that we are below state average in all areas but have similar results in reading at Year 7. At Year 9 we are lower than similar schools in both reading and numeracy but not significantly. Our Learning Specialist in literacy along with the MYLNS teachers continued to focus on reading in 2022. Their focus was on students performing in the bottom two bands. Teachers are continuing to be provided professional learning in reading to learn strategies. There is also a focus on teachers being reflective of their practice to create improvement in student results. There is a continued focus on building a positive climate for learning in the College. The Tutor Learning Initiative was implemented in 2021 and continues in 2022 to support students who fell behind in remote and flexible learning, this continues in 2023 when staffing allows.

### Wellbeing

Our school values - Respect & Resilience and Aspiration continue to build a positive, safe and orderly learning environment within the College. It has been a focus in 2022 to ensure that our values signage is clearly displayed across the campuses of Wodonga Middle Years College. Student management processes and documents were updated. This ensures a common and consistent approach across the College. We have worked with Wodonga Senior Secondary College to ensure that there is a common classroom management approach across the two school so that it eases transition for students. The House structure continues to ensure that staff purposefully build positive relationships and respect as well as understanding students and how they learn. Student support in 2022 included structured House teams with student advocacy, a wellbeing team with case managers, a Defence Transition Mentor and a Careers counsellor. The college operates School Wide Positive Behaviour Support underpinned with Restorative Practices. Recruitment of a Mental Health Practitioner occurred at the end of 2020 and was in place for the 2021 and

2022 school year, this further supported our Wellbeing team. WMYC developed close relationships with many wellbeing agencies in 2022, including North East Child and Adolescent Mental Health Service, Gateway Community Health, Junction Support Services, Child Protection, and Head Space. Many wellbeing programs are offered within the college by the Wellbeing Team.

## Engagement

During 2022 our attendance processes were continually reviewed, refined and updated, to support students returning to school after 2 years of interrupted learning. We did not see improvement in attendance rates during 2022. Our attendance data has declined since 2015 but between 2016 and 2018 held. The data in 2019 showed a very slight improvement. It was a challenge to focus on attendance through 2022 due to students and staff becoming unwell throughout the year. We had an ES staff member in 2022 to work with the Student Management Team to follow up chronic absences and ensure consistency in roll marking. Catering for student individual differences through programs such as Choice Learning, Flying Fruit Fly Circus School and the Flexible Learning Centre increased the diversity of options for all middle years students. We continue to develop effective partnerships with community agencies and other education providers to support the College community Individual Education Plans (IEPs) continue to be implemented and support students with setting and achieving their learning goals and to also build a vision of achievement and success at school. Our Student Attitudes to School Survey indicated that our students feel a sense of connectedness to the school and that bullying is managed within the school. Our results in this area out perform similar schools and are similar to the state results. In the secondary years, engagement as measured by attendance is similar other similar Victorian schools. We will continue to work on a publicity campaign for attendance at our school to ensure that all families and students understand that it is not OK to be away from school. We also ensure that student attendance is everyone's business in the school. We will continue to send SMS messages to parents to alert them of student non-attendance and unexplained absences.

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## Other highlights from the school year

Some significant highlights at the school in 2022 were the Camps Week held in Term 1. The Camps Week is an opportunity for all students in the school to choose a camp or daily activity for the 3 days of Camps Week. All students are involved and can either choose to go on overnight camps or activity days held locally. This week is an opportunity for students and staff to build strong relationships early in the year and for students to build friendships across campuses and year levels while building their resilience. The activity afternoon is another opportunity for students to get out of their comfort zone and to try new activities. Students choose activities inside and out of the school and again build their resilience by trying something new.

Our partnership with Kestrel has ensured we have been able to maintain a careers coordinator at the College. This has benefited students by providing them an insight into future career opportunities and ensures they are ready for part time work.

Our Wellbeing team is well resourced managing the many and varied needs of our students. This team has strong links with community agencies to ensure students are supported with their mental health and wellbeing.

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## Financial performance

Wodonga Middle Years College maintained a sound financial position throughout 2022. The School Strategic Plan (2020-2025) along with the 2022 Annual Implementation Plan provided the framework for school council allocation of funds to support the important school programs and the priorities of the School Strategic Plan. The Financial Performance and Position report shows and end of year surplus of annual result was a surplus of \$854511. This surplus was due to careful staff planning to ensure that the budget was met. The cost of Casual Relief Teachers (CRTs) at Wodonga Middle Years College continues to be a big expenditure item that the school needs to manage. The College received equity funding which was spent mainly on staffing for programs for disadvantaged students. Some examples are the Wellbeing program, the Koorie Art Club and intervention for students who are not coping socially and academically.

**For more detailed information regarding our school please visit our website at**  
[www.wmyc.vic.edu.au](http://www.wmyc.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 969 students were enrolled at this school in 2022, 501 female and 468 male.

7 percent of students had English as an additional language and 10 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).

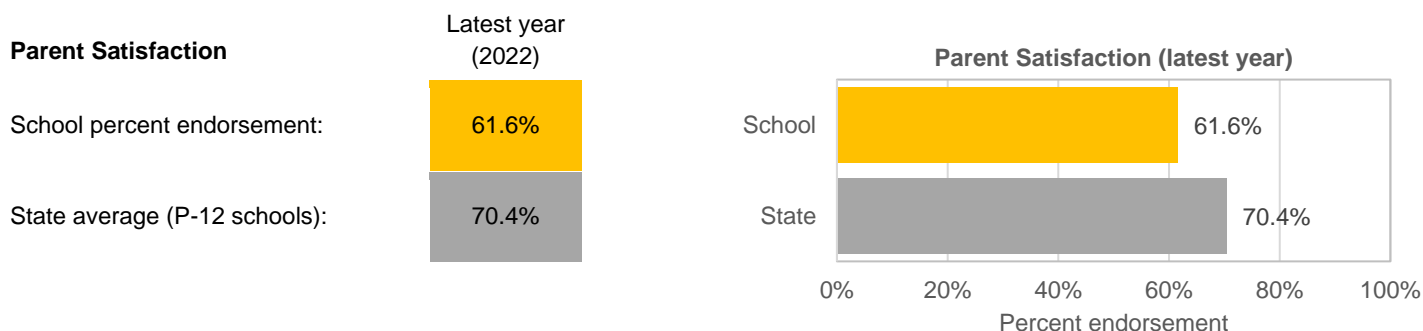
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

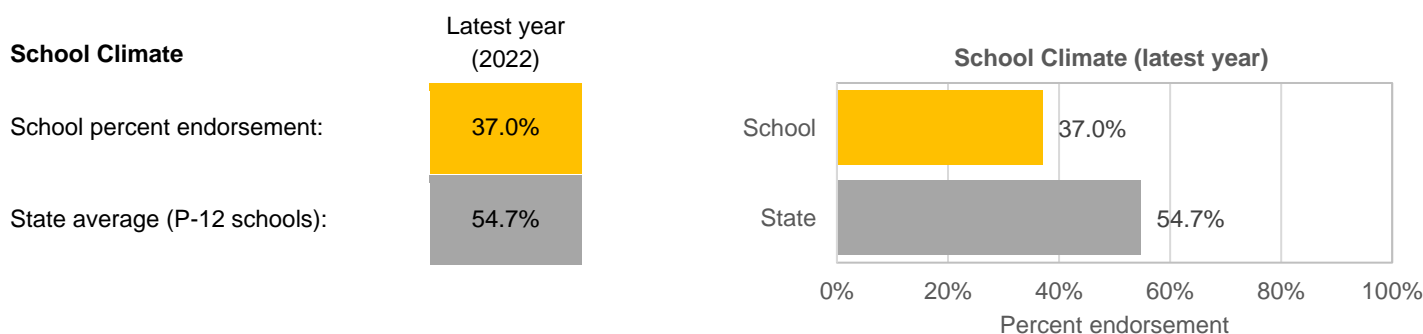


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

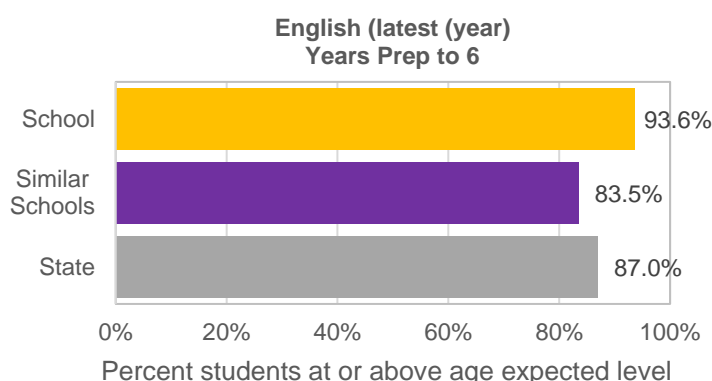
93.6%

Similar Schools average:

83.5%

State average:

87.0%



#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

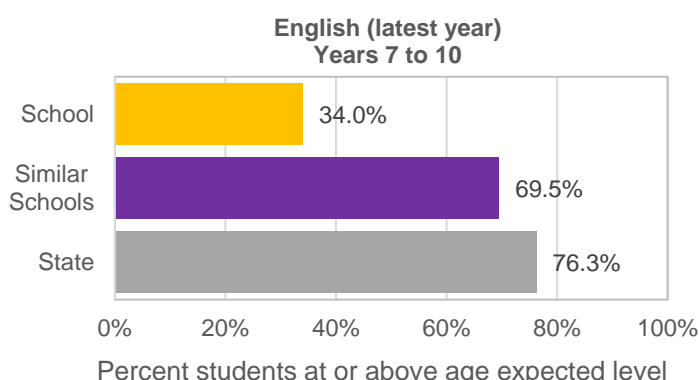
34.0%

Similar Schools average:

69.5%

State average:

76.3%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

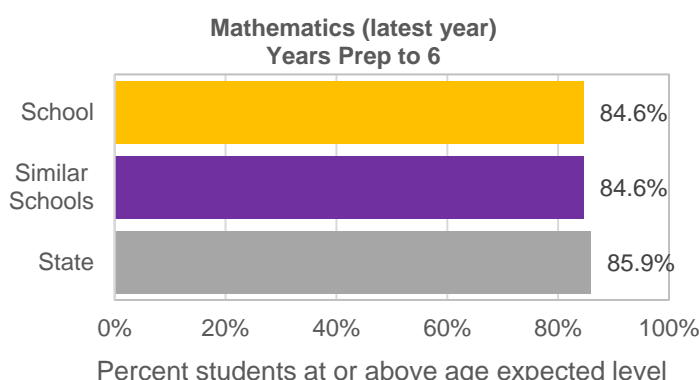
84.6%

Similar Schools average:

84.6%

State average:

85.9%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

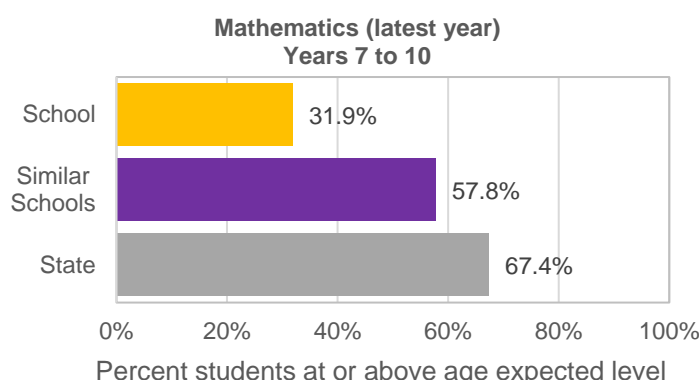
31.9%

Similar Schools average:

57.8%

State average:

67.4%



## LEARNING (continued)

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

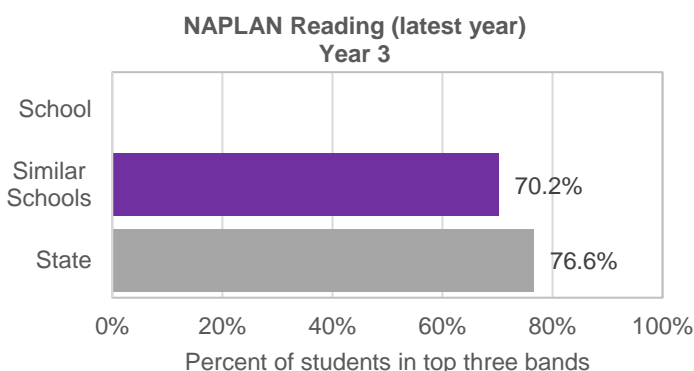
### NAPLAN

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

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

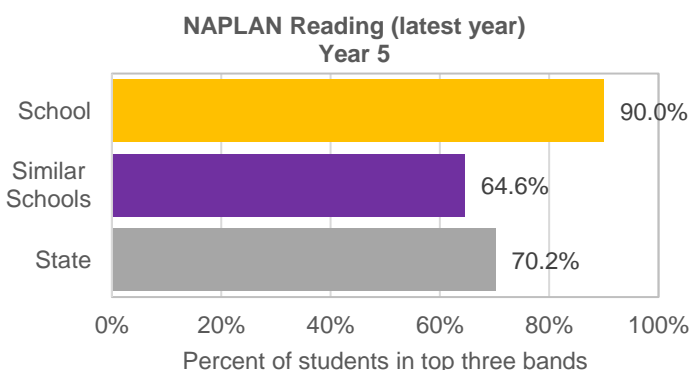
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	75.0%
Similar Schools average:	70.2%	71.6%
State average:	76.6%	76.6%



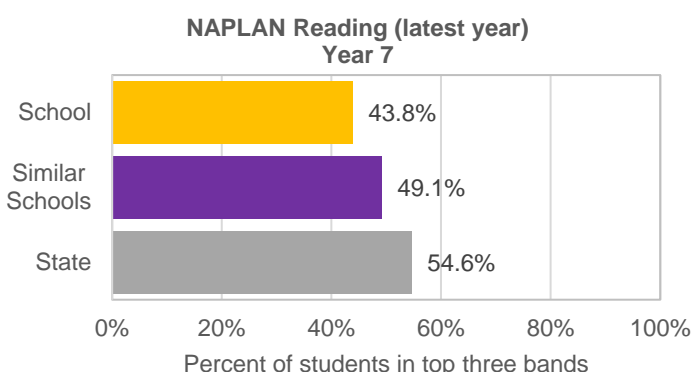
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	86.4%
Similar Schools average:	64.6%	64.1%
State average:	70.2%	69.5%



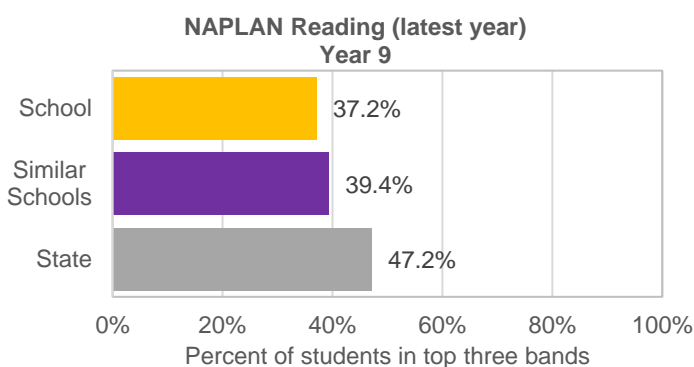
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.8%	42.1%
Similar Schools average:	49.1%	50.2%
State average:	54.6%	55.3%



#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.2%	31.0%
Similar Schools average:	39.4%	39.0%
State average:	47.2%	46.0%



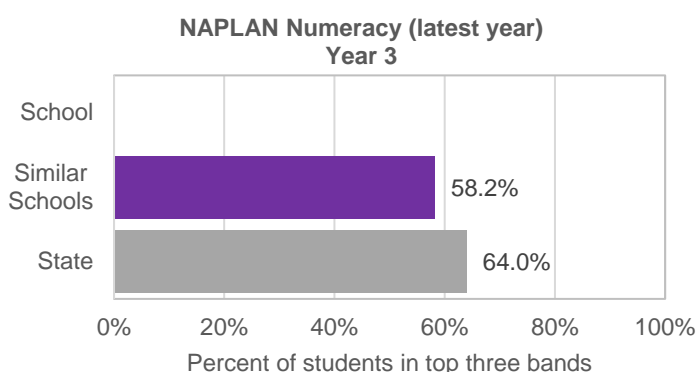
## LEARNING (continued)

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

### NAPLAN (continued)

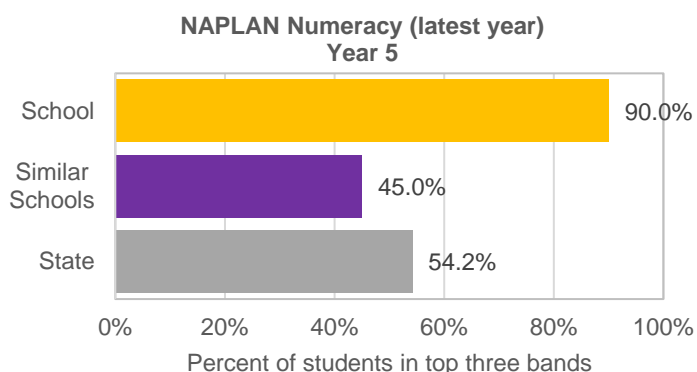
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	50.0%
Similar Schools average:	58.2%	61.5%
State average:	64.0%	66.6%



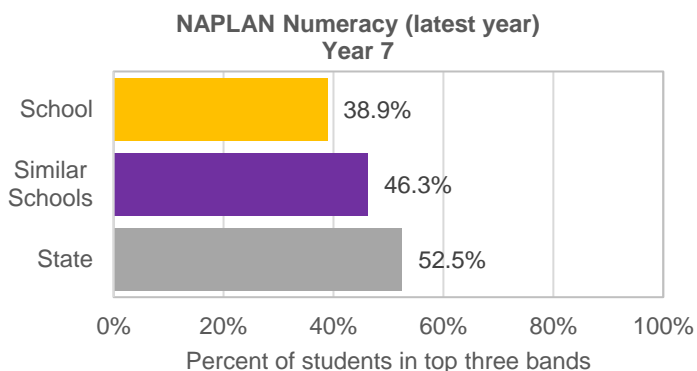
#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	81.8%
Similar Schools average:	45.0%	51.8%
State average:	54.2%	58.8%



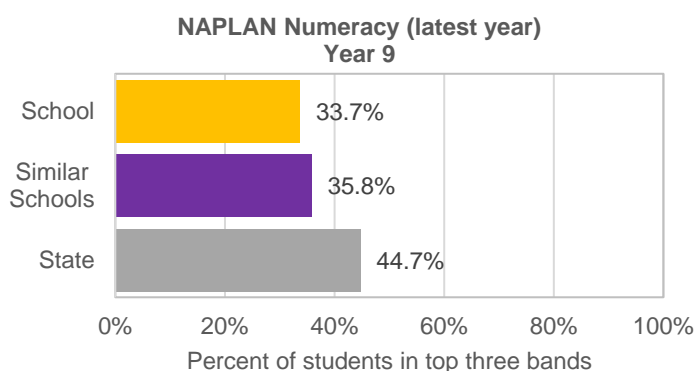
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.9%	35.2%
Similar Schools average:	46.3%	48.7%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.7%	26.2%
Similar Schools average:	35.8%	37.6%
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.*

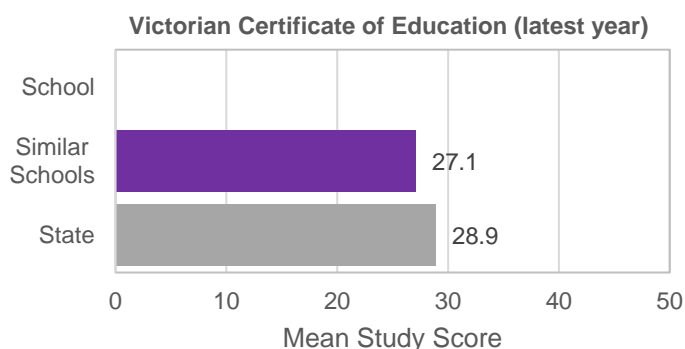
### Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	27.1	27.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

## WELLBEING

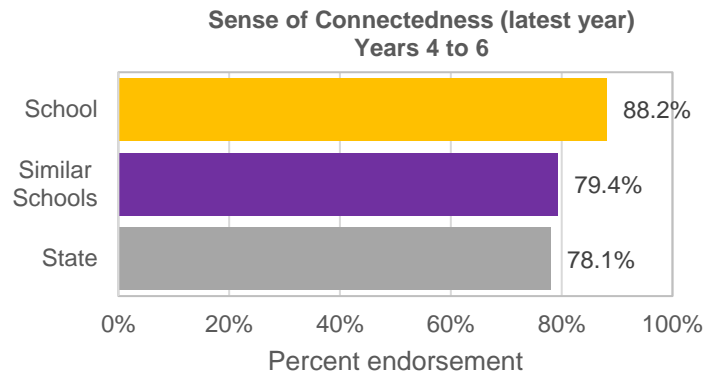
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

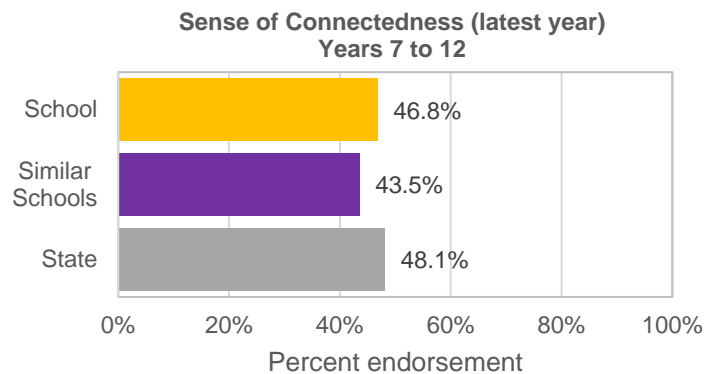
#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.2%	84.8%
Similar Schools average:	79.4%	80.6%
State average:	78.1%	79.5%



#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	46.8%	49.8%
Similar Schools average:	43.5%	48.9%
State average:	48.1%	52.5%



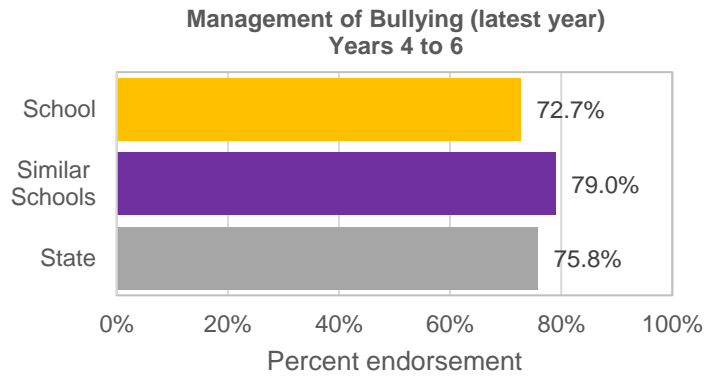
## WELLBEING (continued)

### Student Attitudes to School – Management of Bullying

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

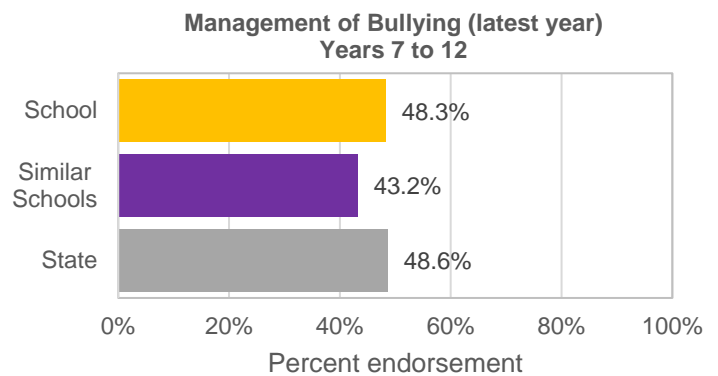
#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.7%	73.6%
Similar Schools average:	79.0%	82.6%
State average:	75.8%	78.3%



#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	48.3%	49.6%
Similar Schools average:	43.2%	49.8%
State average:	48.6%	54.0%



## ENGAGEMENT

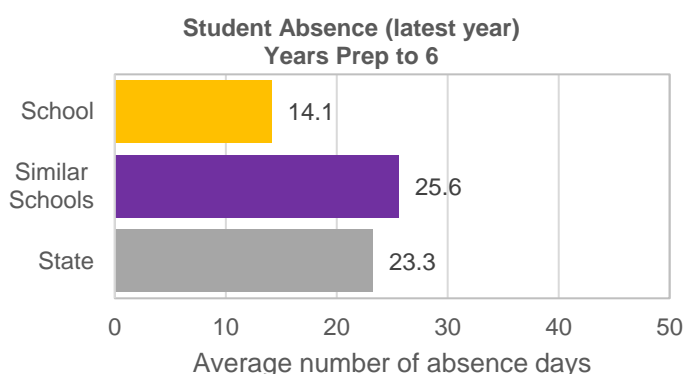
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

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

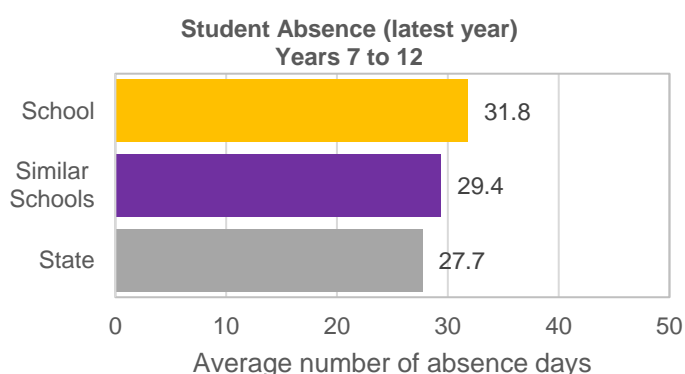
#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	14.1	8.7
Similar Schools average:	25.6	18.9
State average:	23.3	17.0



#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	31.8	27.3
Similar Schools average:	29.4	24.0
State average:	27.7	21.8



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDA	NDA	NDA	NDA	94%	94%	91%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	83%	84%	84%	NDA	NDA	NDA	

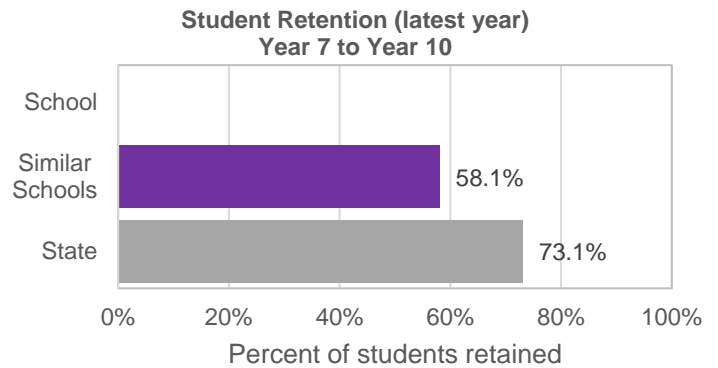
## ENGAGEMENT (continued)

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	58.1%	59.0%
State average:	73.1%	73.0%



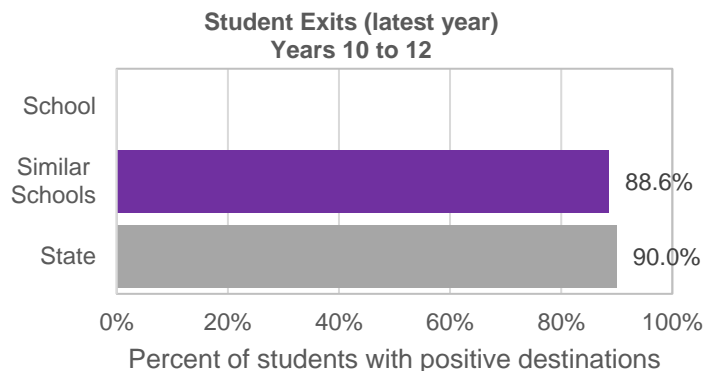
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	88.6%	86.6%
State average:	90.0%	89.3%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$13,444,207
Government Provided DET Grants	\$2,006,456
Government Grants Commonwealth	\$86,986
Government Grants State	\$7,000
Revenue Other	\$202,471
Locally Raised Funds	\$383,244
Capital Grants	\$59,858
<b>Total Operating Revenue</b>	<b>\$16,190,221</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$941,543
Equity (Catch Up)	\$101,544
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,043,087</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,943,980
Adjustments	\$0
Books & Publications	\$9,907
Camps/Excursions/Activities	\$241,963
Communication Costs	\$55,958
Consumables	\$201,851
Miscellaneous Expense <sup>3</sup>	\$120,169
Professional Development	\$57,431
Equipment/Maintenance/Hire	\$135,103
Property Services	\$329,369
Salaries & Allowances <sup>4</sup>	\$520,934
Support Services	\$178,084
Trading & Fundraising	\$29,149
Motor Vehicle Expenses	\$24,276
Travel & Subsistence	\$3,137
Utilities	\$169,748
<b>Total Operating Expenditure</b>	<b>\$16,021,060</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$109,303</b>
<b>Asset Acquisitions</b>	<b>\$233,928</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,020,655
Official Account	\$163,593
Other Accounts	\$10
<b>Total Funds Available</b>	<b>\$1,184,258</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$324,620
Other Recurrent Expenditure	\$12,377
Provision Accounts	\$0
Funds Received in Advance	\$141,517
School Based Programs	\$196,744
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$132,000
Maintenance - Buildings/Grounds < 12 months	\$22,253
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$854,511</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.*