

2022 Annual Report to the School Community

School Name: Virtual School Victoria (6261)



- 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 25 April 2023 at 05:07 PM by Fiona Webster (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 17 May 2023 at 03:02 PM by Sally van Bragt (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 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)

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

Virtual School Victoria's purpose is to successfully provide online delivery of contemporary, evidence-based virtual learning opportunities for a diverse student community, with a strong focus on enabling every student to achieve their personal learning goals in a welcoming virtual environment. The VSV school values were developed by the school community and are as follows: Respect, Empathy, Collaboration and Growth.

Virtual School Victoria (VSV) is located in Thornbury. In 2022, the student population consisted of 6001 (gross figure) students who were enrolled in at least one subject. This was an increase of 589 more students than 2021. The full-time equivalent (FTE) number of students was 2623.5. Of the students enrolled, 3354 were school based students who enrolled in VCE subjects unavailable in their home schools. The student population also consisted of 2647 full time students. Of that number 1431 students were enrolled under the Medical:Social Emotional category. VSV also delivered the Victorian High-Ability program to over 20,000 students. Over the course of the year 1032 students withdrew from Virtual School Victoria for a variety of reasons including returning to mainstream schooling, changed personal circumstances, not being suited to virtual schooling or a change of mind in regard to chosen subject. The VSV staffing profile consisted of 366.3 (FTE) staff in 2022. The Executive Leadership Team comprised an Executive Principal, five Assistant Principals and the Business Manager. A Combined Leadership Team of twenty-one Leading Teachers and seven Learning Specialists led the curriculum, student engagement and wellbeing programs at the school. The staff also included 317 teachers (one of whom identifies as Aboriginal), 5.7 Tutor Learning Initiative tutors, 36.5 Education Support Staff and 3 Victorian Public Service staff. Additionally, 4 TSSP/contract IT staff supported the development, delivery and administration of the school program.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Virtual School Victoria the expectation is that all students enrolled in Years F-10 achieve the minimum expected progress commensurate with their period of enrolment at the VSV. The 2019 School Review concluded this can be a challenging target to achieve due to the continually changing cohort of students and the impact of their reason for enrolment. The majority of students do not move through the school from year to year as a cohort. The concept of 'similar' schools in the following datasets is consequently also challenging. NAPLAN cohort data is not a measure of growth in the same group of students.

In order to support the individual needs of full-time VSV students, Learning Advisors work with students and families to develop Personal Learning Plans and Individual Education Plans according to need. Personalisation is achieved through the provision of learning materials and experiences which are targeted to the student's stage of development. Reasonable adjustments can be made to programs to accommodate individual needs and customised so that students can pursue areas of interest. All learning programs and resources are online and students have the opportunity to participate in a blend of face-to-face learning along with synchronous and asynchronous online learning activities. Additional literacy and numeracy support was provided through the implementation of the Tutor Learning Initiative.

VCE outcomes listed on the following pages outline the achievements of students who are studying solely with Virtual School Victoria. In 2022, 4187 students enrolled in VCE subjects. The majority of VCE students (3071) are based in their home school and complete one or two subjects at VSV. The results of these students are included in the Annual Report of their home school. The VCE data associated with this report represents the results of the non-school based students (1116) in the VCE cohort enrolled at VSV in 2022. The VCE data is not a full representation of the outcomes achieved by the entire VSV VCE student cohort.

Wellbeing

In 2022 there was an increase in the number of students enrolled under the Medical: Social Emotional category and this continued the upward trend evident in recent years. In 2022, 1431 students enrolled in this category including 895 students referred to the school by medical practitioners due to School Refusal. Additionally, 553 children and young people enrolled with a diagnosis of Autism Spectrum Disorder and 312 with a diagnosis of ADD/ADHD. VSV students did not receive funding to support these students through the Program for Students with Disabilities. SRP Resources were used to provide support to students through the employment of a Wellbeing and Inclusion Team. The team was led by a social worker and consisted of youth and adolescent mental health and inclusion coordinators. Such a diverse student cohort with a wide range of needs provides a range of challenges and

requires flexibility. In 2022 the school continued to enhance the Learning Advisor role for non-school based students with a teacher allocated to 10-12 students to support them with engagement and success in their studies. Around 70% of current teaching staff have undertaken the Austin Hospital Youth Mental Health First Aid accredited program.

In 2022 the focus on parent and community engagement was increased through further development of the VSV parents' group which provided opportunities for parents to meet in a facilitated online environment.

Engagement

Students are required to enrol annually at VSV and work in the online environment rather than physically attending 'school'. In this context retention and attendance data is not collected. In 2022, VSV had no access to CASES21 Student Administration therefore exit destinations cannot be reported on in the Annual Reporting process. Annual enrolment means that data on student retention is not recorded in the same way as regular schools. Multiple diversities are evident in the student cohort and some students who enrol in Year 7, for example, are not able to return to a regular school due to an ongoing condition and remain with VSV for extended periods of time. In 2022 the school continued to operate with a unique definition of attendance based primarily on work submission. Actively engaged students regularly submitted work and actively participated in synchronous online classes. Learning Advisors and subject teachers regularly used Learning Management System data to monitor student participation and followed up with students and parents/supervisors when students were not logging in and engaging with learning activities regularly. The expansion of a range of virtual events, classes, seminars and excursions across all year levels meant that students had many opportunities to connect and collaborate with peers and teachers throughout the COVID disruptions in metropolitan, regional and rural Victoria.

Other highlights from the school year

2022 was the fourth year of the Department of Education's Expansion of the VCE into Rural and Regional Victoria initiative and an additional 5 new VCE Studies (16 units) were offered to students through VSV.

Students in the Middle Years participated in a new synchronous Social Emotional Learning Program which was developed in collaboration with Professor Helen Cahill.

In addition to the regular VSV teaching and learning program the school delivers the Victorian High-Ability program (VHAP). Over 20,000 students participated in the fully virtual program in 2022. This program is led by an Assistant Principal and four Leading Teachers and won an AADES project excellence award in 2022. The program consists of two Mathematics programs and two English programs for students in Years 5-8 enrolled in Victorian Government schools and supervised in schools by High-Ability Practice Leaders (HAPLs).

Financial performance

The Student Resource Package in 2022 was based on the predicted enrolment of 2525.5 FTE student enrolments across Foundation – Year 12. VSV has been instructed by DET not to charge state government schools and students enrolment fees with the aim of increasing accessibility to curriculum provision for all Victorian students. Instead, the school is provided with 'accessibility funding' and in 2022 this amounted to \$692,320. Virtual School Victoria receives no DET funding for ICT hardware and software, the core of school operations. The recurrent operating costs (1.1 million in 2021) for ICT hardware, software, licensing and technical support and consultancy is through invested Locally Raised Funds. In 2022, \$4,746,134 was allocated to Virtual School Victoria to fund the continued implementation of the five deliverables under the Expansion of the VCE into Rural and Regional Victoria initiative. Decisions external to the school and beyond our control, such as changes to VCE Studies re-accreditation cycles because of the global pandemic, have resulted in a surplus of \$7,030,115. This is due to funding being carried over into 2022 and was allocated to catching up on the program development and delivery in 2022 that wasn't possible in 2021.

For more detailed information regarding our school please visit our website at
<https://www.vsv.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 2211 students were enrolled at this school in 2022, 1330 female and 881 male.

0 percent of students had English as an additional language and 2 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).

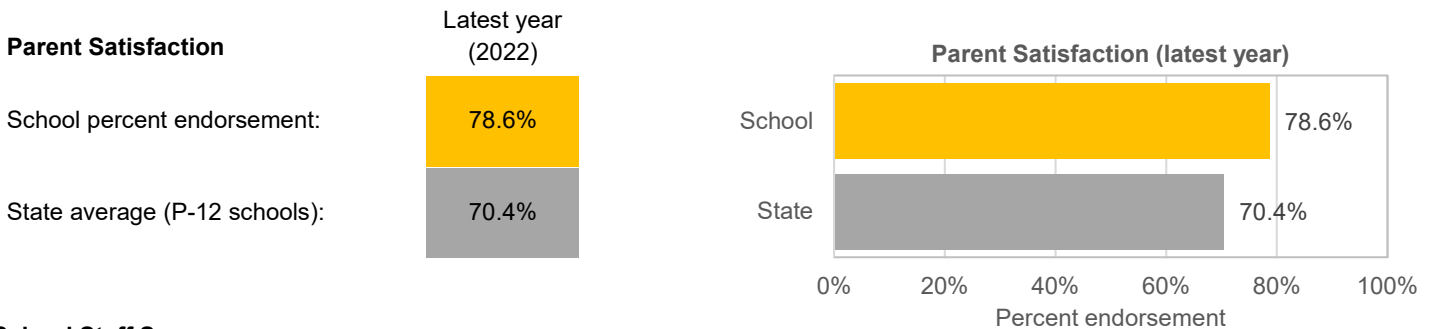
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

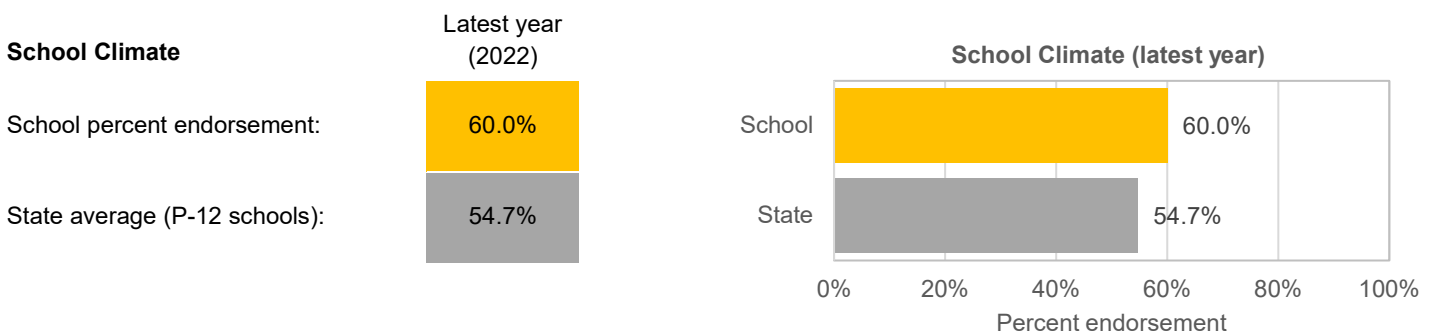


School Staff Survey

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

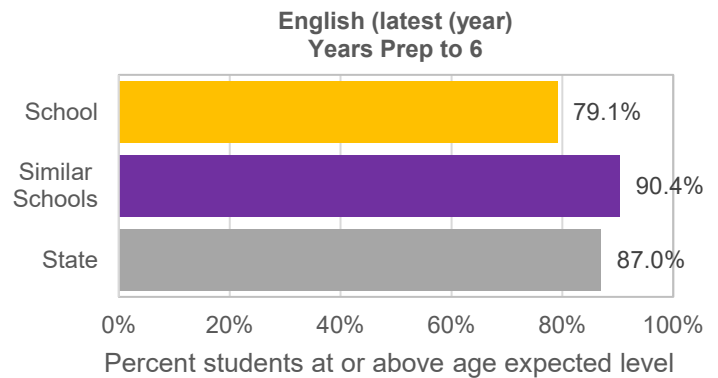
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

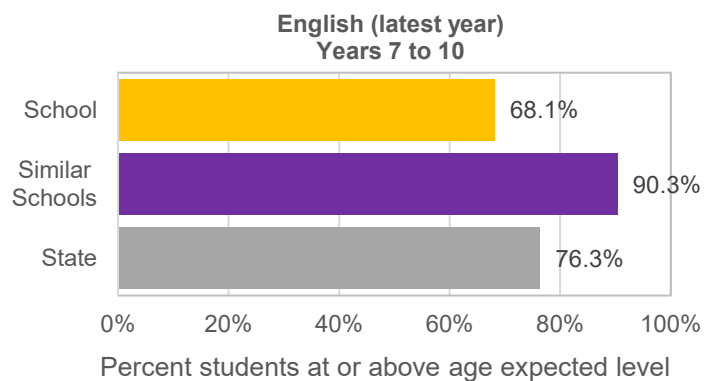
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	79.1%
Similar Schools average:	90.4%
State average:	87.0%



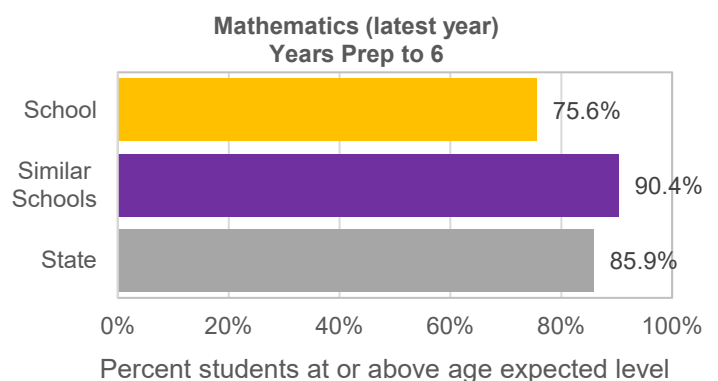
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	68.1%
Similar Schools average:	90.3%
State average:	76.3%



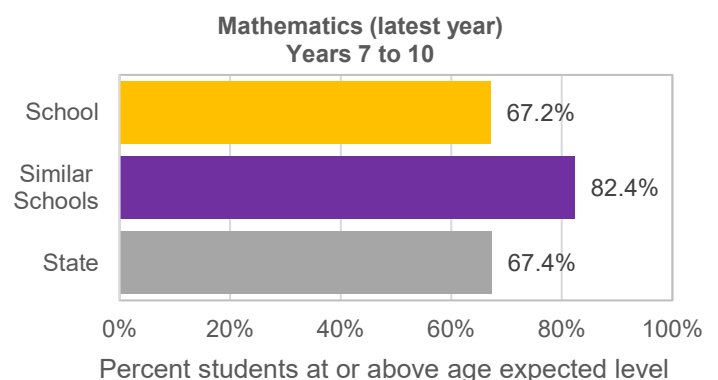
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	75.6%
Similar Schools average:	90.4%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	67.2%
Similar Schools average:	82.4%
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.

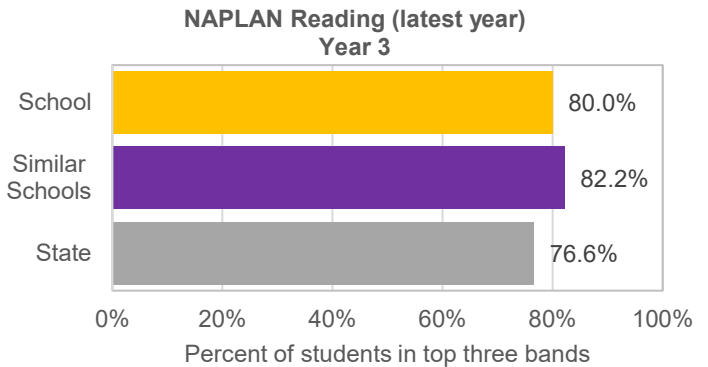
NAPLAN

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.

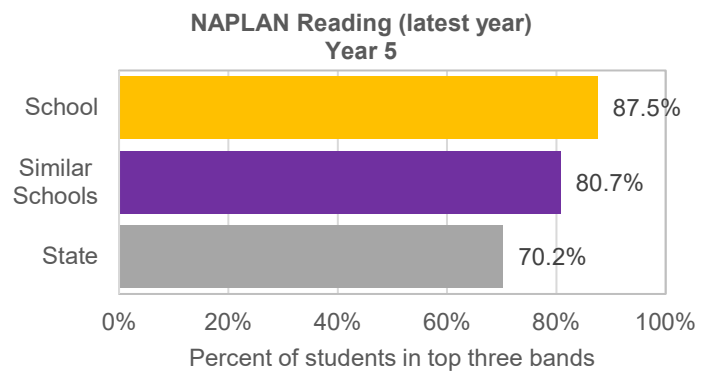
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	86.7%
Similar Schools average:	82.2%	84.7%
State average:	76.6%	76.6%



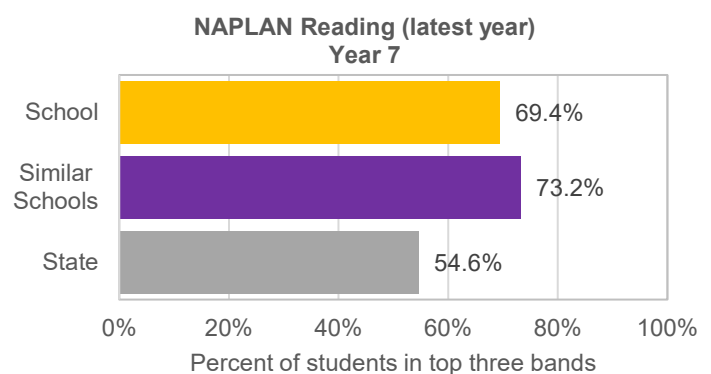
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	76.2%
Similar Schools average:	80.7%	78.3%
State average:	70.2%	69.5%



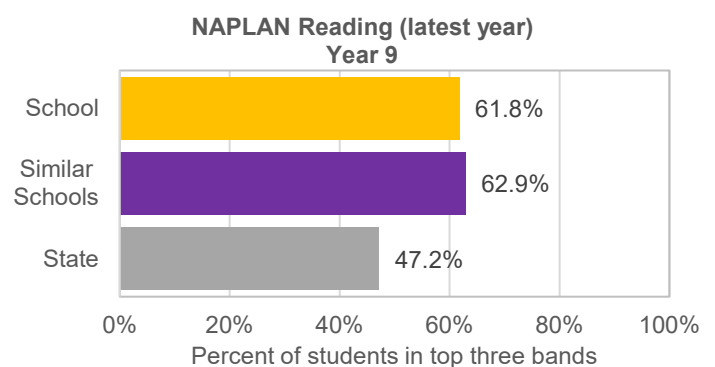
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.4%	69.6%
Similar Schools average:	73.2%	74.0%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.8%	61.8%
Similar Schools average:	62.9%	62.1%
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**

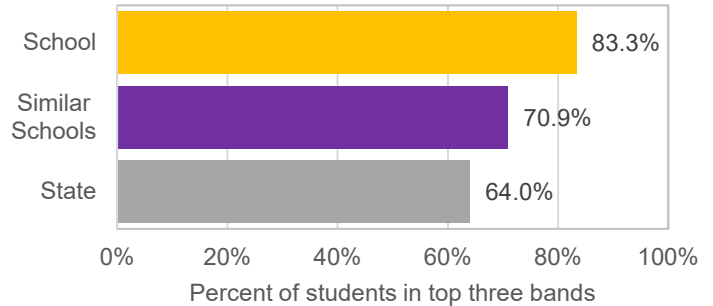
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	88.2%
Similar Schools average:	70.9%	75.0%
State average:	64.0%	66.6%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

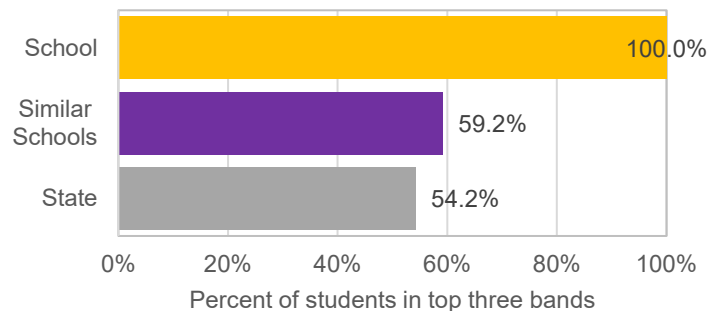
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	70.0%
Similar Schools average:	59.2%	64.9%
State average:	54.2%	58.8%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

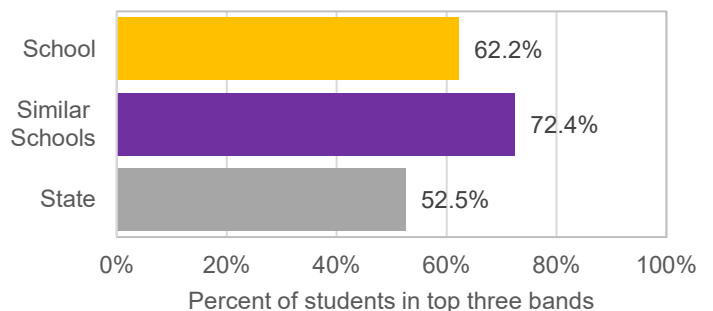
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.2%	69.0%
Similar Schools average:	72.4%	74.4%
State average:	52.5%	54.8%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

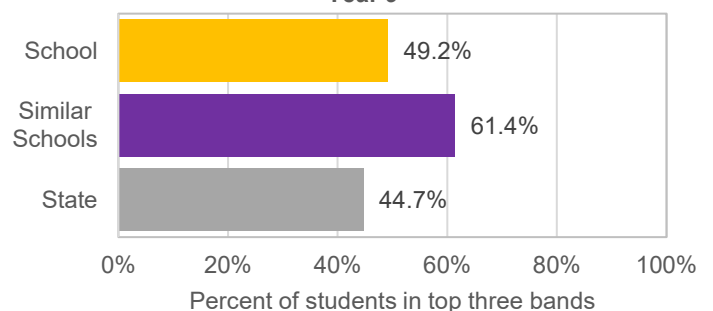
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.2%	52.6%
Similar Schools average:	61.4%	63.2%
State average:	44.7%	45.6%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 9**



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.

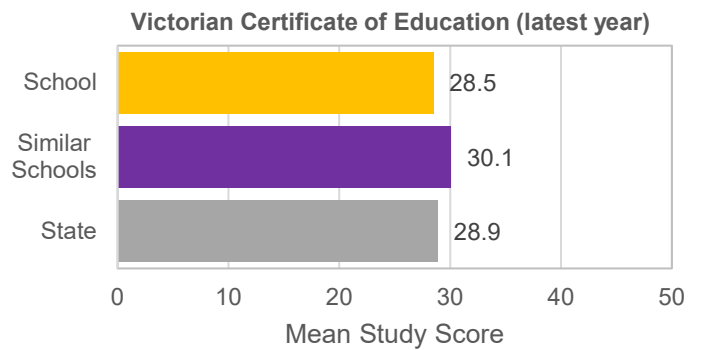
Victorian Certificate of Education (VCE)

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	28.5	28.6
Similar Schools average:	30.1	30.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

87%

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

2%

VET units of competence satisfactorily completed in 2022:

85%

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

NDA

WELLBEING

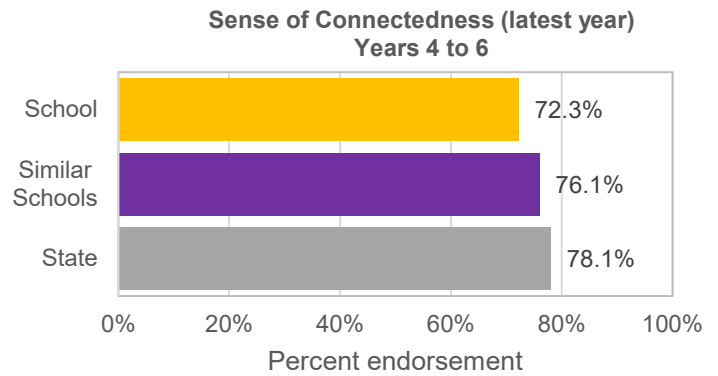
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

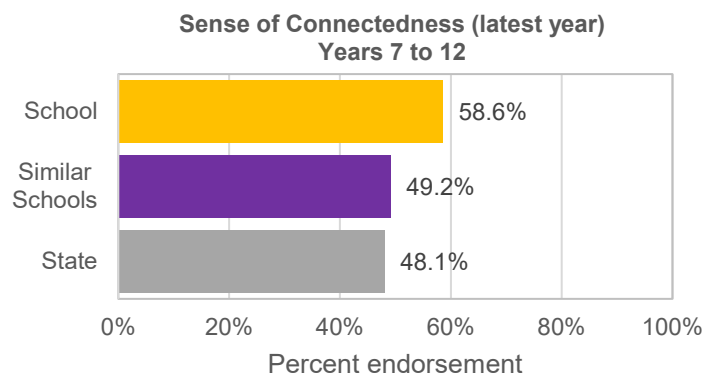
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.3%	66.3%
Similar Schools average:	76.1%	76.8%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	58.6%	61.3%
Similar Schools average:	49.2%	53.7%
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:

94.9% 76.3%

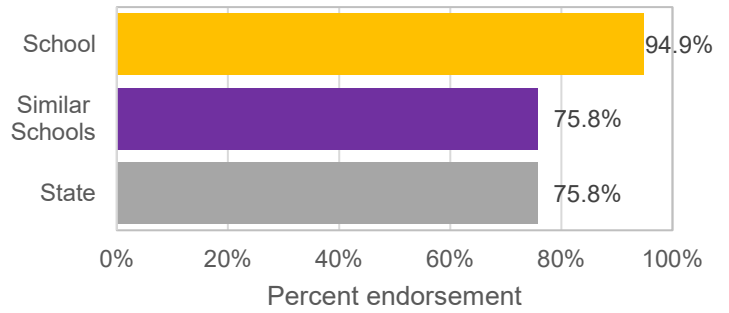
Similar Schools average:

75.8% 77.9%

State average:

75.8% 78.3%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

Latest year
(2022) 4-year
average

School percent endorsement:

58.8% 57.8%

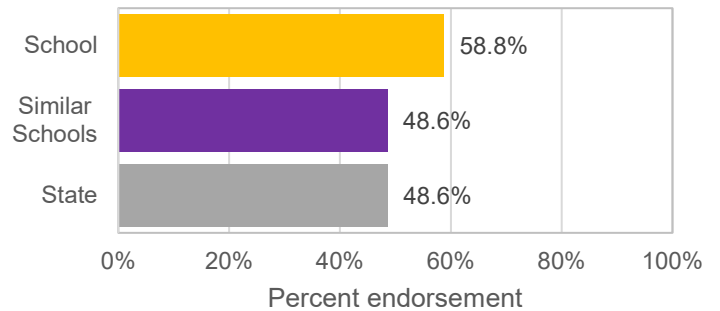
Similar Schools average:

48.6% 54.3%

State average:

48.6% 54.0%

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



ENGAGEMENT

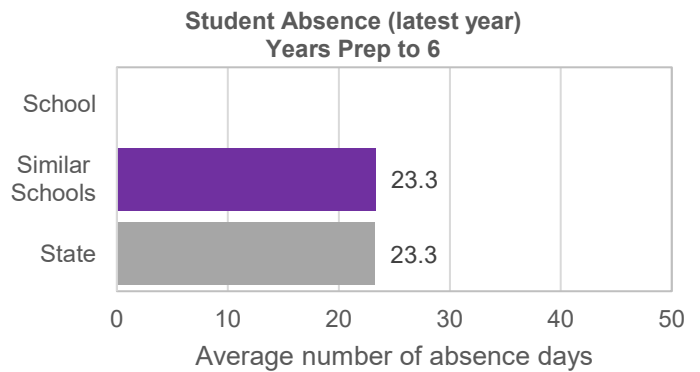
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

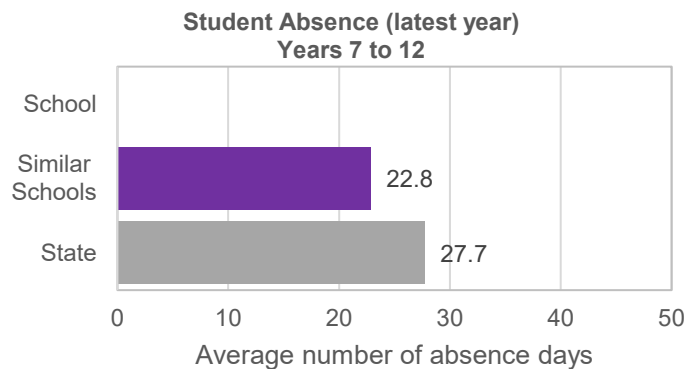
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	NDA	NDA
Similar Schools average:	23.3	16.1
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	NDA	NDA
Similar Schools average:	22.8	17.1
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	NDA	NDA	NDA

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	NDA	NDA	NDA	NDA	NDA	NDA

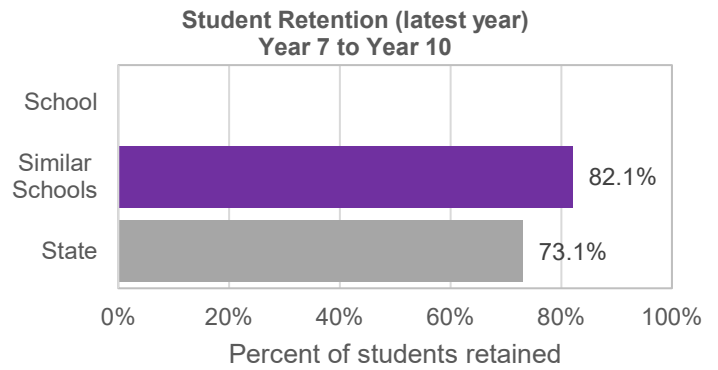
ENGAGEMENT (continued)

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:	82.1%	81.3%
State average:	73.1%	73.0%



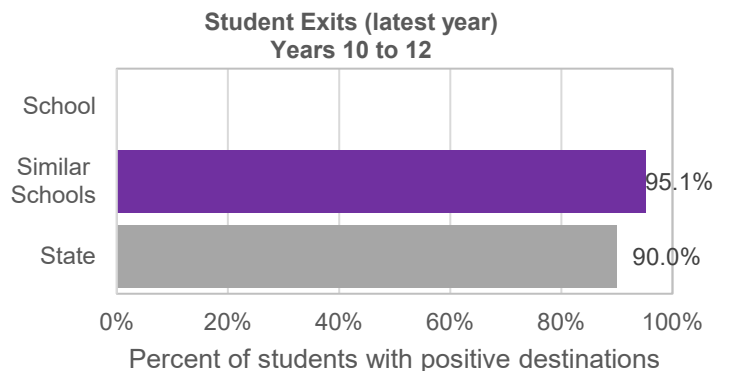
Students exiting to further studies or full-time employment

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:	95.1%	95.5%
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	\$45,127,616
Government Provided DET Grants	\$1,587,349
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$174,613
Locally Raised Funds	\$1,208,620
Capital Grants	\$17,624
Total Operating Revenue	\$48,115,822

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$37,851,789
Adjustments	\$0
Books & Publications	\$11,348
Camps/Excursions/Activities	\$53,814
Communication Costs	\$220,856
Consumables	\$418,441
Miscellaneous Expense ³	\$66,816
Professional Development	\$78,972
Equipment/Maintenance/Hire	\$446,041
Property Services	\$134,655
Salaries & Allowances ⁴	\$577,639
Support Services	\$1,000,632
Trading & Fundraising	\$1,075
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$11,073
Utilities	\$194,934
Total Operating Expenditure	\$41,068,083
Net Operating Surplus/-Deficit	\$7,030,115
Asset Acquisitions	\$51,312

- (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	\$1,161,228
Official Account	\$140,607
Other Accounts	\$55,323
Total Funds Available	\$1,357,158

Financial Commitments	Actual
Operating Reserve	\$514,597
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$130,000
Beneficiary/Memorial Accounts	\$55,324
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$240,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$225,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,164,921

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.