

# 2022 Annual Report to the School Community

School Name: Montmorency Secondary College (8068)



MONTMORENCY  
SECONDARY COLLEGE

- 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 04:00 PM by Frances Ibbott (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 05 May 2023 at 05:47 PM by Matthew Trounce (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

Montmorency Secondary College is a large, co-educational Year 7 to 12 College situated approximately 20 kilometres north-east of the Melbourne CBD. Our current enrolment of more than 1100 students is accommodated in a single campus bordered by park reserves and the Plenty River.

The school motto is 'Pride in Achievement'.

Our core values are Courage, Friendship, Achievement, Trust, Happiness and Teamwork.

Our Purpose Statement 'encourages students and staff to achieve their personal best in an environment that promotes excellence and responsibility and recognises individual differences'.

The College is organised into six Sub-Schools with a strong Home Group and support focus at each year level. We offer extensive VCE/VCAL and acceleration options for years 10-12 and a Core/Elective structure from years 8-10 that encourages students to take ownership of their studies and extend their talents. Student leadership and successful transition into and leaving school are continuing priorities. Important features of the College include breadth of pathway options, transitions, and its highly acclaimed Student Leadership Program, a genuine and powerful student voice, and strong links with our local community.

The College is set in an attractive park-like environment. Our amenities include a 420-seat auditorium, a state of the art basketball stadium with the Allan Robinson Basketball Courts, a Year 12 Study Centre, a well-resourced Library, high-quality Food and Materials Technology Centre and fully networked ICT facilities throughout. We also have a gymnasium and share neighbouring sports ovals and an athletics track with the local community. An ongoing commitment to quality teaching and learning has seen our VCE results consistently improving on past years and building on strong results.

The College has 104.4 effective full-time staff (EFT), comprising 3.0 Principal Class, 87.4 Classroom Teachers, 3.8 Learning Tutors, 1.0 Instrumental Music Teacher, 17 Education Support and Integration staff

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

### Learning

The College aims to increase student outcomes through a commitment to inclusive education and the school community in developing a clear mission, a safe environment, positive student-teacher relationships, personalization of instruction designed to engage and challenge students in their learning and the flexible use of resources. We are focused on having all our students achieve success in literacy and numeracy and to engage with higher order thinking and life-long learning. Relationships are the key to our school culture and community. We work to ensure all students are engaged and achieve success. Our school is a safe, positive and connected place where every child's social and emotional wellbeing is developed and nurtured. Together we are building active and engaged global citizens. Our strategy is to empower our students to have ownership of their learning and their school.

By creating measurable excellence in teaching and learning, increasing school connectedness for all stakeholders, and building a community that embodies the College values, we aim to create a sustainable learning environment that is valued by all. For us, this means empowering our students and giving them real voice and agency. We set clear expectations of our students and create learning environments that are safe, nurturing and promote individual and collective wellbeing.

A focus on teaching and learning has been targeted with an ongoing emphasis on developing a guaranteed, viable curriculum. Underpinning curriculum is the embedding of High Impact Teaching Strategies and explicit Literacy and Numeracy development to ensure that the improvement of student learning experiences is paramount. Teamwork is one of the College values that is prioritized in teaching and learning, where teachers collaboratively plan curriculum to maximize learning gain. Learning Specialists in key roles has enabled us to continue a focus on classroom best practice. This has also been evidenced through our Professional Learning teams and with the implementation of Professional Learning Communities. Use of a wide range of data is commonplace in these teams; NAPLAN, VCE results, High Performing Schools surveys, Attitudes to School and targeted diagnostic testing, including PAT at years 7 to 9 are routinely collected and analysed. This data is available to all staff via the Edapt site. This data is used to inform and enhance learning approaches and target whole faculty and individual teacher performance. These efforts can be attributed to the consistent improvement of individual student achievement.

In 2022 most students performed well in both VCE and NAPLAN. In 2022, we moved to NAPLAN Online and indeed, student reading, writing and numeracy learning growth was a success for students in Years 7-9. VCE results also held up well with the College recording a mean study score of 28, with one student recording a perfect VCE Score of 50 in Outdoor Education. In 2022, 100% of VCE students successfully completed their Year 12 VCE. 12.4% of students with at least one VCE study score of 40 or more in the year, and school 4.3% of VCE study scores of 40 or more. 97% Year 12 VCAL students successfully completed their Year 12 VCAL.

The continuation of the Tutoring Learning Initiative in 2023 allowed for the ongoing levels of support to ensure that students are able to engage with the learning, and students' learning monitored and tracked. In 2023, we will again work closely with MYLNS literacy and numeracy team, learning specialists and tutors to continue to build teacher capacity to provide explicit, targeted and differentiated instruction for our students with a particular focus on the development of numeracy.

## Wellbeing

Feedback data from the Student Attitude to School Survey remains very positive, especially in comparison to similar schools. Student sense of connectedness and management of bullying incidents remains higher than similar and state averages where students indicate that they feel safe at school, feel that they have an adult of whom they can talk to and feel supported. Year 7 and Year 12 data is outstanding comparatively. Student connectedness in the return to school and settling into learning and engagement following remote learning and the period of disconnection with on-site learning. This has been a priority within the College alongside managing student relationships and connections, engagement in learning and redevelopment of social learning opportunities. Student leadership remains a strong and popular focus within the College and continually, a wide range of students from years 7-12 undertake various leadership roles, spanning a wide range of activities and community projects. The College student leadership program is in a period of redevelopment throughout 2022 and will continue to take time to rebuild. Home Groups have remained an important connection point for staff and students, and creating a space for connection and engagement activities; and in planning for 2023, there has been a renewed focus on building interpersonal connections and relationships with Home Group Teachers and key role models and connection points for students, and for families.

The Year 7-11 Orientation Program at the end of the year was refocused on learning and connection, to transition students back into classes and ready them for the demands of 2023. The program included orientation timetable, school-based excursions, outdoor activities and a whole school picnic that focused on both learning and wellbeing. Student, staff and family feedback has shown that the focus on increasing opportunities for social connection balanced with learning has been vital in rebuilding resilience and engagement with school. Revisiting the data with our students showed their attitudes have become more positive. To support this, the College continued its new sub school structure of 'dedicated' Junior and Middle Schools with a strong focus on Transition programs, Pastoral Care and timely interventions where necessary, including the reestablishment of the leadership team at each year level.

## Engagement

Connectedness to school, positive relationships and student engagement in learning remain core goals at the College. Whilst our attendance figures remain pleasing, with student absences continuing to fall below the median of all Victorian Government schools, we aim to further improve our strategies for managing absences. Our Education Support staff that have been allocated to the Junior/Middle and Senior school and regularly monitor student absences. We provide an extensive teaching and learning program, including a wide range of elective choices, the opportunity to accelerate in VCE, as well as alternative VET and VCAL pathways; and have spent considerable time in planning and preparing for the Vocational Major. We offer a broad range of senior subjects and thus we maximize student choice, enhancing student engagement and wellbeing. Careers Education Framework, including Morrisby and Career Action Plans have been introduced to all students in Junior School and are continued well into year 10 and beyond. These programs are embedded throughout the College and link in with those in Senior School to lead onto further study and career options.

At Montmorency, we offer our Senior School students (Years 10-12) a wide range of programs which include TAFE Tasters, Career Expos, Tertiary Information Evenings, visits to Tertiary Institutions, together with more individually based programs where necessary. In 2022, these restarted, but were not back to full capacity of previous years. Year 12 students remained engaged with their Mentor Teachers that provided considerable support for learning and wellbeing throughout the year.

From Year 9 onwards, our Careers Manager and the Senior School Team take responsibility for working with every individual student to discuss education, future learning and pathways options to ensure that all students were fully aware of all available options and choices. As a consequence, retention rates, well-being and connectedness among our students was significantly above State averages. The needs of our student population do vary and our staff are continually refining and crafting our programs to suit those needs.

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## Other highlights from the school year

Additionally, a highlight from 2022 was the completion of the Allan Robinson Basketball Courts in the new Montmorency Basketball Stadium. This multi-million dollar project was delivered in July and has been an incredible asset for both the school and wider community. We have, for the first time in a very long time, been able to hold school assemblies where the whole school cohort is present, have run our end of year Awards Night in the stadium and continue to collaborate with Eltham Wildcats Basketball Club in the prominent usage of this state-of-the-art facility.

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## Financial performance

Montmorency Secondary College finished 2022 with an annual surplus of \$232,531. Funds were received from a variety of sources, including the SRP, Commonwealth Provided DET Grants and Locally Raised Funds. Locally raised sources of funding included parent contributions towards camps and excursions, parent payments voluntary financial contributions and the hire of school facilities.

In 2022 the College continued to improve the facilities, including spending \$47,850 in repainting the exterior of P Block, \$18,200 in installing new gas upright ovens in the Food Studies rooms and \$64,243 in additional cleaning to that provided by DET. The College's three largest expenses for 2022 were the cost of Casual Relief Teachers (\$234,993), the service providers who delivered VET courses for our students (\$238,395) and Electricity (\$104,562).

Moving into 2023 the College is focusing on ensuring it has funds available to augment VSBA school improvements of fencing and signage, and scoping out flooring solutions for the four locker bays. The recent introduction of the Victorian Government Schools Agreement (2022) has meant that the College is forecasting a salary deficit for 2023, and the College is holding funds to enable it to pay this deficit.

All funds received from the Department of Education, 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 of Education policies, School Council approvals and the intent / purpose for which funding was provided or raised.

Montmorency Secondary College continues to operate in a strong financial position, and ensures its expenditure is student focused and targeted to improvements in teaching and learning.

**For more detailed information regarding our school please visit our website at**

**<http://www.montysc.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 1139 students were enrolled at this school in 2022, 567 female and 572 male.

3 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).

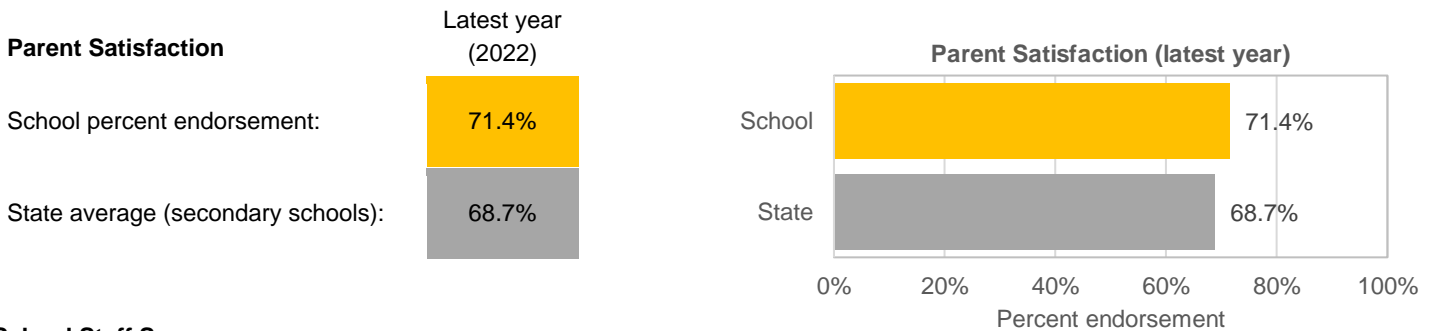
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

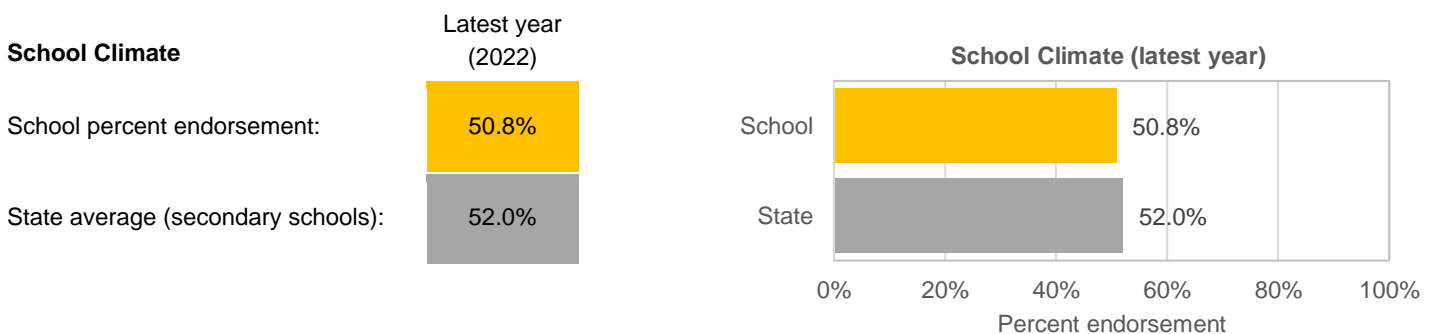


### School Staff Survey

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 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

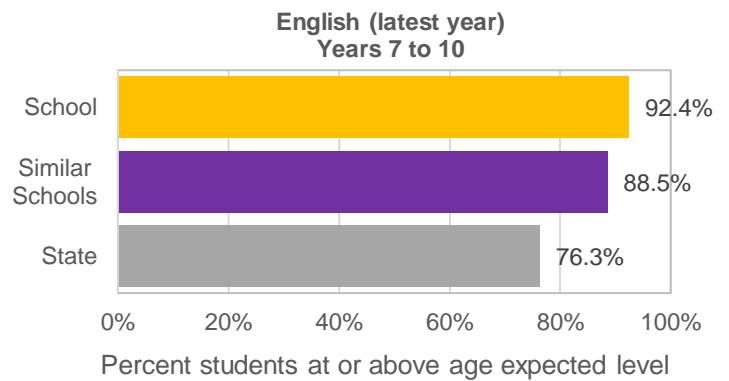
92.4%

Similar Schools average:

88.5%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

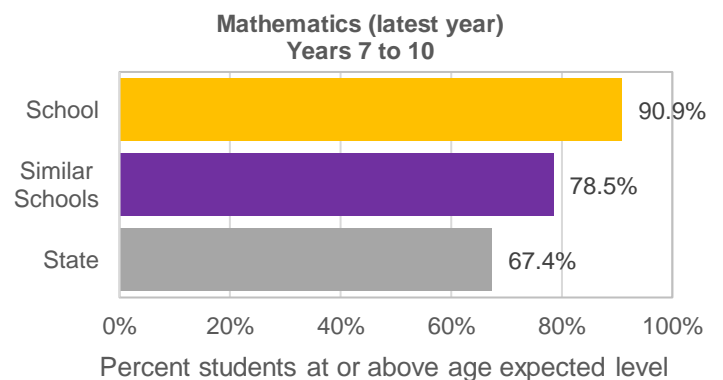
90.9%

Similar Schools average:

78.5%

State average:

67.4%





**LEARNING (continued)**

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

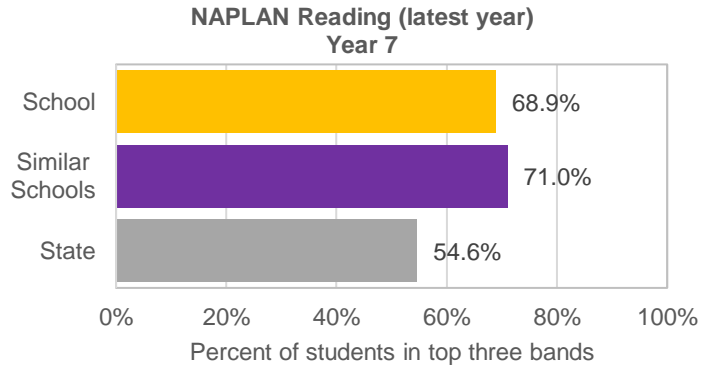
**NAPLAN**

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

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

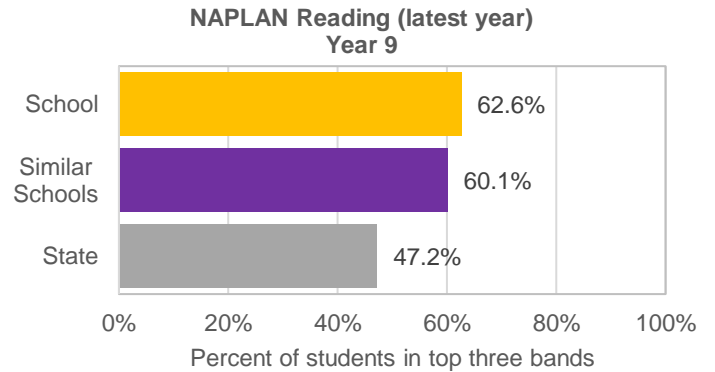
**Reading  
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.9%	69.2%
Similar Schools average:	71.0%	71.1%
State average:	54.6%	55.3%



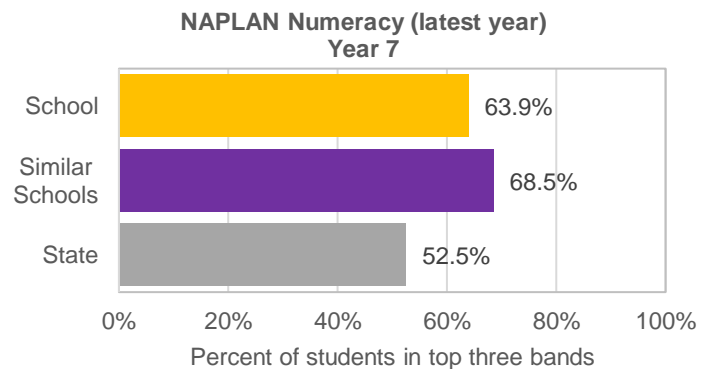
**Reading  
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.6%	57.7%
Similar Schools average:	60.1%	59.0%
State average:	47.2%	46.0%



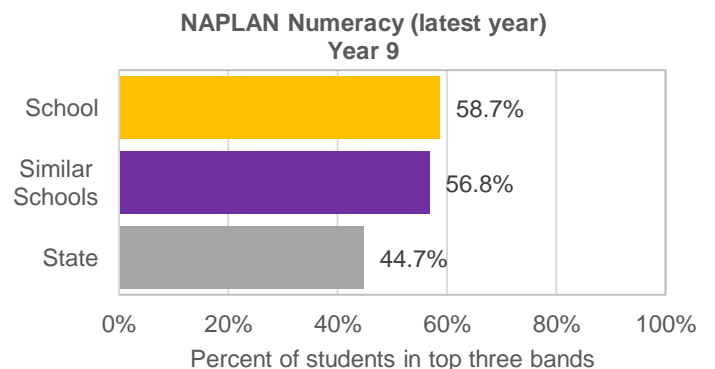
**Numeracy  
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.9%	69.8%
Similar Schools average:	68.5%	69.9%
State average:	52.5%	54.8%



**Numeracy  
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.7%	58.1%
Similar Schools average:	56.8%	58.5%
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.*

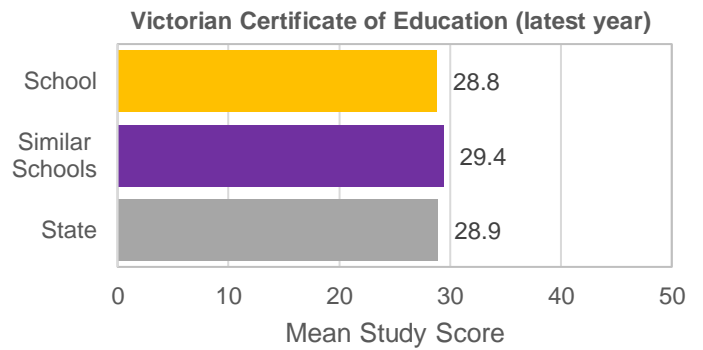
### Victorian Certificate of Education (VCE)

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	28.8	29.0
Similar Schools average:	29.4	29.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

13%

VET units of competence satisfactorily completed in 2022:

99%

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

88%

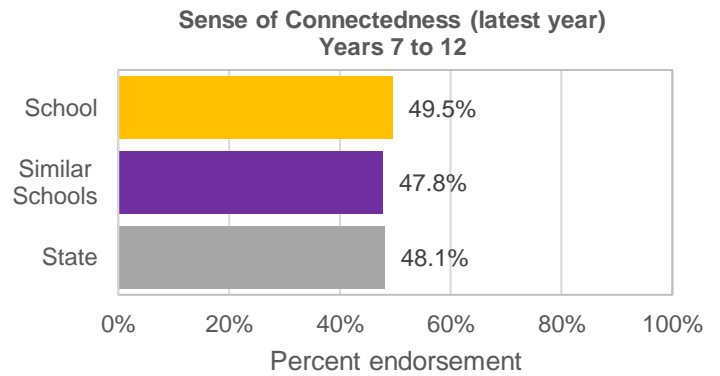
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

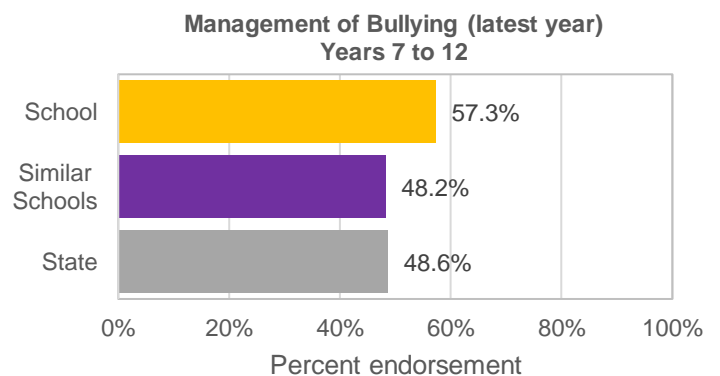
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	49.5%	59.6%
Similar Schools average:	47.8%	52.3%
State average:	48.1%	52.5%



### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	57.3%	63.8%
Similar Schools average:	48.2%	53.6%
State average:	48.6%	54.0%



## ENGAGEMENT

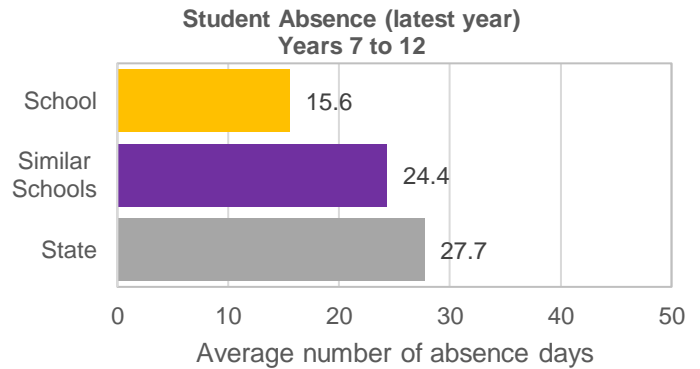
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	15.6	17.7
Similar Schools average:	24.4	18.2
State average:	27.7	21.8



### Attendance Rate (latest year)

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

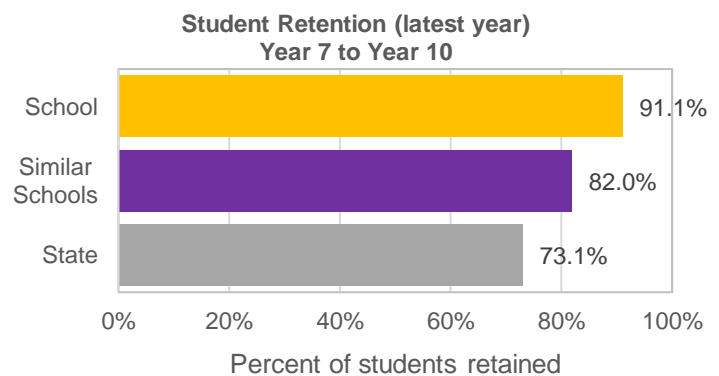
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	91%	90%	91%	93%	94%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	91.1%	82.2%
Similar Schools average:	82.0%	80.5%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

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

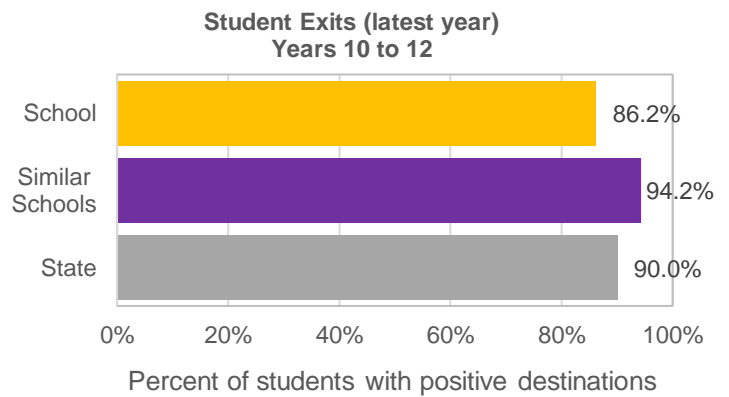
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	86.2%	90.3%
Similar Schools average:	94.2%	94.6%
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	\$11,668,891
Government Provided DET Grants	\$1,312,113
Government Grants Commonwealth	\$27,852
Government Grants State	\$12,314
Revenue Other	\$23,097
Locally Raised Funds	\$1,084,321
Capital Grants	\$66,554
<b>Total Operating Revenue</b>	<b>\$14,195,141</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$63,796
Equity (Catch Up)	\$33,102
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$96,898</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,660,957
Adjustments	\$0
Books & Publications	\$6,311
Camps/Excursions/Activities	\$400,500
Communication Costs	\$15,114
Consumables	\$306,115
Miscellaneous Expense <sup>3</sup>	\$56,864
Professional Development	\$34,248
Equipment/Maintenance/Hire	\$182,753
Property Services	\$338,260
Salaries & Allowances <sup>4</sup>	\$169,322
Support Services	\$538,720
Trading & Fundraising	\$32,197
Motor Vehicle Expenses	\$540
Travel & Subsistence	\$0
Utilities	\$154,156
<b>Total Operating Expenditure</b>	<b>\$13,896,056</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$232,531</b>
<b>Asset Acquisitions</b>	<b>\$122,213</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	\$1,073,797
Official Account	\$47,357
Other Accounts	\$132,818
<b>Total Funds Available</b>	<b>\$1,253,971</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$333,250
Other Recurrent Expenditure	\$20,656
Provision Accounts	\$0
Funds Received in Advance	\$113,283
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$132,818
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$250,000
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$303,964
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,253,971</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.*