**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 26 April 2023 at 02:48 PM by Phillipa Griffiths (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 01 May 2023 at 02:49 PM by Mandy El Ali (School Council President) | |

School Name: Copperfield College (8799)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

**School Profile**

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

**Learning**

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

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Victorian Curriculum’*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

**About Our School**

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| **School context** |
| |  | | --- | | Copperfield College is a multi-campus school situated in Melbourne’s North-West. The College comprises two junior campuses (Years 7-10) at our Kings Park and Sydenham locations, and a seniorcampus (Years 11/12) at Delahey. In 2022, Copperfield served a student population of approximately 2100, with 200 teaching staff, 80 Education Support Staff and 7 Principal Class personnel. Ourmission is ‘to empower every student to aspires and achieve, supported by our values of collaboration, inclusiveness and growth which apply equally to families, staff and students.  Our major focus in student learning is underpinned by the collaboration of our teachers within our Professional Learning Community framework.  Copperfield is a large provider of VET in Schools and a key member of the Brimbank VET Cluster. The Delahey campus maintains a federally funded Technical Trade Centre specialising in AutomotiveStudies, Electrotechnology, Allied Health Assistance, Community Services, Hospitality, and a range of other VETiS. Furthermore, we emphasise the importance of robust co-curricular offerings,including instrumental music, STEM ‘maker spaces’ on each junior campus, debating, mindfulness, writing club, robotics clubs, fitness, chess, craft and games clubs and student leadership programs.   English as an Addition Language (EAL) is taught at all campuses and we teach two languages other than English (LOTE); Japanese and Italian. Japanese is the LOTE most commonly pursued inpost compulsory years which is supported by a 20 year old sister school relationship with Fuji Junior High School in Japan. In 2022, we had 23 international students across each of the threecampuses despite the pandemic. The SFOE for the College in 2022 was 0.58, in the ‘low’ school level band, with approximately 40% of our students coming from an English as an Additional Language (EAL) background. Copperfieldfrequently outperforms expectations associated with our SFOE, and in comparison with like schools. In 2022, the College's mean study score was 27.8, maintaining the improvements made over thelast decade. Copperfield places significant importance on literacy and numeracy, directing a substantial portion of its resources to  reading and writing intervention at all levels. The staffing profile in 2022 represented a significant level of experience, with approximately  70% of teachers in the Classroom 2 band. In 2022 we continued with our leadership profile which included11 leading teachers and 9 Learning Specialists.  The Learning Specialists' areas of expertise being in English (2), Maths (2) and Building Practice Excellence (5).  Unfortunately we were unable torecruit a Literacy Leading Teacher to replace the person who moved to DET central during Term 1. Most of these leadership positions are linked to leading change and improvement as detailed in ournew strategic plan. The six campus principals are all employed at the same level, with their roles being divided between running their campuses on a day-to-day basis and supporting the realisationof the strategic plan goals | |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Despite the disadvantages of  the the Covid years, the College has maintained a positive trend with regards to our average VCE study score. In 2022, the school 's mean study score was 27.7 slightly less than our 4 year average, however we remain above similar schools. Our strategic plan has and will continue to incorporate further VCE Improvement foci including but not limited to increasing the number of students achieving study scores above those predicted by their GAT performance and increasing the percentage of students achieving study scores above 40. 95% of VCE students completed their certificate, while 86% of Year 12 VCAL students achieved VCAL credits.  In discussing NAPLAN, we tend of focus on the Year 9 results.  In terms of meeting or exceeding benchmark growth we remained steady in Reading, at 72% while Numeracy declined a little to 70% in comparison to 72% in 2021. We can see a slight drop in the number of Year 9 students in the top 3 bands in both Reading and Numeracy, compared to our 4 year average. In Reading, neither similar schools or the state percentages declined which does cause some concern; whereas in Numeracy at Year 9, while the state and similar school percentages did decline, ours declined more, at 6%.  In both Reading and Numeracy the percentage of our Year 9s in the bottom two bands increased to 36%.  On balance, 25% is acceptable but our goal is always to have less than that.As referenced previously, we were unable to replace our Literacy Leading Teacher when they left in the first part of 2022.  The frequency of staff absences had a serious impact on the fidelity of the Literacy program as classes were frequently merged in order to provide basic supervision of students as opposed to targeted teaching.  Having said that, the revised Literacy program at Years 7 and 8 is still able to show excellent growth in students' reading in the cohort requiring most intervention across years 7, 8 and 9 - being well above a year's growth. This occurred more at the campus that was least affected by high rates of staff absence. Pat R data also showed growth in Years 7 and 8.During 2022 we focused on our Year 8 cohort, running them through mock NAPLAN testing in English and Maths for them to reflect on their scores and set goals for improvement around the diagnostic feedback.  We also created Year 8 English and Maths PLTs to focus on the skills that are tested in NAPLAN style tests.  This cohort will be completing Year 9 NAPAN in 2023. This is continuing this year and the Numeracy plan as spelled out in our AIP aims to increase students' conceptual mathematical understanding at years 7 and 8 through the expansion of the Scaffolding Numeracy program. |
| Wellbeing |
| Student Wellbeing as reflected in the Connectedness to School measure in the Attitude to School Survey showed a decline compared to the four year average.  The decline was at a similar rate to that shown for like schools and across the state, between 4.5% and 5% and is reflected in other measure like attendance . Student perception of the learning environment being stimulating declined by 3%, and their confidence, by 6%. While this is certainly of concern, our figures in all factors were either equal to, or higher than state.  The exception to that was a new measure about resilience where we were 2% below state at 6%. There is broad agreement that the pandemic and the experience of prolonged lockdowns, particularly in Melbourne,  has had a detrimental effect on wellbeing and attendance across the board.  Our work during 2022 with students and staff,  focussing on defining an aspirational learning environment aimed, and continues to aim, to redress the declining perception about the learning environment and increase connectedness to school by increasing student agency.  This year members of the Instructional Leadership Team are carrying out classroom visits (Learning Walks) to gather data on how frequently the factors that indicate an aspirational learning environment can be observed and students are involved in surveys to validate the data.  All staff reflect on the data and then research and plan for strategies that will enhance the student experience.In addition, the college has created a Strategic Plan Group dedicated to enhancing students' social and emotional wellbeing, including appointing a teacher whose specific role is to develop a scope and sequence (curriculum) for Social and Emotional Learning.  This is being paired with a number of professional learning sessions for staff who will be teaching the curriculum. The college has also established a Working Party to consider how to embed social and emotional wellbeing into the curriculum so all students benefit.While students' perception about how we manage incidents of bullying was 2% lower than state (47% vs 49%) and while our goal is to have no incidents of bullying at all; we can be proud of the low frequency of bullying reflected in the survey.  We are well in the lowest 25% of schools in that regard. |
| Engagement |
| Engagement as expressed through student attendance declined in 2022.  While it is no explanation or consolation, our attendance rate worsened on par with the state.The most alarming figures are the number of students who were absent for more than 30 days. While we did have a number of students visiting relatives overseas for the first time in years after COVID, this level of absence has to impact on learning outcomes for those individuals. The rate of illness, including COVID goes part way to explaining the increase in the number of absences however the most concerning trends were among students in Years 9 and 10 and they were not more frequently afflicted by COVID in comparison to other year levels.  These year levels are where we traditionally see a decline in student attitude to school as well, which confirms our focus on creating an aspirational learning environment and increasing social and emotional wellbeing education.  The review of the day structure and curriculum that is underway this year allows us to reprioritise what we do for this cohort. |
| **Other highlights from the school year** |
| Highlights for the college are that we had 58 students in receipt of a Western Chances Scholarship.  While it is a reflection of disadvantage, it is also a reflection of the dedication of staff who sponsor students and it means those student are exposed to the wonderful support and mentoring provided by the organisation.Our VEX Robotics clubs progressed to the National Finals in Sydney.  Seven Music students from Year 12 in 2022 have been selected to perform in Top Acts in 2023. |
| **Financial performance** |
| We have retained our relatively stable financial position and continue to invest our equity funding in people to provide direct support to students and families.The discrepancy between the number of new Year 7 students predicted and the number enrolling continues and is causing some disruption to planning.  The decline in numbers reflects changes in the demographic of our areas which means neighbouring schools  also have capacity to accept out of zone students.Staff absences in 2022 meant our spending on Casual Relief Teachers was over $1 million which was an unplanned for expense.Locally raised funds dropped dramatically as a result of the new DET policy.  No compensation for that is forthcoming from any quarter.We are no longer carrying the financial burden of unprofitable canteens. |
| **For more detailed information regarding our school please visit our website at** [**https://copperfieldcollege.vic.edu.au**](https://copperfieldcollege.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 2027 students were enrolled at this school in 2022, 960 female and 1067 male.

40 percent of students had English as an additional language and 1 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: High

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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 59.8% |
| State average (secondary schools): | 68.7% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 39.6% |
| State average (secondary schools): | 52.0% |

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.

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| --- | --- |
| **English**  **Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 74.9% |
| Similar Schools average: | 70.8% |
| State average: | 76.3% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 72.2% |
| Similar Schools average: | 60.5% |
| 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.

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| **Reading**  **Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 50.3% | 46.8% |
| Similar Schools average: | 47.7% | 48.3% |
| State average: | 54.6% | 55.3% |

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| **Reading**  **Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 32.5% | 34.5% |
| Similar Schools average: | 38.9% | 38.5% |
| State average: | 47.2% | 46.0% |

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| **Numeracy**  **Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 40.4% | 44.5% |
| Similar Schools average: | 44.5% | 47.5% |
| State average: | 52.5% | 54.8% |

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| **Numeracy**  **Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 26.7% | 32.3% |
| Similar Schools average: | 34.5% | 37.1% |
| 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.

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| **Victorian Certificate of Education** | Latest year (2022) | 4-year average |
| School mean study score | 27.7 | 27.8 |
| Similar Schools average: | 27.6 | 27.6 |
| State average: | 28.9 | 28.9 |

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| Students in 2022 who satisfactorily completed their VCE: | 95% |
| Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence: | 54% |
| VET units of competence satisfactorily completed in 2022: | 71% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022: | 86% |

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).

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| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 45.8% | 50.6% |
| Similar Schools average: | 49.6% | 53.9% |
| 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).

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| **Management of Bullying**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 46.7% | 51.6% |
| Similar Schools average: | 50.0% | 55.2% |
| 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.

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| **Student Absence**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School average number of absence days: | 30.4 | 24.9 |
| Similar Schools average: | 26.3 | 21.0 |
| 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.

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| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2021): | 87% | 85% | 82% | 80% | 86% | 89% |

Student Retention

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

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| --- | --- | --- |
| **Student Retention**  **Year 7 to Year 10** | Latest year (2022) | 4-year average |
| School percent of students retained: | 80.8% | 81.2% |
| Similar Schools average: | 78.7% | 77.5% |
| 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'.

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| **Student Exits**  **Years 10 to 12** | Latest year (2021) | 4-year average |
| School percent of students to further studies or full-time employment: | 86.5% | 83.8% |
| Similar Schools average: | 91.3% | 90.5% |
| 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 | $26,201,937 |
| Government Provided DET Grants | $3,901,878 |
| Government Grants Commonwealth | $47,265 |
| Government Grants State | $43,423 |
| Revenue Other | $640,302 |
| Locally Raised Funds | $820,213 |
| Capital Grants | $54,540 |
| Total Operating Revenue | **$31,709,558** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $3,681,937 |
| Equity (Catch Up) | $235,600 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$3,917,537** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $26,143,256 |
| Adjustments | $0 |
| Books & Publications | $37,223 |
| Camps/Excursions/Activities | $429,454 |
| Communication Costs | $63,480 |
| Consumables | $547,825 |
| Miscellaneous Expense 3 | $293,058 |
| Professional Development | $181,297 |
| Equipment/Maintenance/Hire | $531,379 |
| Property Services | $657,626 |
| Salaries & Allowances 4 | $899,268 |
| Support Services | $1,455,166 |
| Trading & Fundraising | $70,647 |
| Motor Vehicle Expenses | $35,168 |
| Travel & Subsistence | $794 |
| Utilities | $219,110 |
| Total Operating Expenditure | **$31,564,753** |
| Net Operating Surplus/-Deficit | **$90,265** |
| Asset Acquisitions | **$213,197** |

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 26 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 | $2,012,063 |
| Official Account | $27,804 |
| Other Accounts | $0 |
| Total Funds Available | **$2,039,867** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $808,725 |
| Other Recurrent Expenditure | $22,756 |
| Provision Accounts | $0 |
| Funds Received in Advance | $176,369 |
| School Based Programs | $850,000 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $52,133 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $488,281 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $356,400 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $500,000 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$3,254,664** |

*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.*