

2020 Annual Report to The School Community



School Name: Norwood Secondary College (8185)



- 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 2020 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 2021 at 02:25 PM by Andrew Sloane (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 11:00 AM by Tammie Palmer (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Norwood Secondary College is a co-educational government secondary college, Years 7 - 12, situated in the City of Ringwood, east of Melbourne, and catering to a community that stretches from Mitcham to Lilydale and from Ringwood to Park Orchards.

Overall enrolment in 2020 was 1047 students (504 female, 543 male) - the College has a cap of 1100 due to limits to classroom accommodation and space in the yard. Enrolments in Year 7 usually come from over 20 primary schools, though the majority of incoming Year 7s come from a half dozen nearby primary schools. 8% of students have English as an additional language and 1% were Aboriginal or Torres Strait Islander.

The College is a school with a strong focus on academic studies, but it also emphasises its many co-curricular programs, reflecting the College's commitment to programs that develop the whole child while at the same time supporting and enhancing their academic progress. Staff take pride in seeking to address the academic, social, emotional and physical needs and assisting our young adults in areas of their personal growth journey. The College has four key Values that underpin all our programs and practices: Responsibility, Aspiration, Resilience and Respect. These Values form an important base for discussions with students about their development as a person and were identified after considerable consultation with staff, students and parents.

The College offers an enhancement program (a single class at Years 7 to 9) and in the senior years VCE, VCAL and VET programs are offered.

Norwood also offers a rich variety of co-curricular programs.

There is an annual musical Production, a vibrant Music program and a strong interschool sport program. In addition, the College is involved in interschool Debating competitions. There is a strong, formal, student leadership structure across the College. There are College Captains and Vice-Captains, Prefects, House Leaders, Year Level representatives and Class Captains. The College has an active Student Representative Council, with representatives from each Year Level and led by a Prefect. Two student representatives are members of the College Council and report on student matters at each College Council meeting.

Norwood Secondary College is committed to providing our students with an environment that is both inspiring and nurturing. The College has a proud tradition of ensuring our students are provided with an excellent educational experience and opportunities to grow intellectually, socially and ethically. It is our belief that our students will benefit from their exposure to a broad range of learning experiences, in and out of the classroom, and our programs are developed with this as a core goal.

Our students leave the College equipped with the skills and self-belief to continue to learn as their lives progress. They also understand the importance of seeking to be the best they can be in all their endeavours. The College aims to develop, in each student, the capacity to continue to learn well after leaving school. This involves developing the appropriate level of literacy and numeracy skills, together with the capacities and confidence for each individual to be able to retrain, relearn and continue to develop themselves through ongoing learning. The College recognises the importance, with the inevitable changes in employment opportunities through the coming years, for all departing students to have the capabilities to continue to learn and progress, even change, in their employment choices. A belief in the importance of 'life-long learning skills' underpins our teaching and learning programs.

While we have strong transition strategies for student movement from level to level, we are particularly proud of our Grade 6 to Year 7 Transition Program. With many students joining the College from small Primary Schools, where they may be the only student or one of a small number of students coming to Norwood, the Transition Program ensures that they and their learning and social needs are 'known' prior to enrolment and addressed from commencement. We ensure the Year 7 Camp is placed early in Term 1 to ensure it provides the opportunity for all students to make new friends in their class and year level. It has been a very successful strategy for many years. As students progress through the years of secondary schooling (from being 12 years old to 18 years old), the expectations of the College of them also transitions. In particular, our expectations of how students approach their studies and the manner in which they interact with each other and staff reflect our belief that as our students grow through adolescence to adulthood, they should show increasing levels of maturity in how they exhibit the values of respect and responsibility.

Norwood Secondary College values the support of and input from our parents. We believe our students' school experiences will be more productive and positive if parents and College staff work in a supportive and cooperative manner

The College employs equivalent full time staff, including 3 Principal class, 73 EFT teaching staff and 27 Education Support staff.

Framework for Improving Student Outcomes (FISO)

There were three main areas of focus for the College in 2020. These foci continued from the 2019 Annual Implementation Plan with increased expectations of the levels of improvement. The disruptions to 'normal' schooling that were experienced during 2020 (COVID-related) saw Norwood, as with other schools, develop programs that addressed the extended periods during which students and staff were involved in remote learning. Remote learning provided many challenges for students and staff and it is acknowledged that not all students found remote learning (or 'off-site' learning) to be to their liking. The reduced level of personal contact and the absence of the many co-curricular programs that create a 'full' educational experience saw some in the school community falter in their learning and social development. As time progressed, the levels of concern about students' mental health rose amongst both school-based staff and the Department of Education and Training. However, within the changed context for teaching and learning, the College continued to address the three main areas of focus. They were:

1. To enable every student to achieve to their potential and maximise their learning growth in all areas: The Whole School Approach to Literacy that had been introduced in 2019 continued to be embedded in all levels and all subjects - and involved all teachers. In the absence of NAPLAN testing our capacity to gauge longitudinal improvement was impaired, but staff testing suggested continued improvement.

All staff to become data literate: Staff continued to improve their capacity to source and use various sources of student performance data. Staff increasingly became adept at 'triangulating' data in their assessment of student progress.

Embed strategies that lead to an improvement in VCE strategies: Several key strategies are now embedded in all Y12 teachers' programs. Developing relevant Vocabulary lists and regular exposure to past exam questions, in particular.

Edrolo, a commercial package providing a comprehensive range of lectures and explanations of aspects of theory across many subjects, has been made available to all Y12 and Y11 students and this offers all an opportunity to see/hear another person discuss and explain the theory. This provides significant opportunities for students to consolidate their understanding from home and provides staff with the flexibility to apply a 'flipped classroom' approach to the program delivery. The College also runs a revision program during the Term 3 break for all students studying Unit 3/ 4 subjects.

The DE&T "HITS" (High Impact Teaching Strategies) are all implemented by staff, in all subject areas - they complement our established Teaching and Learning model ("MAPS") which covers all of the HITS in the stated expectations of staff. MAPS/HITS practices are now well-embedded in all teachers' practices.

2. To create a stimulating learning environment that maximises the learning outcomes of all students:

Effective College wide implementation of MAPS - a comprehensive uptake by all staff which was also consistently applied through the two periods of 'remote learning'.

Teachers effectively use data in their delivery of programs. Evidence was provided by all staff in their PDPs.

Learning needs of students are met on an individual basis, and based on the use of multiple sources of data.

Peer observation is embedded in teacher practice. At least 6 classroom observations of other teachers' classes by all full time staff (and pro-rata for P/T staff).

3. To foster a safe, supportive and connected environment

Staff effectively implement strategies to improve student perceptions of safety & connectedness. Nearly all staff are 'Mentors' for a group of students. There is room for continuing to develop this program and to increase the level of personal interest by staff in their mentor group students, but there is already an evident level of commitment of the mentor staff. Students have also indicated that the sessions are appreciated and contribute to improving staff student relationships.

The College Values are embedded in all aspects of College life. The Values are able to be applied to all manner of student behaviours (both the laudable and those that are less so) and all discussions of such issues by Coordinators

and Heads of Year Level will be in the context of the College Values. The College had, at the commencement of the school year, introduced a program (RealSchools) that will involve all staff (teaching and ES) and will see the College increasingly use 'restorative' practices in our interactions with students. The goal of this program is to improve the sense of 'care' and 'connectedness' amongst students. The RealSchools program runs for three years and the College is committed to embedding their practices and philosophies in our teaching and learning. It is also anticipated that the program will be incorporated into discussion of our next School Strategic Plan (SSP). COVID has pushed the College's Review into Term 2 2021. As the two periods of 'remote learning' impacted on the College's capacity to implement RealSchools, there was a relaunch in the first week of 2021....the timeline has changed, but not the College's intent to integrate RealSchools' 'ways of doing' into staff practices.

Achievement

There has been very encouraging progress in both VCE outcomes and in NAPLAN Growth Y7-9, in areas of Literacy, over the past 6 years, though the circumstances of 2020, with COVID's impact, saw our VCE Median score plateau (29.00 in 2020 after 29.25 in 2019, 28.90 in 2018 and 28.00 in 2017) and there was no NAPLAN testing done. However, we persisted, as much as was possible through our two periods of 'remote learning', with our raft of strategies aimed at student outcomes in VCE (many being introduced in Junior School classes) with our focus on the long term.

We continued (both at school and through 'remote learning') to implement the College's Whole School Approach to Literacy, the Teaching & Learning Model ("MAPS") and our implementation of all of the High Impact Teaching Strategies.

Our focus on Writing (in addition to our current focus on Reading and Vocabulary) was held over until 2021, in recognition that the climate during 2020 was not ideal for new strategies to be implemented.

The percentage of students in Years 7-10 'at or above expected standards' in English was 85.9% in 2020 – compared with Similar Schools (83.9%) and State Average (75.8%).

The percentage of Years 7-10 students " in Mathematics was 82.1% - compared with Similar Schools (71.8%) and State Average (66.3%).

Engagement

With no Attitude to School Survey completed in 2020, there is none of the usual data available for consideration regarding students' perceptions of their schooling. Staff and parents' reflections on the year, however, suggested that some students across all levels were negatively impacted by the periods of remote learning. While some students found learning from home via a laptop suited their personalities and preferred learning mode, the majority of students missed the social contact of other students and the personal presence of a teacher and were quite troubled with the loss of all community sport/co-curricular activities during Melbourne's lock-downs. Many staff indicated that students had turned off their screens during remote classes. There is a concern that some students will have 'gone backwards' in their learning – and many have had a reduced level of progression in their learning. 2021 will need to be devoted to helping students overcome whatever deficits were created in 2020 and re-engaging students with their classmates, teachers and the curriculum.

Wellbeing

As noted in the previous section, and given the close links between students' sense of well-being and their connectedness and engagement with school, it is not surprising that staff have become aware of an increased number of students experiencing mental health issues. Our College Wellbeing Team have reported an increase in the number of students seeking their support.

The dislocated year (with students and staff being in and out of school) has impacted on several of our key programs – either stopping their delivery or negatively impacting on the effectiveness of their delivery.

Quicksmart Literacy intervention continued through the year but in such a modified manner that we don't expect to find the same level of impact on students' literacy skills (and confidence) that we have seen in past years.

The Hands on Learning program could only run when learning was on-site – again reducing the possible effect over the year.

The loss of the Central Australia tour, Presentation Balls, Valedictory Dinner, various camps and outdoor education experiences, interschool sport, the Music program and the College's annual Musical Production were particularly, keenly felt by students.

The Wellbeing Team staff, Year Level Heads and Coordinators, Mentors and classroom teachers were all involved in the College's responses to the quite unique contexts that COVID created for schools (and families).

Financial performance and position

DE&T has increased the range of special areas of funding over the past few years and the College has been able to utilise these funds to run various programs for students. In particular, our Equity funding has enabled the continued implementation of the Quicksmart program – to great effect with the increasing numbers of students entering the College with lower than expected literacy levels.

All funds received from DE&T and our locally raised funds have been expended or are committed to subsequent years, to support the achievement of educational outcomes and other operational needs, consistent with DE&T policies.

With our Operating expenditure being in surplus, we have been able to upgrade facilities and resources/furniture around the College, for the benefit of our students.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1047 students were enrolled at this school in 2020, 504 female and 543 male.

8 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) which takes into account parents' occupations and education.

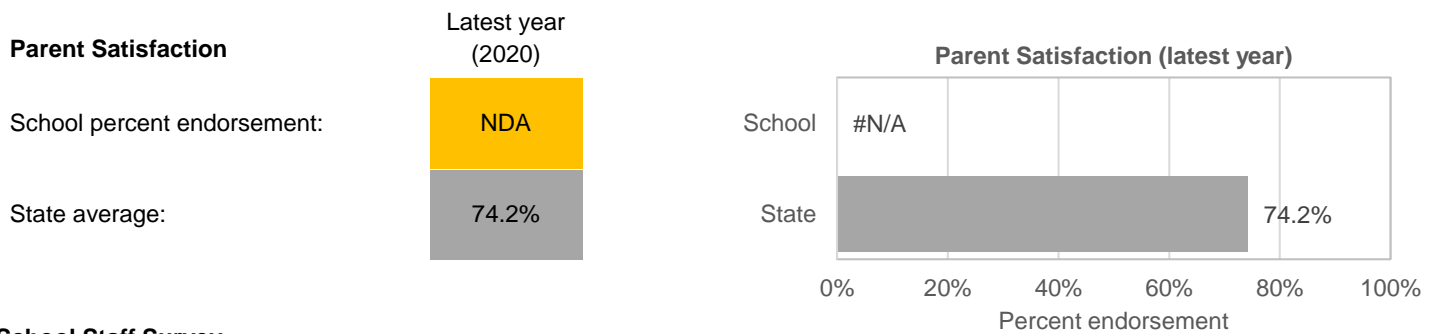
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

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

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

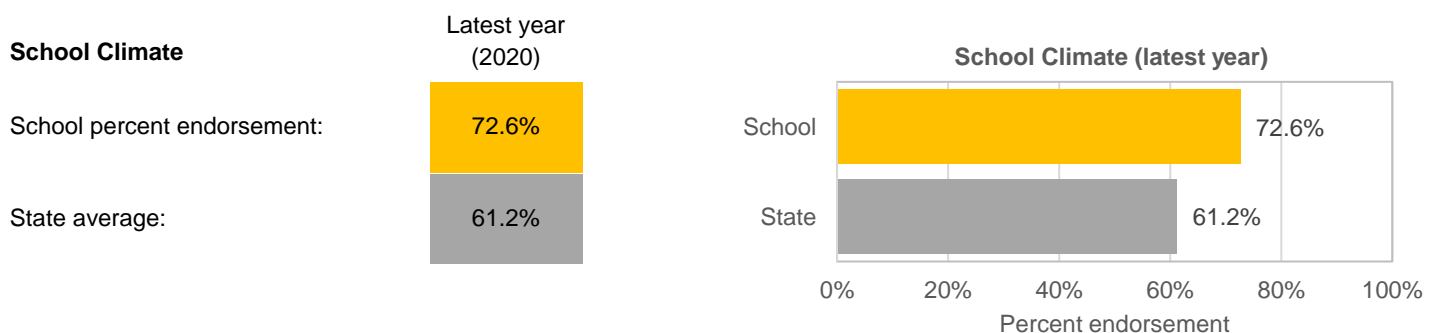


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

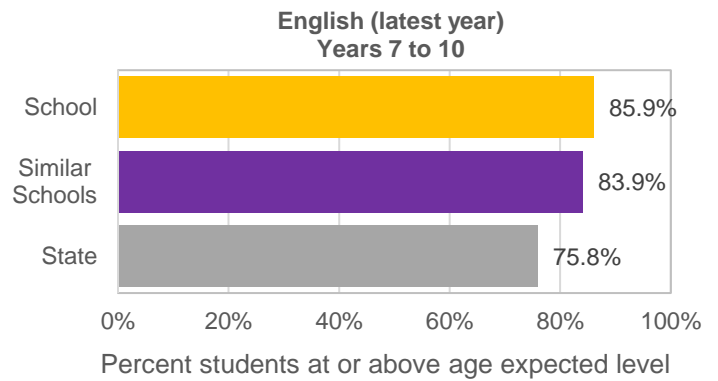
85.9%

Similar Schools average:

83.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

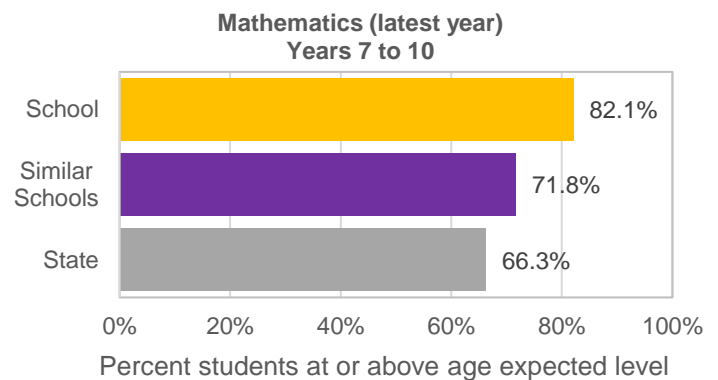
82.1%

Similar Schools average:

71.8%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

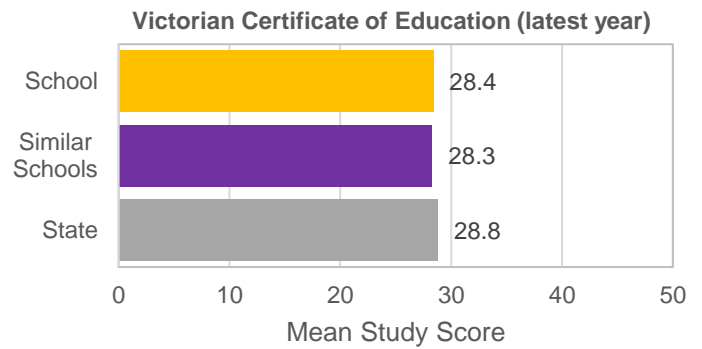
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.4	28.6
Similar Schools average:	28.3	28.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

19%

VET units of competence satisfactorily completed in 2020:

76%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

98%

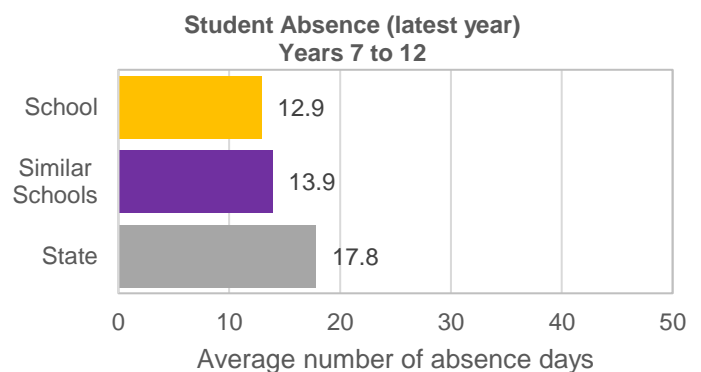
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	12.9	16.9
Similar Schools average:	13.9	17.2
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

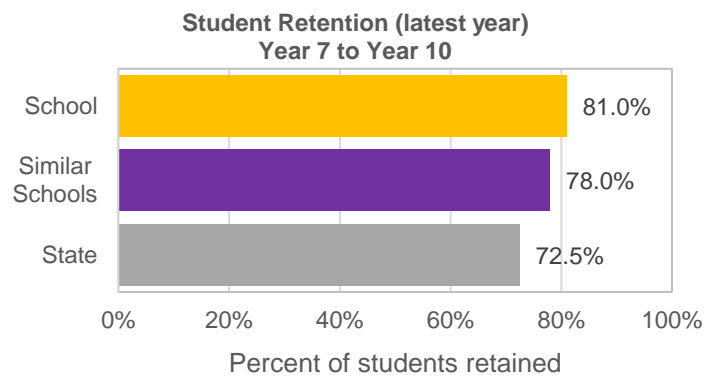
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	93%	91%	93%	95%	94%

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 (2020)	4-year average
School percent of students retained:	81.0%	83.1%
Similar Schools average:	78.0%	77.8%
State average:	72.5%	72.9%



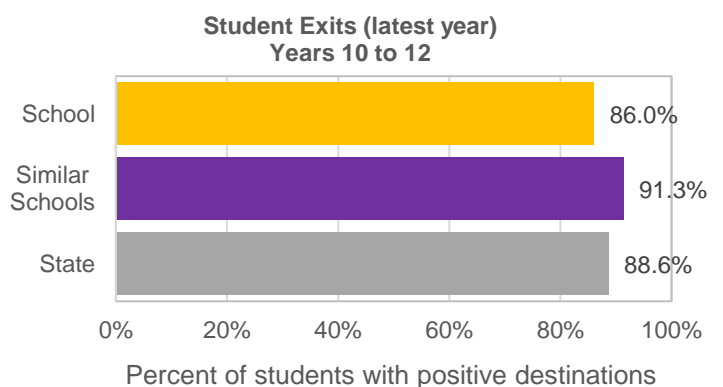
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	86.0%	88.8%
Similar Schools average:	91.3%	92.0%
State average:	88.6%	89.1%



WELLBEING

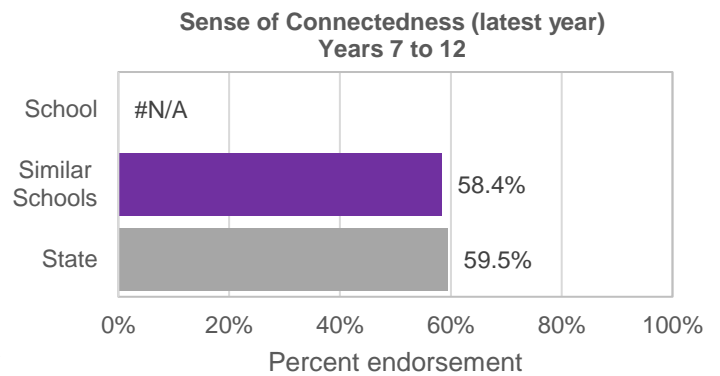
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	49.9%
Similar Schools average:	58.4%	53.6%
State average:	59.5%	55.3%



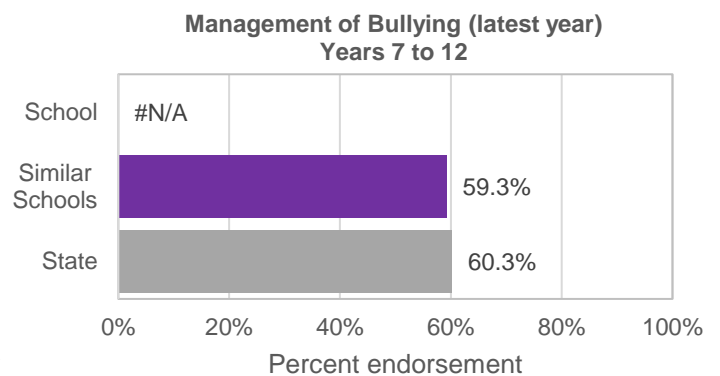
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	56.4%
Similar Schools average:	59.3%	57.6%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$9,901,668
Government Provided DET Grants	\$1,199,825
Government Grants Commonwealth	\$3,150
Government Grants State	\$10,725
Revenue Other	\$65,021
Locally Raised Funds	\$1,147,034
Capital Grants	NDA
Total Operating Revenue	\$12,327,424

Equity ¹	Actual
Equity (Social Disadvantage)	\$87,541
Equity (Catch Up)	\$39,807
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$127,348

Expenditure	Actual
Student Resource Package ²	\$10,027,320
Adjustments	NDA
Books & Publications	\$15,156
Camps/Excursions/Activities	\$149,159
Communication Costs	\$18,597
Consumables	\$216,193
Miscellaneous Expense ³	\$98,803
Professional Development	\$57,141
Equipment/Maintenance/Hire	\$428,134
Property Services	\$177,231
Salaries & Allowances ⁴	\$199,275
Support Services	\$272,396
Trading & Fundraising	\$75,494
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$22
Utilities	\$108,006
Total Operating Expenditure	\$11,842,927
Net Operating Surplus/-Deficit	\$484,497
Asset Acquisitions	\$22,670

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,616,765
Official Account	\$314,602
Other Accounts	\$41,158
Total Funds Available	\$1,972,525

Financial Commitments	Actual
Operating Reserve	\$277,666
Other Recurrent Expenditure	NDA
Provision Accounts	\$12,783
Funds Received in Advance	\$528,114
School Based Programs	\$340,039
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$84,018
Repayable to the Department	\$125,120
Asset/Equipment Replacement < 12 months	\$9,538
Capital - Buildings/Grounds < 12 months	\$31,580
Maintenance - Buildings/Grounds < 12 months	\$119,453
Asset/Equipment Replacement > 12 months	\$214,217
Capital - Buildings/Grounds > 12 months	\$195,000
Maintenance - Buildings/Grounds > 12 months	\$35,000
Total Financial Commitments	\$1,972,528

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.