2022 Annual Report to the School Community

School Name: Macleod College (6242)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

What does *'NDP'* or '*NDA*' mean?

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

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

Macleod College is a government co-educational P-12 school in the Northern Suburbs of Melbourne. The College is situated near the Macleod village, is adjacent to a mix of shops, sporting facilities and the Macleod railway station. In 2022, the school's enrolment was 517 students coming from diverse backgrounds including 21 international students. The Student Family Occupational index (SFO) was 0.35. The College offers a dynamic, committed and engaging learning environment that acknowledges our diverse community and provides a wide range of educational experiences for local and international students. It provides comprehensive educational and wellbeing programs along with vibrant social and extracurricular activities that enable students to fully engage in their learning and accomplish far more than they thought possible.

2022 saw the completion of the first stage of a 5-stage school rebuild. Stage 1 involved building a new science wing incorporating a: Chemistry lab; Biology lab; 2 general purpose science rooms; a breakout space; preparation/chemical storeroom and associated landscaping. It also included refurbishing the primary basketball courts and installing new playground equipment. The College continued to embed its new values (Achieve, respect, Connect) into its Positive School-Wide behaviour framework. The staffing profile of Macleod College is made up of a Principal and an Assistant Principal, 2 Leading teachers, 2 Learning Specialists, 38.9 teachers, 15.4 education support staff, and a business manager. There is one Aboriginal and Torres Strait Islander staff employed at Macleod College.

Progress towards strategic goals, student outcomes and student engagement

Learning

The iLEAP program in Years 7 to 10 (English /Math) has produced significant learning growth in the area of literacy (as evident in our school based data (NAPLAN, On Demand & PAT). Our Numeracy data has shown some improvement however is still below state benchmarks. Year 7 NAPLAN data indicated that our students performed above the state and national average in the areas of reading and writing. We performed a little below the state average in Numeracy however were above the national average. Our Year 9 data followed a similar pattern. Reading was below the state average but above the national average whilst writing was well above both state and the national average. Our numeracy data is a little below both state and the national average. With this in mind, we will be focusing on school-wide initiatives to improve our numeracy data while continuing to grow our literacy data in 2023.

The 2022 VCE results continue to reflect a consistent positive trend over the past 8 years. The highest ATAR (Australian Tertiary Admission Rank) achieved was 95.45. 6.5 percent of students achieved an ATAR of 90 or above, 17.8 percent of students achieved an ATAR of 80 or above, 30.6 percent earned an ATAR of 70 or above, and 64.7 percent of students achieved an ATAR of 70 or above. The median ATAR was 61.8 which was slightly lower than our 2021 median however higher than that of our previous 10 years. Most pleasingly, all of the year 12 cohort of 2022 received a university/TAFE place in 2023

All staff were provided with professional learning on how to use all the school data (NAPLAN, On Demand, and PAT) They identified the learning need of students which were then taken into consideration through lesson planning and the modification of assessment tasks. Students were guided and encouraged to self-assess and peer-assess using assessment rubrics. They were able to identify what they knew, what they needed to learn and how to achieve this. Students were also guided to set SMART learning goals at the end of each assessment that were then placed on compass learning tasks.

Wellbeing

The mental health framework at Macleod College consists of a three-tiered approach to supporting wellbeing. The focus of this approach throughout 2022, targeted the development of resilient students and staff who display growth mindsets and behaviours and attitudes that reflect the school values.

Tier 1: Positive mental health has been promoted via curriculum embedded within the new Hold Fast Mentoring Program and via health promotion events including: Harmony Day, Wear it Purple Day, RUOK Day and Mental Health Month. Throughout the year, Police Youth Resource Officers attended to deliver e-safety programs, Banyule Youth Services attended the school to promote their services to many year levels and the local YMCA facilitated physical health activities whilst Headspace delivered a healthy headspace program.

Staff engaged in professional learning throughout 2022 to further support the wellbeing and learning of students within their classrooms. Staff also incorporated a focus on School Wide Positive Behaviour Support grounded within the renewed College values of Achieve, Respect and Connect into their practice.

Tier 2: Early intervention and cohort specific support included participation within a research study run by Orygen and Melbourne University. Year ten students attended a Safe Talk workshop, gaining valuable skills and resources to support friends struggling with their mental health. Throughout semester two, a group of neuro-divergent students attended weekly group mentoring sessions run by the I CAN Network. The twelve sessions concluded with an excursion to the AWEtism expo where students showcased their culminating presentations. Macleod College secured funding which facilitated students to engage with the Open House Youth Mentoring Program which supports young people to stay connected, in a safe space. A selected cohort of students participated in Pet Therapy, encouraging young people to engage positively with their world, supporting their emotional and intellectual growth, enabling them to confidently socialise, collaborate and learn.

Tier 3: Targeted support. Students identified as requiring additional support were able to access individualised assistance on campus and where appropriate were referred to external agencies for higher level intervention.

Engagement

We work together to encourage high expectations of behaviour and create an environment which promotes individual academic and social growth. Through our Positive Behaviour Support (PBS) strategies we foster our College values (Achieve, Respect and Connect) that the students demonstrate in the learning spaces and within the College community.

Through PBS the College aims to encourage students to have a positive attitude to school. In 2022 the Attitudes to School Data shows that students generally enjoyed coming to school with 77% responding positively to attending school.

The average number of absence days in 2022 for students in the primary cohort was still slightly higher than that of "similar schools" and state benchmarks. We hope to see this improve in 2023 through the implementation of strategies that target poor attendance/engagement - introduction of our new school Values, regular weekly assemblies, providing work that is engaging and by creating a respectful and positive learning environment.

The average number of absence days in 2022 for students in years 7 to 12 has improved this year and is the same as "similar schools". From the Attitudes to school data, students are feeling a greater connection to school.

In 2022, Macleod College retained 73.6% of students of Year 7 students through to Year 10 which is similar to the four year average and slightly higher then all state schools.

Macleod College had 100% of exiting Year 10 to 12 students going on to full time employment or further study which is above the state average (90%) and similar schools average (92.8%). This is due to our rigorous approach to pathways planning, knowing our students and additional support provided to our students from the Careers team, VCE/VCAL staff and Year Level Student Managers.

Financial performance

The College delivered a managed deficit of $508,010. The International Student Program numbers continued to be affected due to the Covid19 pandemic, impacting the value of locally raised funds. Additional funding was again provided to support the ISP program acknowledging the ongoing value to the college and its students. Equity funding was used to employ additional staff to teach in the iLEAP program (Literacy and Numeracy, unique to Macleod College), again showing an improvement in NAPLAN growth data from Year 7 to 9. The College has an ongoing joint user agreement with the Banyule Council and NETs stadium. Whilst this agreement does not raise any funds, the additional sports facilities are highly utilized by students and the local community. Continuing fundraising efforts supported small student-centric school projects

**For more detailed information regarding our school please visit our website at
https://www.macleod.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 514 students were enrolled at this school in 2022, 266 female and 248 male.

17 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).
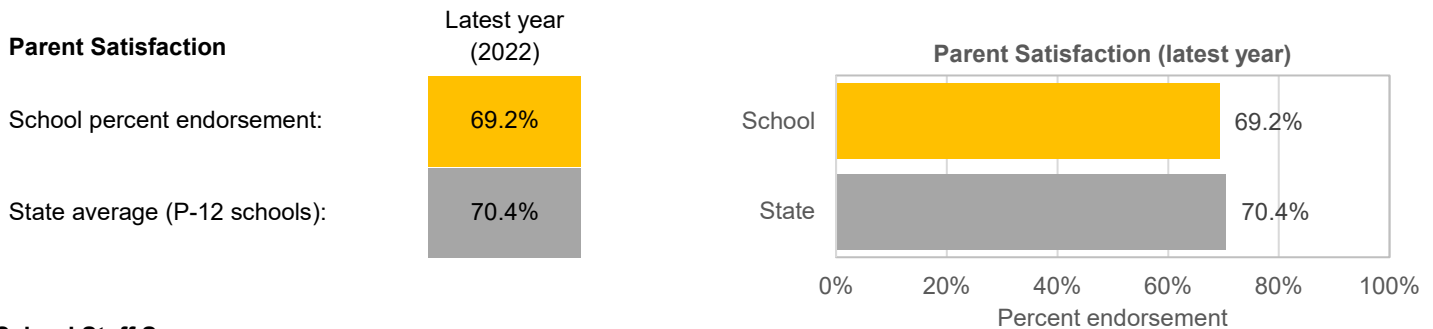
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - 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.
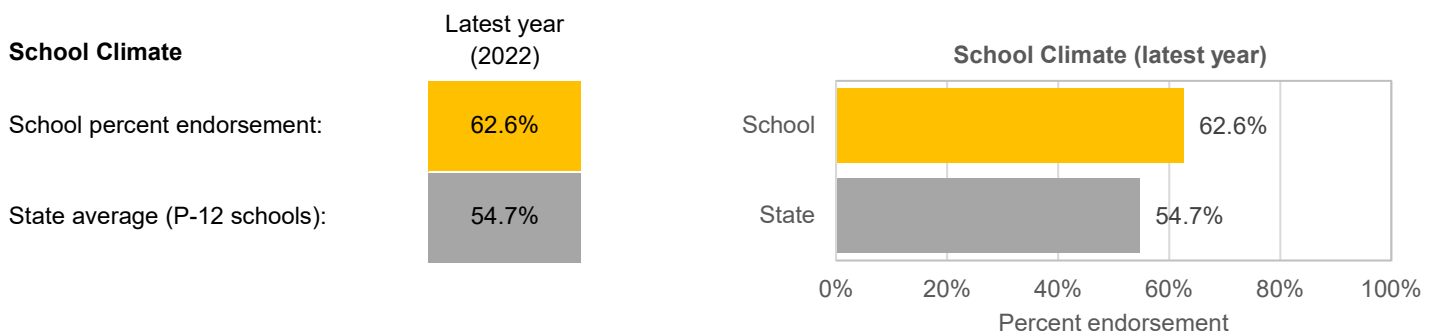
Parent Satisfaction	Latest year (2022)
School percent endorsement:	69.2%
State average (P-12 schools):	70.4%

Parent Satisfaction (latest year)

School	69.2%
State	70.4%

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.

School Climate	Latest year (2022)
School percent endorsement:	62.6%
State average (P-12 schools):	54.7%

School Climate (latest year)

|	
School	62.6%
State	54.7%

LEARNING

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

Teacher Judgement of student achievement

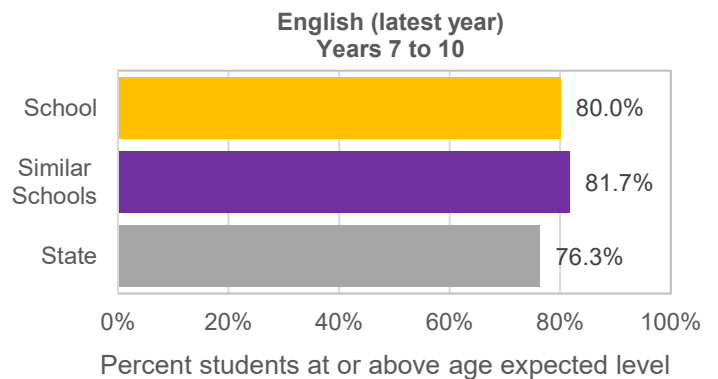Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year (2022)

School percent of students at or above age expected standards:	82.5%
Similar Schools average:	85.9%
State average:	87.0%

English (latest (year)
Years Prep to 6

Percent students at or above age expected level
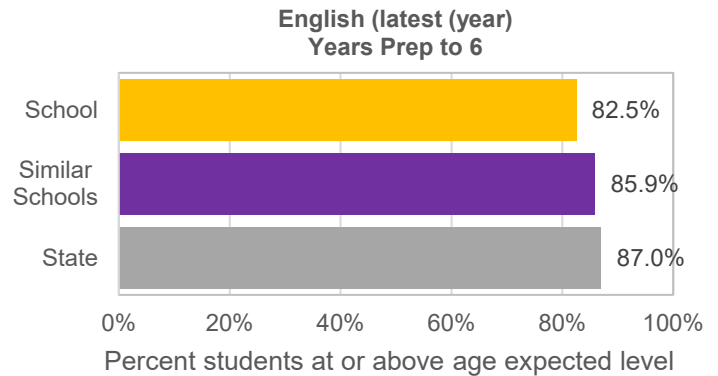
English
Years 7 to 10

Latest year (2022)

School percent of students at or above age expected standards:	80.0%
Similar Schools average:	81.7%
State average:	76.3%

English (latest year)
Years 7 to 10

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2022)

School percent of students at or above age expected standards:	90.1%
Similar Schools average:	87.4%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

Percent students at or above age expected level
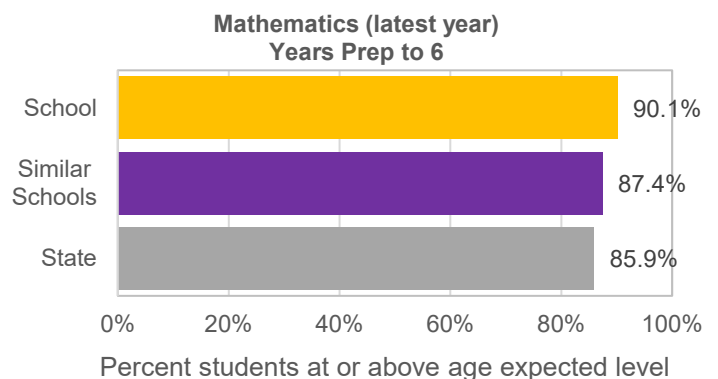
Mathematics
Years 7 to 10

Latest year (2022)

School percent of students at or above age expected standards:	71.3%
Similar Schools average:	73.4%
State average:	67.4%
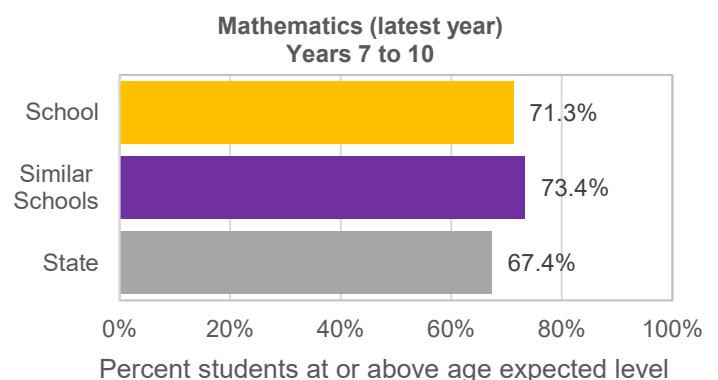
Mathematics (latest year)
Years 7 to 10

Percent students at or above age expected level

LEARNING (continued)

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

NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
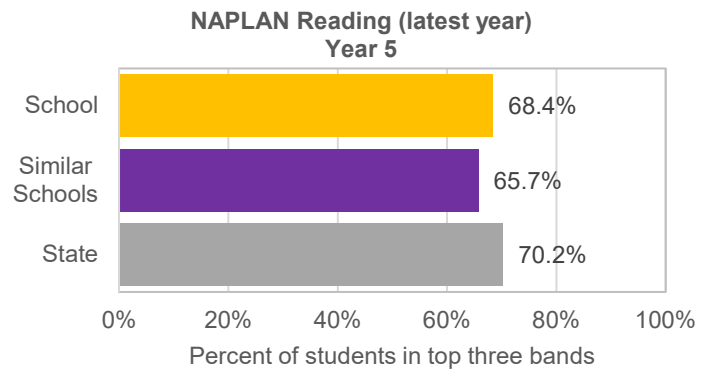
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	84.6%	71.9%
Similar Schools average:	74.7%	74.2%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School: 84.6%
Similar Schools: 74.7%
State: 76.6%

Percent of students in top three bands
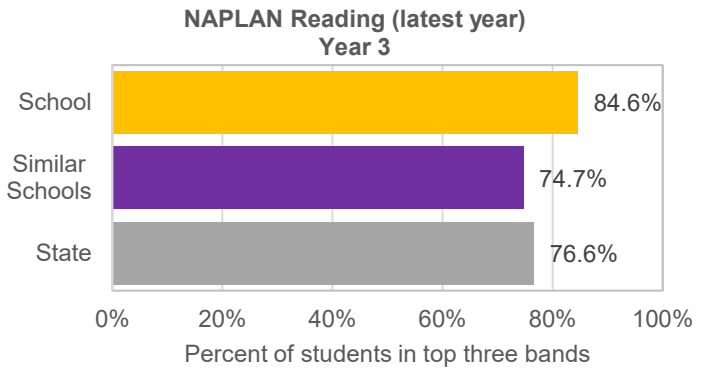
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	68.4%	68.4%
Similar Schools average:	65.7%	65.1%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School: 68.4%
Similar Schools: 65.7%
State: 70.2%

Percent of students in top three bands

Reading Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	66.2%	63.5%
Similar Schools average:	63.9%	64.0%
State average:	54.6%	55.3%

NAPLAN Reading (latest year) Year 7

School: 66.2%
Similar Schools: 63.9%
State: 54.6%

Percent of students in top three bands
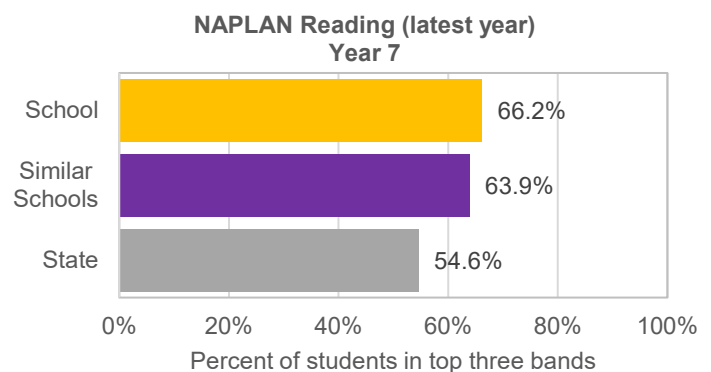
Reading Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	55.0%	56.0%
Similar Schools average:	53.1%	51.4%
State average:	47.2%	46.0%
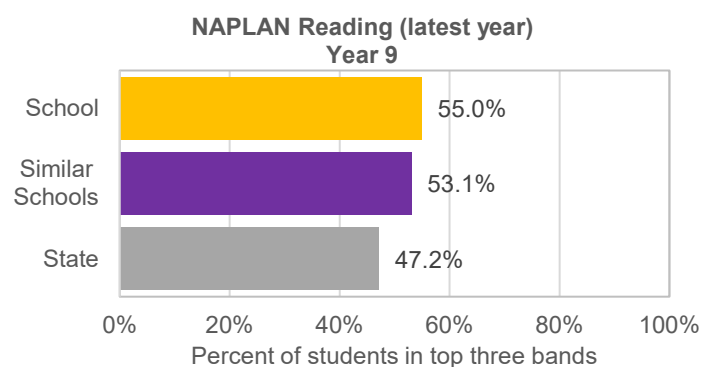
NAPLAN Reading (latest year) Year 9

School: 55.0%
Similar Schools: 53.1%
State: 47.2%

Percent of students in top three bands

LEARNING (continued)

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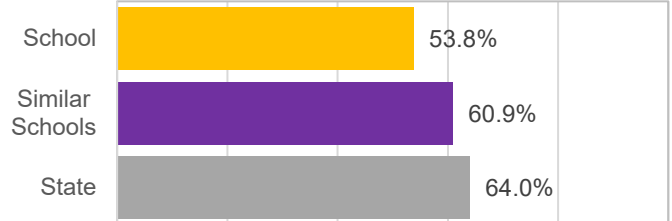
NAPLAN (continued)

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	53.8%	51.7%
Similar Schools average:	60.9%	64.2%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School	53.8%
Similar Schools	60.9%
State	64.0%

Percent of students in top three bands

Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	36.8%	47.4%
Similar Schools average:	49.9%	54.2%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

School	36.8%
Similar Schools	49.9%
State	54.2%
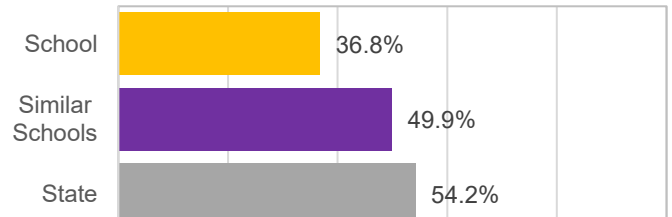
Percent of students in top three bands

Numeracy Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	58.6%	64.9%
Similar Schools average:	59.3%	61.2%
State average:	52.5%	54.8%

NAPLAN Numeracy (latest year) Year 7

School	58.6%
Similar Schools	59.3%
State	52.5%
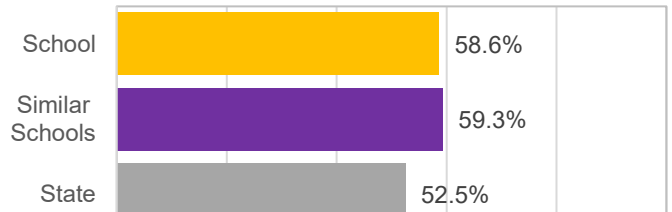
Percent of students in top three bands

Numeracy Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	46.6%	47.0%
Similar Schools average:	47.9%	49.8%
State average:	44.7%	45.6%

NAPLAN Numeracy (latest year) Year 9
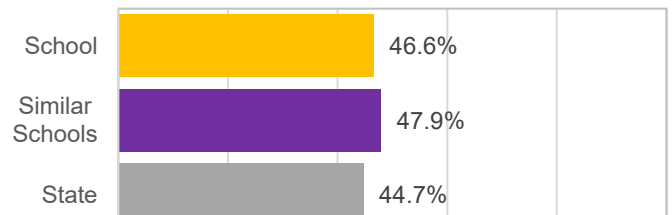
School	46.6%
Similar Schools	47.9%
State	44.7%

Percent of students in top three bands

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	26.7	25.9
Similar Schools average:	28.5	28.5
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

	Mean Study Score
School	26.7
Similar Schools	28.5
State	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:	20%
VET units of competence satisfactorily completed in 2022:	73%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	87%

WELLBEING

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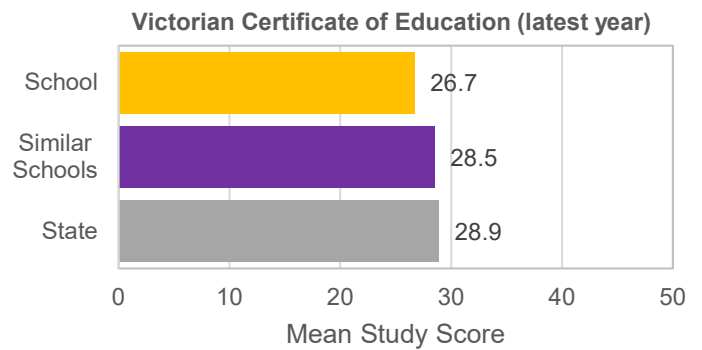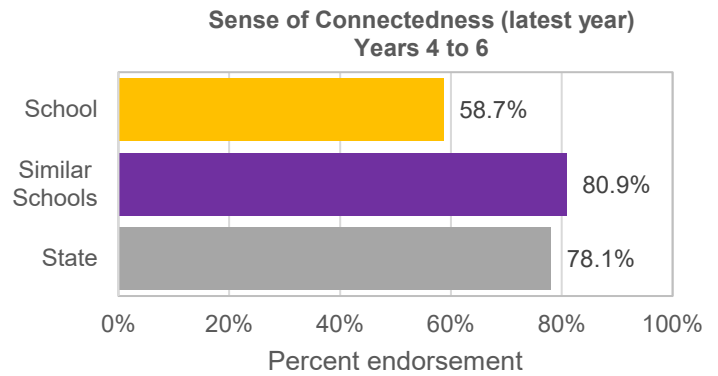
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	58.7%	66.1%
Similar Schools average:	80.9%	80.3%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

	Percent endorsement
School	58.7%
Similar Schools	80.9%
State	78.1%

Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	45.8%	52.9%
Similar Schools average:	45.6%	50.4%
State average:	48.1%	52.5%

Sense of Connectedness (latest year) Years 7 to 12

	Percent endorsement
School	45.8%
Similar Schools	45.6%
State	48.1%

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).
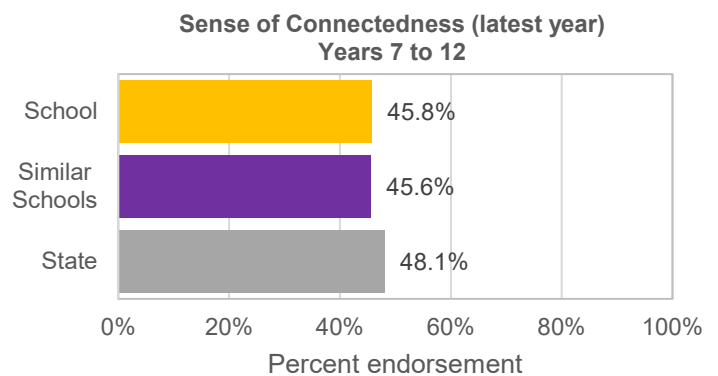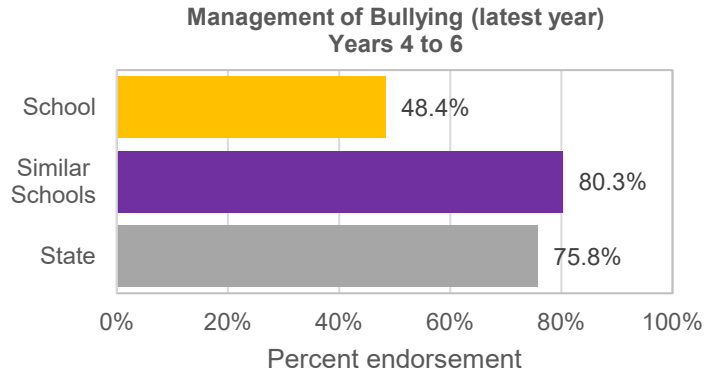
Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	48.4%	53.3%
Similar Schools average:	80.3%	81.8%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

School 48.4%
Similar Schools 80.3%
State 75.8%

Percent endorsement

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	47.5%	57.3%
Similar Schools average:	46.9%	52.7%
State average:	48.6%	54.0%

Management of Bullying (latest year) Years 7 to 12

School 47.5%
Similar Schools 46.9%
State 48.6%

Percent endorsement
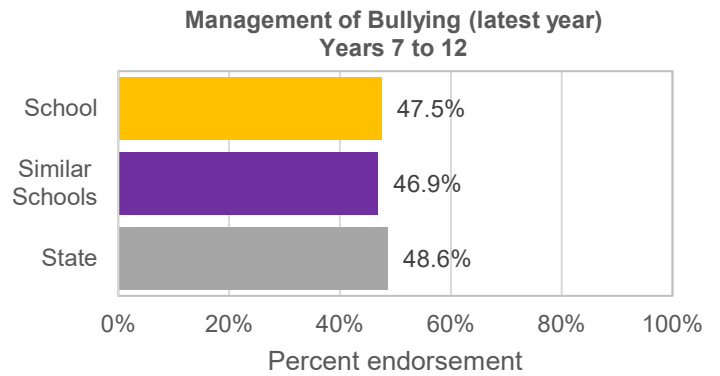
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	27.5	22.3
Similar Schools average:	25.3	18.6
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	27.5
Similar Schools	25.3
State	23.3
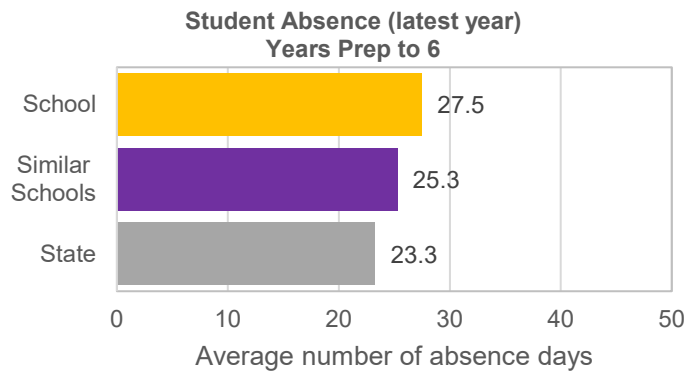
Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	26.3	21.6
Similar Schools average:	26.3	20.2
State average:	27.7	21.8

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	26.3
Similar Schools	26.3
State	27.7
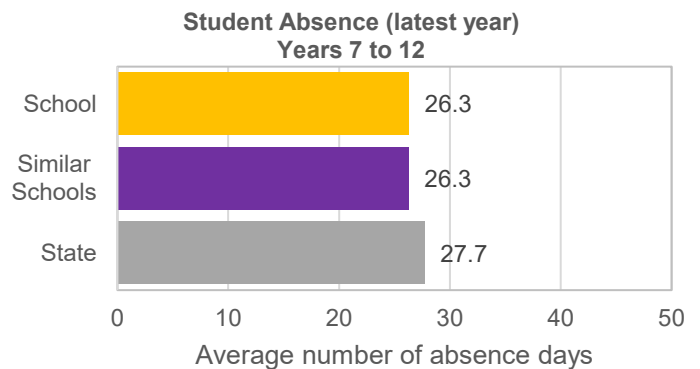
Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	78%	85%	84%	92%	91%	89%	76%

|	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	85%	84%	87%	88%	88%	92%

ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	73.6%	71.7%
Similar Schools average:	77.1%	75.5%
State average:	73.1%	73.0%

**Student Retention (latest year) Year 7 to Year 10**
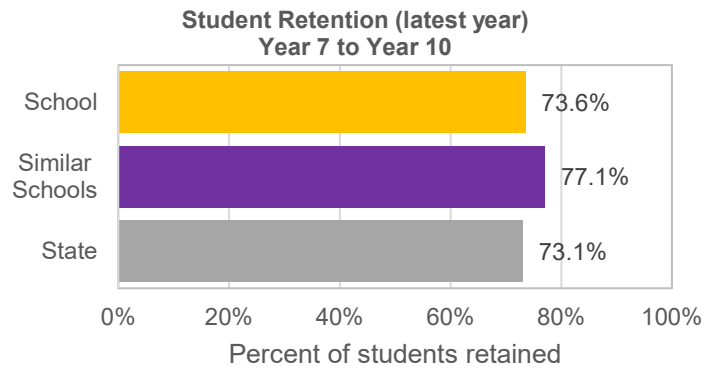
Students exiting to further studies or full-time employment

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:	100.0%	96.9%
Similar Schools average:	92.8%	92.9%
State average:	90.0%	89.3%

Student Exits (latest year) Years 10 to 12
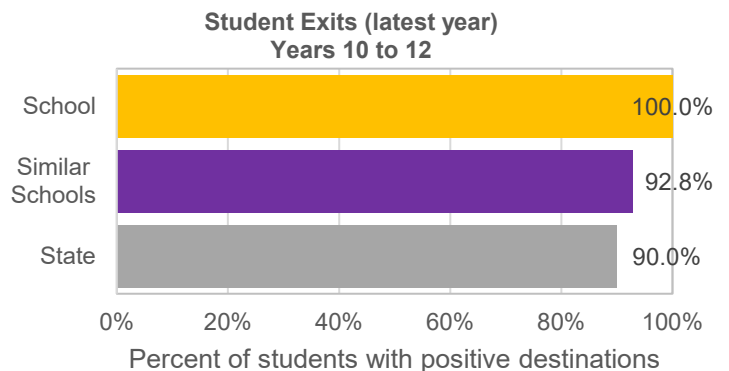
Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$6,166,732
Government Provided DET Grants	$881,348
Government Grants Commonwealth	$19,788
Government Grants State	$0
Revenue Other	$310,782
Locally Raised Funds	$501,632
Capital Grants	$0
Total Operating Revenue	**$7,880,282**

Equity [1]	Actual
Equity (Social Disadvantage)	$75,272
Equity (Catch Up)	$18,023
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$93,296**

Expenditure	Actual
Student Resource Package [2]	$6,674,889
Adjustments	$0
Books & Publications	$6,983
Camps/Excursions/Activities	$201,754
Communication Costs	$6,729
Consumables	$166,322
Miscellaneous Expense [3]	$151,250
Professional Development	$31,217
Equipment/Maintenance/Hire	$110,914
Property Services	$113,497
Salaries & Allowances [4]	$283,238
Support Services	$80,743
Trading & Fundraising	$23,214
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$82,331
Total Operating Expenditure	**$7,933,081**
Net Operating Surplus/-Deficit	**($52,800)**
Asset Acquisitions	**$26,772**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$1,280,206
Official Account	$85,739
Other Accounts	$0
Total Funds Available	**$1,365,945**

Financial Commitments	Actual
Operating Reserve	$200,096
Other Recurrent Expenditure	$0
Provision Accounts	$703
Funds Received in Advance	$42,529
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$4,791
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$248,119**

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.