

2020 Annual Report to The School Community



School Name: Camberwell High School (7680)



- 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 22 June 2021 at 10:13 AM by Kaitlin Morris (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 offline by School Council President and processed by Kaitlin Morris (SPOT Admin) on 22 June 2021 at 10:14 AM

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

Camberwell High School's vision is to develop graduates with the attributes articulated in the CHS Learner who are global citizens ready to make a positive impact on the world around them. The school's learning statement outlines a vision which promotes learning that is transformative, focused on growth, dynamic, respectful and built on positive relationships. The school community works together to challenge all to exceed expectations for achievement in all areas of endeavour while demonstrating the school's motto of consideration for others. The school has 87/74.5(EFT) teaching staff and 33/24.2 EFT non teaching staff. The total enrolment is 1073 students from Year 7-Year 12, including 74 International students.

Year 11 and 12 students can study VCE (Victorian Certificate of Education) or VCAL (Victorian Certificate of Applied Learning) and can include a VET (Vocational and Education Training) subject as part of either Certificate. VCE is a requirement for entry to tertiary study whereas VCAL and VET are focused on vocational training. Camberwell High School offers a comprehensive selection of subjects in these years and students have many choices available to them. International students should note that VCE is a two-year certificate. Camberwell High School was established in 1941 and is located in Canterbury. The school recognises its history while providing contemporary learning. Camberwell High School has low student mobility and a relatively low percentage of students from Language Backgrounds other than English. To assist recently arrived international students adapt to their new living and learning environment, Camberwell High School provides an on-site intensive English Language course. The course is accredited by the International Division of the Department of Education and Training and is designed to develop students' language and learning skills so that they can successfully meet the requirements in the mainstream school. In 2020 the English Language course was offered online to students learning remotely.

The Camberwell High School community values: Achievement - All are encouraged to achieve their personal best, through persistence and the development of the capacity to learn independently Creativity - Opportunities are provided to explore and demonstrate creativity and flexibility in thinking, teaching and learning Respect - Through honesty, empathy, consideration of others and the celebration of diversity we build respectful relationships Responsibility - Personal accountability is promoted for learning and conduct, encouraging all to make a positive contribution to the local and global community and the environment

The school's intention is to maximize learning growth and achievement of students in all areas of their development in order to become active, engaged community members. Using the CHS educational vision for learning the school will create a collective narrative that will build ownership by the whole school community (parents, students and staff).

In the 2018-2021 Strategic Plan, the focus is on the development of a whole school pedagogy. Teachers are actively engaged in understanding and measuring their impact and developing effective practices informed by student learning growth data. Engaging parents and students in partnership with teachers is essential to ensuring understanding and successful implementation of the collective narrative.

The focus of the school is on:

- Building teacher practice excellence using collaborative approaches including coaching, observation and feedback.
- Developing and embedding a whole school approach to literacy and writing.
- Ensuring students develop the capacity to be independent learners with a focus on the attributes of the CHS Learner including through monitoring and taking responsibility for their own growth.
- Communicating and building ownership of the CHS vision for learning
- Building a whole school culture based on respectful relationships

Framework for Improving Student Outcomes (FISO)

1. Building practice excellence:

Effective schools are learning communities. At the core is a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement. Research highlights that the quality of teaching is a key determinant of variation in student achievement. Engaging teachers in contemporary high quality professional learning is the most successful way to improve teacher effectiveness. Effective professional learning is collaborative, inquiry focused, embedded in teaching practice and aligned with priority areas for school improvement and teachers' individual learning needs. Student outcomes data is used to evaluate the impact of professional learning on teaching practice and student achievement. In 2020 due to Covid19, teacher work focused on developing tools and resources to teach remotely.

Key Improvement Strategy 1: Build practice excellence of the leadership team and all teachers to enhance the professional learning community through agreed whole school approaches and focus on:

- Targeted professional learning based on evidence based student learning needs (including achievement and learning dispositions and student feedback data)
- Regular and comprehensive peer coaching, peer observation and feedback.
- Use of data as a diagnostic tool to assist teachers in applying High Impact Teaching Strategies (HITS)
- Stimulate student learning by addressing their diverse needs and passions
- Develop consistent and agreed formative assessment practices incorporating student voice

Develop and implement a whole school approach to Literacy, which includes the collaboration with secondary and primary schools.

Key Improvement Strategy 2 : Develop and implement a whole school approach to Literacy, which includes the CoP with 3 secondary schools on Writing.

- Implement the Literacy for Learning Action Plan
- Increase teacher understanding of pedagogical practices that support students' literacy growth

Key Improvement Strategy 3: Implement the Respectful Relationships Action Plan and Improved understanding of pedagogical practices and curriculum that promote gender equity.

2. Curriculum planning and assessment Initiative:

Students and their needs are at the centre of curriculum planning and delivery.

Curriculum implementation requires a shared set of values and a clear sense of purpose. It provides a framework that articulates how student learning will be organised, taught and assessed. The documented whole-school curriculum plan demonstrates how the school will implement the mandated curriculum (be it the Victorian F-10 Curriculum, VCE, VET or VCAL) and other learning experiences that will be offered. It enables all students to become confident individuals, successful learners and responsible citizens. Curriculum planning and assessment recognises that schools are working with a curriculum that is designed as a continuum of learning and that students can be anywhere along this continuum. Effective teachers embed relevant assessment strategies into their curriculum plan so they can monitor student learning and make adjustments to their teaching strategies as required.

As the curriculum plan is being developed, students are involved, as they reflect on their own learning and on the use of assessment strategies such as self and peer evaluation, setting and monitoring learning goals or developing portfolios of evidence to demonstrate learning.

Key Improvement Strategy 1: Continue to develop independent learners through curriculum documentation and refinement in Learning Maps and Sequences:

- All teachers are involved in the development or refinement of subject guides and learning plans.
- Ensuring inclusion, differentiated learning (ILPs, ELPs)
- Extending and challenging all students
- Providing opportunities for students to lead and give feedback
- Further developing learning dispositions
- Further developing the use of student portfolios and student led conferences and student data with a focus on growth.

Key Improvement Strategy 2: Continue internationalising education and intercultural understanding:

- Develop learning opportunities in all learning areas that promote intercultural understanding
- Provide ongoing opportunities through study tours and student exchange programs for students to experience other cultures.
- Build the capacity of student leaders to promote intercultural understanding and empathy in the school community.

Students surveys will indicate increased levels of intercultural understanding and empathy

Key Improvement Strategy 3:

- Implement the new Year 10 curriculum in 2020 especially through P-Tech

3. Build ownership by the whole school community of the CHS vision for learning as articulated in the CHS learner, dispositions, learning statement and landscape which promote development of the whole person:

- Continue to build the community’s understanding and ownership of the school vision for learning.
- Global citizenship

Effective schools establish links and build relationships with a broad range of people and organisations to expand opportunities and improve outcomes for their students. They recognise that developing relationships with the local community, business, government, community organisations and other education providers, strengthens the capacity of schools and families to support their students’ learning and development outcomes, as well as having the potential to enhance social inclusion and build social capital. These relationships provide access to expertise, facilities, resources, support and services, opening up additional opportunities for students to reach their full potential and achieve outcomes.

Genuine school/family partnerships are based on trust and mutual respect and support the school’s vision and values. Global citizenship means an awareness of our interconnectedness with people and environments around the globe and their contribution to a global society and economy. When students develop a sense of global citizenship, they learn to respect key universal values such as peace, sustainability and upholding the rights and dignity of all people. There was a high level of gratitude expressed by our community for the work of teachers.

Achievement

Camberwell High School is proud that our students perform above the Victorian average in student learning. In 2020 99% satisfactorily completed VCE and 93% of Year 12 students received a University or TAFE offer. Consistent with our previous results, Camberwell High School is in the top 5% of government schools in Victoria. 24 students achieved an ATAR over 90. 11 students achieved over 95. The school was especially proud of our DUX student who received an ATAR of 98.6%.

Camberwell is proud of the culture of excellence in the school and that students perform well above the Victorian average in student learning. In 2020 over 35% of students achieved Victorian Curriculum A and B results across Years 7-10. The school has been focused on extending the learning of all students through the development and implementation of a learning design process with all teachers planning for learning and assessment collaboratively. The school has expanded the learning to learn program and student led conferences across all year levels and introduced a range of learning supports to educate independent world ready citizens. The school has identified literacy and in particular writing as a key focus. Our FISO CoP includes 3 secondary schools (Koonung, East Doncaster, and John Monash) focused on improving student outcomes through development of all staff as teachers of literacy.

Engagement

Our students’ attendance at Years 7-12 is well above state benchmarks. The school will continue to work on student engagement, an effective mentoring program and a school campaign to reduce absences. The school recognises the high correlation between attendance and student outcomes. We will continue to focus attention on supporting student attendance. Unexplained absences are well below state benchmarks.

The school has developed its own version of the Attitudes to School survey, enabling the community to focus on areas directly related to the school context and strategic plan. In 2020 questions were added and targets set in relation to independent learning, gender equity and intercultural understanding. In 2020 the targets on the school survey for gender equity and intercultural understanding were exceeded. Camberwell students enjoy school and feel that they

belong and are valued. Restorative practice continues to be a strength of our approach to building positive relationships between students and the school.

School wide practices for students to provide feedback to teachers are in development. Having documented and clearly communicated expectations and policies continue to be a key area for ongoing work to ensure that expectations are clear and consistent.

Wellbeing

Our ability to retain students to Year 10 is above the state mean and consistent with similar schools. Almost all students who leave school before the completion of Year 12 continue their education at other schools. Camberwell High School offers VCE, VCAL and VET and 93% of students satisfactorily completed VCE. The school is focused on further improving student wellbeing and meeting individual needs through differentiation, responsive teaching and student ownership and management of their learning. The school is focused on developing dispositions which equip students as learners at school and as global citizens.

Students' individual needs in learning are identified and learning tasks which focus on extending learning from the point of need are provided by teachers in all subjects. Learning Mentors act as advocates for students, monitoring their growth and development through conferences. Parents and students are able to access their child's schedule and learning tasks online and the school works closely with parents to support every student's learning program, including those with special learning needs.

The school employs two social workers who provide 1:1 counselling and lead programs targeted at the developmental needs of students across the school. The peer support program which assists the smooth transition of Year 7 students through the provision of Year 10 or Year 11 buddies is one example of a variety of responsive programs in place at the school. Camberwell High School is a lead school for Respectful Relationships and partners with 6 local primary schools to focus on developing whole school approaches to inclusivity, gender equity and building respectful citizens.

Financial performance and position

Thanks to the ongoing financial support from parent payments, Boroondara's Chances Scholarship, Ex-Students Association, local Rotary Clubs and other locally raised funds the school continues to offer high quality resources and facilities to all students.

Locally raised funds including Facilities Hire, Uniform Shop sales and International Students enrolments were impacted by the economic lockdown throughout 2020 resulting in a 30% reduction in revenue.

The school remains in a strong financial position to enable identified upgrade works to the A building windows and toilets in 2021 with already committed funds. Planning for the upgrade of the ground and first floor of C Building will commence in 2021 and works are expected to commence in 2022.

For more detailed information regarding our school please visit our website at
<https://www.camhigh.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.

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 1173 students were enrolled at this school in 2020, 345 female and 828 male.

13 percent of students had English as an additional language and NDP 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.

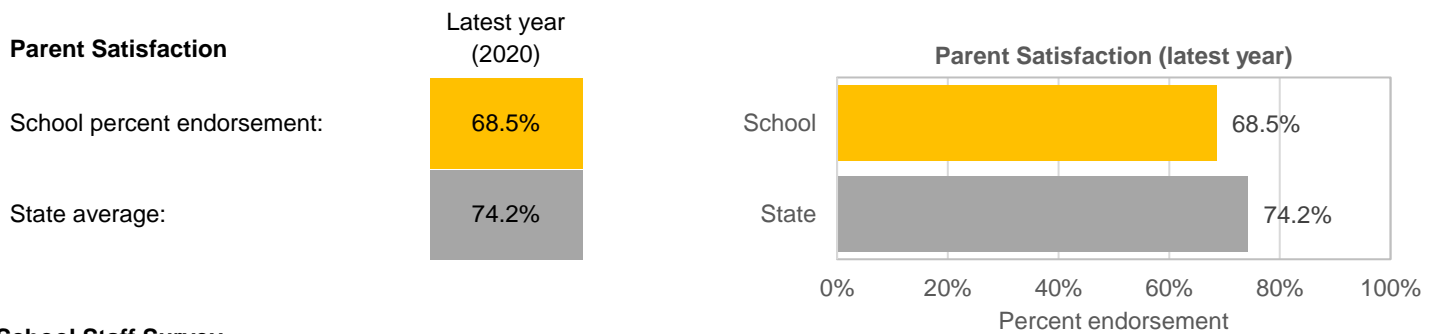
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

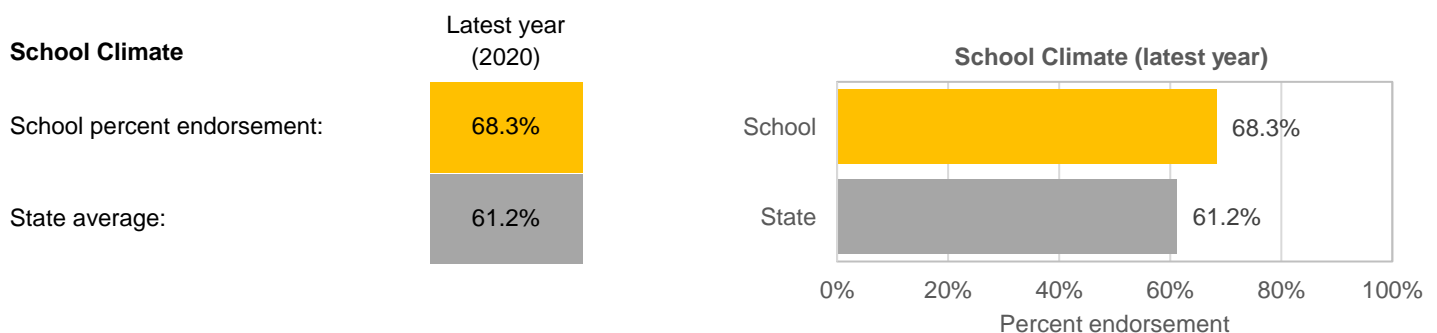


School Staff Survey

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:

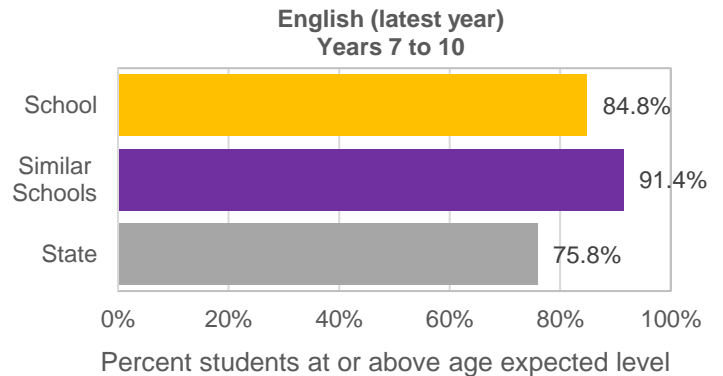
84.8%

Similar Schools average:

91.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

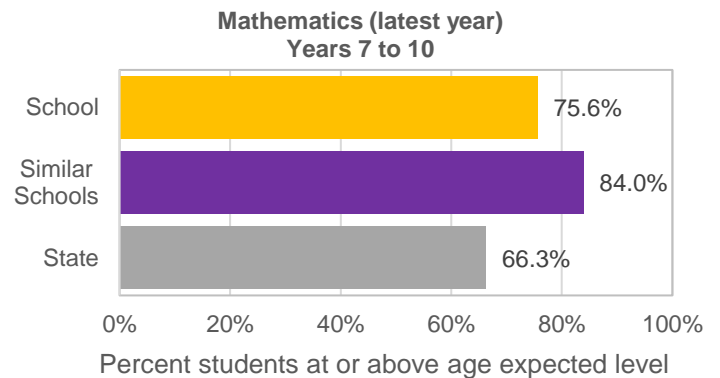
75.6%

Similar Schools average:

84.0%

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.

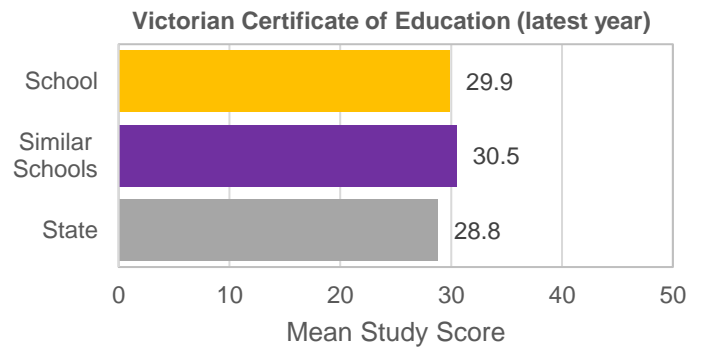
ACHIEVEMENT (continued)

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	29.9	30.9
Similar Schools average:	30.5	30.5
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:

17%

VET units of competence satisfactorily completed in 2020:

74%

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

89%

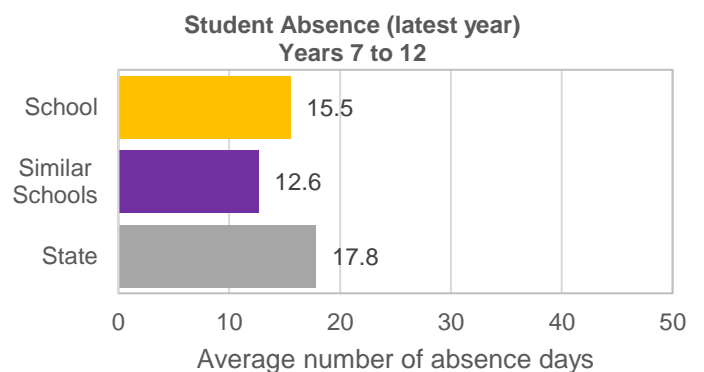
ENGAGEMENT

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:	15.5	16.0
Similar Schools average:	12.6	14.8
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

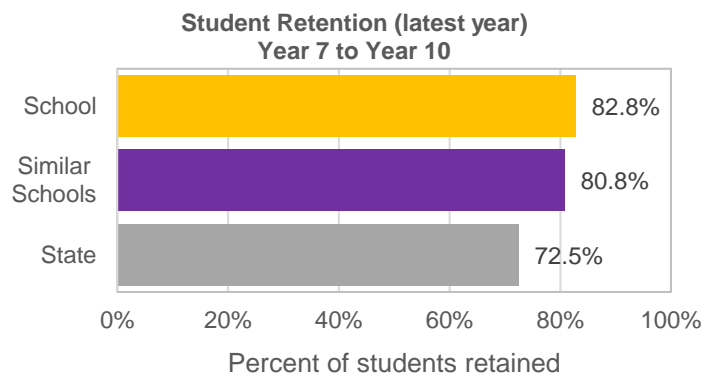
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	90%	90%	91%	92%	95%

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:	82.8%	78.2%
Similar Schools average:	80.8%	79.7%
State average:	72.5%	72.9%



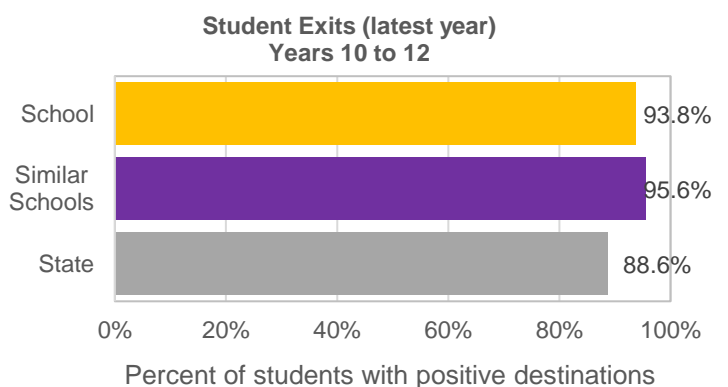
Students exiting to further studies or full-time employment

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:	93.8%	97.4%
Similar Schools average:	95.6%	96.2%
State average:	88.6%	89.1%



WELLBEING

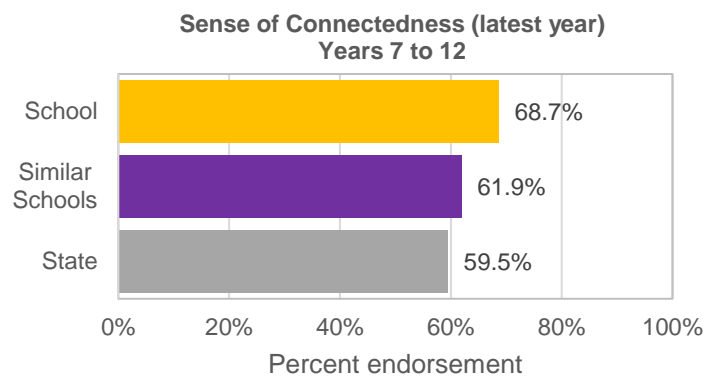
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	68.7%	60.2%
Similar Schools average:	61.9%	57.4%
State average:	59.5%	55.3%



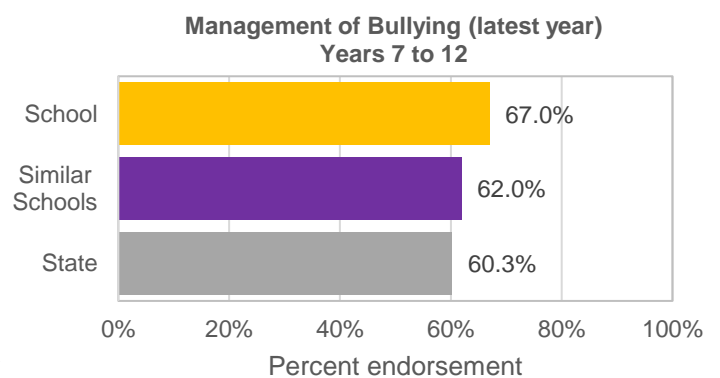
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	67.0%	56.2%
Similar Schools average:	62.0%	59.0%
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	\$10,414,127
Government Provided DET Grants	\$1,619,443
Government Grants Commonwealth	\$1,705
Government Grants State	\$15,289
Revenue Other	\$185,107
Locally Raised Funds	\$2,886,871
Capital Grants	NDA
Total Operating Revenue	\$15,122,542

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,757
Equity (Catch Up)	\$21,141
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$51,897

Expenditure	Actual
Student Resource Package ²	\$11,347,342
Adjustments	NDA
Books & Publications	\$20,758
Camps/Excursions/Activities	\$934,762
Communication Costs	\$42,581
Consumables	\$276,385
Miscellaneous Expense ³	\$1,296,196
Professional Development	\$23,509
Equipment/Maintenance/Hire	\$696,682
Property Services	\$311,681
Salaries & Allowances ⁴	\$309,439
Support Services	\$127,146
Trading & Fundraising	\$109,721
Motor Vehicle Expenses	\$55
Travel & Subsistence	\$0
Utilities	\$130,427
Total Operating Expenditure	\$15,626,683
Net Operating Surplus/-Deficit	-\$504,141
Asset Acquisitions	\$5,145

- (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	\$6,482,234
Official Account	\$1,311,162
Other Accounts	\$52,132
Total Funds Available	\$7,845,528

Financial Commitments	Actual
Operating Reserve	\$674,452
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$1,399,876
School Based Programs	\$860,843
Beneficiary/Memorial Accounts	\$42,879
Cooperative Bank Account	\$1
Funds for Committees/Shared Arrangements	\$44,152
Repayable to the Department	\$1,339,471
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$1,840,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$1,600,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$7,801,675

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.