

# 2020 Annual Report to The School Community



School Name: Yarra Hills Secondary College (8815)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 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 30 April 2021 at 09:28 AM by Darren Trippett (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 18 May 2021 at 09:50 AM by Kelly Cooper (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

Yarra Hills Secondary College is a multi-campus college of around 850 students in the outer eastern suburbs of Melbourne, with campuses in Mooroolbark and Mt Evelyn. The Mt Evelyn Campus is an entrenched part of the Mt Evelyn community and services the areas from Mt Evelyn through the Yarra Valley and all the way to Warburton. The Mooroolbark Campus is situated amongst the suburbs of Mooroolbark, Lilydale, Croydon and Kilsyth, serving these and surrounding areas. Greater community interest in recent years has led to strong enrolments across the college at all year levels, with a large group of year 7 students across both campuses.

The two campuses are set up so as to provide dedicated educational precincts, with the Mt Evelyn Campus housing a Year 7 – Year 10 Junior precinct. The Mooroolbark Campus has both Junior (Year 7 – Year 10) and Senior (Years 11 & 12) precincts on the one site, with each housed in separate areas and buildings. Students from the Mount Evelyn Campus then progress to the Mooroolbark Campus to undertake their senior studies, with transport available to do so.

#### VISION

“Yarra Hills Secondary College’s vision is to be the school of choice for the local community, providing the highest quality educational outcomes, extension and enrichment to all students in a supportive and inclusive environment”

#### MISSION

“Our mission is to provide opportunities, experiences and pathways that enable all students to reach their full potential while reinforcing the importance of our College Values. Yarra Hills’ students should graduate from the school with a sense of pride, confidence and curiosity about the world around them, be respectful in their relationships, accepting of all others and aspire to be lifelong learners and positive contributors to society”

#### VALUES

Yarra Hills Secondary College has the following core values:

**RESPECT, ENDEAVOUR, ACHIEVEMENT & PRIDE**

All students and staff should display and promote these values in their actions and interactions within and beyond the school community.

#### PROVISION

At Years 11 and 12, Yarra Hills has multiple pathways available for its students, including VCE, VETiS, VCAL (SBAT) and Head Start.

Yarra Hills is also widely recognised for its co-curricular programs, with students able to participate in a number of passion areas, such as the College Production, Yarra Hills Community Art Show, Instrumental Music Program, Sports and Outdoor Ed and Camps. These programs create opportunities for all students and allow them to develop all of their talents, both within and outside of the core curriculum.

### Framework for Improving Student Outcomes (FISO)

Yarra Hills Secondary College went into 2020 with the following key goal as a focus.

Improve the learning growth of every student:

- Key Improvement Strategy 1 (FISO 'Curriculum planning and assessment') Revise, improve and embed the WHATIF common model of explicit instruction in each classroom and learning area.

#### ACTIONS

- Develop a whole school approach to differentiation including specific responsibilities of staff
- Revise and strengthen the ideas for the student in each WHATIF stage in terms of student agency

- Key Improvement Strategy 2 (FISO 'Building practice excellence') Build school and teacher capacity to plan curriculum and assess to inform differentiated teaching practice

#### ACTIONS

- Develop a whole school approach to documenting and delivering curriculum that accurately assesses and supports or extends students at all levels
- Strengthen and embed the whole-school instructional model
- Embed whole school Literacy Implementation Plan

While these remained a priority for the school, the onset of COVID and remote learning saw the School Improvement Team re-evaluate the priorities and put in place measures of support, guidance and intervention to promote positive student outcomes. Extensive Professional Learning was created and delivered, as well as development of effective online delivery platforms to support all students and staff during remote learning.

### Achievement

Yarra Hills SC responded proactively very early in the year in 2020, as the prospect of a pandemic and the implementation of remote learning became more likely. Key staff started the process of identifying appropriate online platforms for instructional and curriculum delivery early in Term One. YHSC identified MS Teams as being the best option for our school and students, combined with our already functional and extensive Moodle (online learning environment and resources environment) and Compass platform. By the end of February all students had been placed in class specific MS 'Teams', and all staff had administrative and presenter rights to their own teams. As the DET narrative and messaging moved closer to a possible 'remote and flexible' learning environment, YHSC had already started the process of students enrolling in and accessing their remote learning MS 'team', while still onsite in their classes with their teacher and classmates. At this time staff and students were able to 'iron out' any access or presentation issues while in the same room. When the term was suddenly and unexpectedly concluded early and all schools were provided with curriculum days to start to develop platforms, YHSC staff were able to instead use this time to develop rich and comprehensive resources.

The actual implementation of YHSC's remote and flexible learning at the start of Term Two was then supplemented during the extended off-site period with further development of our WHATIF Common Instructional Model to incorporate remote learning practices.

Students and parents responded well to the remote learning environment and structures, providing positive feedback and actively engaging with the platforms.

As a result of this, Yarra Hills was lauded by the North East Victoria Region DET for the successful implementation and development of our platform and processes in regional forums and DET professional learning sessions.

Other key initiatives that supported the successful delivery of remote learning and facilitated positive student outcomes included:

- MYLNS team accessing students individually online for support and guiding work through extensive use of data.
- PSD students were provided online support in their MS team classes, as well as through individual 'channels' set up within the classes to allow private communication between student and support staff. Their progress was positive and supported the effectiveness of the measures in place.
- consistent classroom times, expectations and management guidelines (please see 'Engagement' for further details)

With NAPLAN cancelled, we were unable to identify progress against NAPLAN targets for 2020.

The VCE target of improving the mean study score was not met in 2020. Also, while study scores in English, EAL and English Lit <20 were decreased (an improvement) the target of <15% was not met.

On a final note, there were huge gains in staff capacity due to their willingness to engage in extensive professional learning throughout the year. Our Directors of Teaching and Learning developed a targeted and specific professional learning schedule that addressed the challenges, concerns and needs of staff and students. A key focus of this was to broaden staff understanding of assessment, including both formative and summative, to better support the identification of students' point of need and learning gains.

Future directions include the utilisation of the remote platforms in 2021 for aspects of regular classes and for student/teacher communication. A selection of electives have been developed for 2021 implementation which include aspects of remote learning, as well as inter-campus collaboration between students and staff.

The additional devices accessed and provided to students during remote learning have been left in their possession, increasing the ability of staff and students to access the significant online curriculum and resources now created on the school's platforms.

### Engagement

As indicated in the 'Achievement' summary, Yarra Hills' selection of remote learning platform, as well as the pre-testing of this prior to the actual introduction of remote and flexible learning, led to a high level of student and parent engagement.

A key implementation strategy for this included an online MS Teams 'live' event, held immediately prior to the onset of

remote learning, where over 700 students and families joined in an online presentation session, including examples of the types of curriculum delivery that might be included in subsequent lessons. This session also had live Q & A, with school leaders moderating and responding to questions in real time through the chat bar, as the presentation continued.

Yarra Hills decided to utilise a synchronous delivery model, running all regular classes at their regularly scheduled times, according to the normal timetable for students and staff. This model was chosen with the view that consistency and certainty was paramount for our students and families. Feedback from parents, both initially and as the remote learning experience continued, was positive in that they felt that knowing exactly what their child was supposed to be doing and where (in which lesson) they were supposed to be, took away the chance of students frittering away general 'study' time at home.

As the remote learning experience progressed, regular updates were provided for parents and amendments were made to the model to address challenges and concerns. Among the further developments that took place were:

- Design of the 'Remote' 4R student management model. This was a version of the usual 4R process, used in classes prior to remote learning, but tailored specifically to address the challenges and circumstances of remote learning. For example - What does a removal from class look like when students are online? What about suspensions?
- Sophisticated tracking and follow up of attendance was incorporated into the remote learning model. This included parents still getting Compass updates for student absences from class, and as this developed also included tracking students who logged into remote lessons but didn't engage online (ie logged in for roll call, but not contributing to, or visible in, class). With the implementation and use of these strategies, student attendance data showed very positive results, with higher general attendance than was often the case on site.
- Student voice and agency was encouraged and significantly enhanced through a variety of online forums and events throughout the year, facilitated by the new 'Student Engagement' Learning Specialist at the school.
- There was a significant positive increase in parent engagement with the college, as well as with their own children's learning. Part of this was brought about through the parent being at home while the learning took place, but also through many of the parents discretely following (or joining in on) a number of lessons along with their child. Some of the positive feedback received included examples of parents regaining their own passion for certain subjects after having joined a lesson online!
- Increased opportunities for staff collaboration through the remote environment, including cross-campus collaboration, facilitated increased use, trial and modelling of best practice collaboration by staff.
- An increased engagement with community was supported by the development of online tours, transition sessions, open nights and virtual tours.

Future directions will see:

- the continuation of multiple means for community engagement utilising remote means such as virtual tours and online information sessions.
- remote collaboration opportunities for staff with meetings and professional learning available online when suitable.

## Wellbeing

Health and wellbeing supports for students, families and staff were prioritised during the challenging times of 2020. At the beginning of remote learning, the school bus and driver were used to take care and food packages to some of our most needy families.

In-lesson wellbeing activities were implemented and incorporated, including 'brain breaks' and 'check-ins' .

Targetted support was available using the online platforms and the wellbeing staff regularly conducted online counselling and support activities with students and families.

Regular parent and student surveys were conducted during remote learning, with results and feedback leading to the scheduled implementation of 'alternate days' into the teaching and learning program over each term. The 'alternate day' was a day scheduled into the timetable, approximately once every month, where no regular classes were held and students/families were able to use this tiem to 'catch up' or to spend 'family time'. The day chosen was rotated (ie Monday, then Tuesday, than Wednesday....) to ensure that over the extended duration the same class/lessons were not missed on consecutive alternate days. This initiative was overwhelmingly endorsed and supported by the community as the remote learning experience became extended, and staff, students and families needed some brief respite. Feedback from the community reinforced the success of these measures in supporting health and wellbeing of all involved.

Online lunchtime activities were also created for students and staff to participate in, enhancing connectedness. Staff

had access to online social events, quizzes, trivia and also phone calls to support their own health and wellbeing.

Future directions include:

- lunchtime activities, face-to-face
- continued check-ins, with the possibility of online meetings for parents, students or staff where being onsite is not suitable or convenient.

### **Financial performance and position**

2020, the year of COVID-19 was a very unusual year for everyone and schools were impacted financially as with other organisations. The collection of school levies was affected but the expenditure was as well, which somewhat balanced out.

All funds received from the Department of Education and Training, or raised by Yarra Hills Secondary College, 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.

Yarra Hills Secondary College has recorded an operating surplus but is showing a deficit in the SRP (the credit side) but this was a conscious decision made and approved by School Council to support the ongoing programs, such as Literacy and Numeracy, along with our EAL and Wellbeing programs, which are of the highest priority within the College. The College will continue to monitor the financial commitments to ensure it remains in a strong financial position.

Budgeting guidelines were once again, strictly adhered to across the College, whilst still maintaining all needs being met within KLA areas and other programs in the school.

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

**[www.yarrahills.vic.edu.au](http://www.yarrahills.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 858 students were enrolled at this school in 2020, 385 female and 473 male.

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

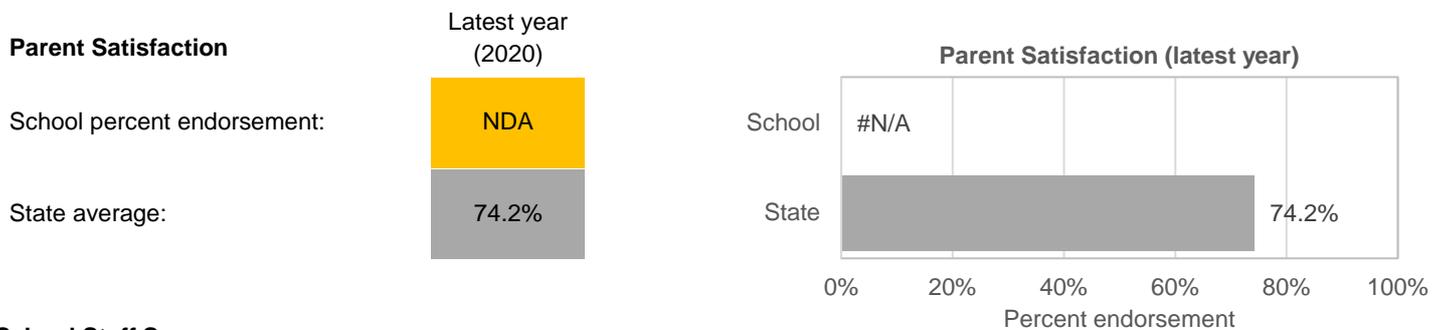
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

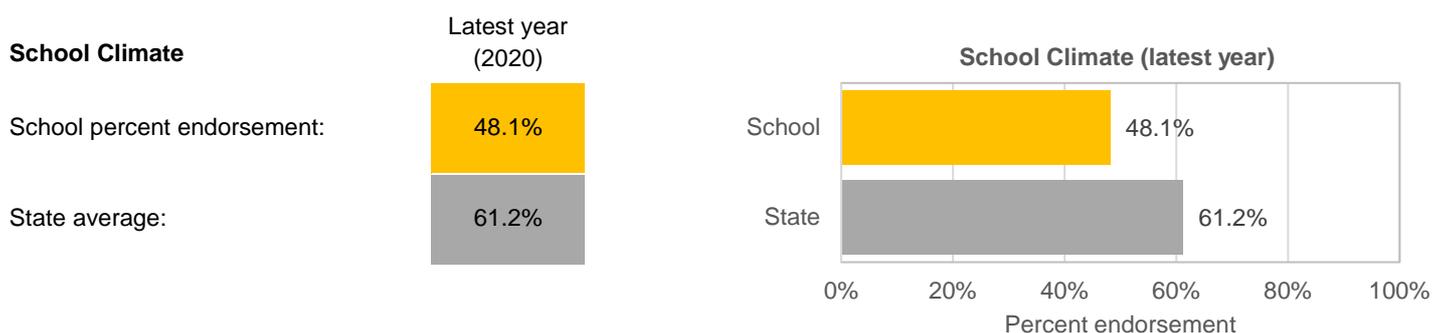


### School Staff Survey

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:

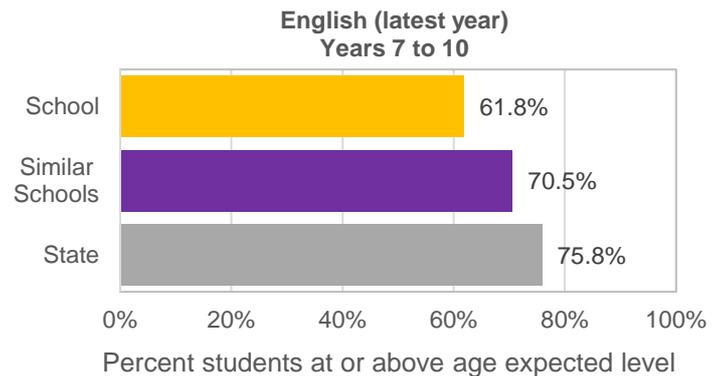
61.8%

Similar Schools average:

70.5%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

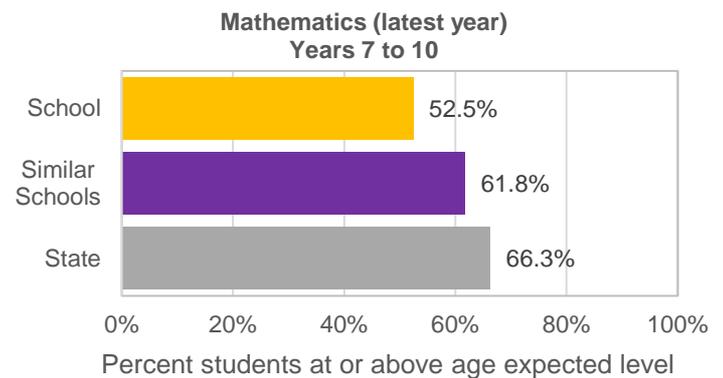
52.5%

Similar Schools average:

61.8%

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.

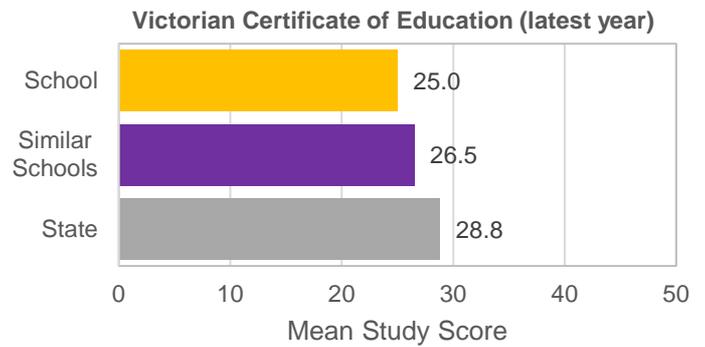
## ACHIEVEMENT (continued)

### 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	25.0	24.9
Similar Schools average:	26.5	26.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

34%

VET units of competence satisfactorily completed in 2020:

65%

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

98%

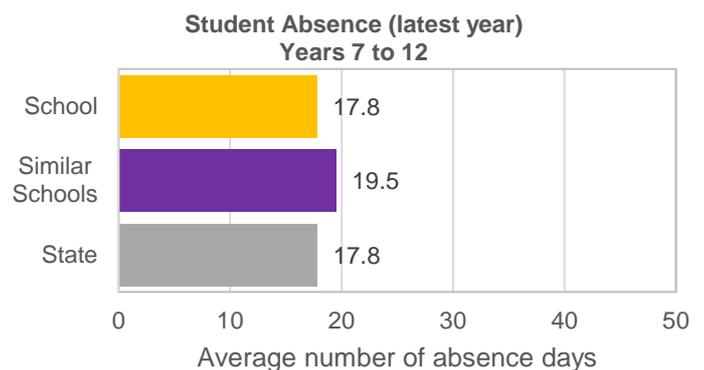
## ENGAGEMENT

**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:	17.8	22.7
Similar Schools average:	19.5	21.5
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

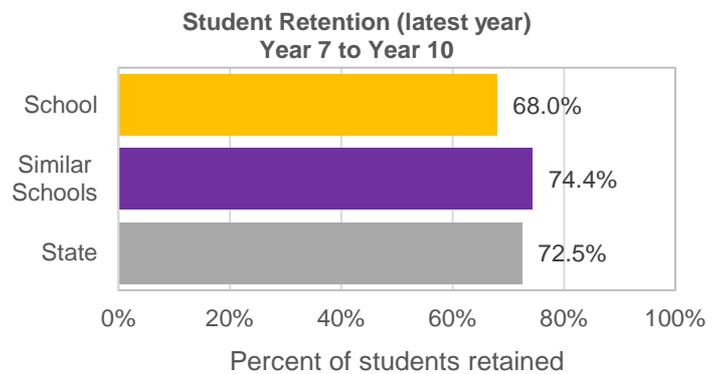
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	91%	89%	87%	92%	95%

**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:	68.0%	71.7%
Similar Schools average:	74.4%	74.4%
State average:	72.5%	72.9%



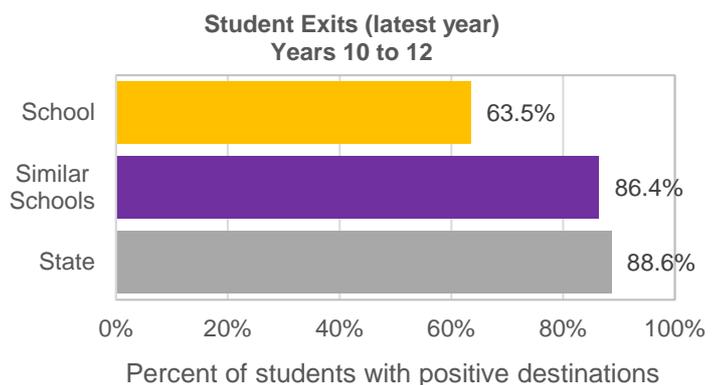
**Students exiting to further studies or full-time employment**

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:	63.5%	79.4%
Similar Schools average:	86.4%	87.5%
State average:	88.6%	89.1%



## WELLBEING

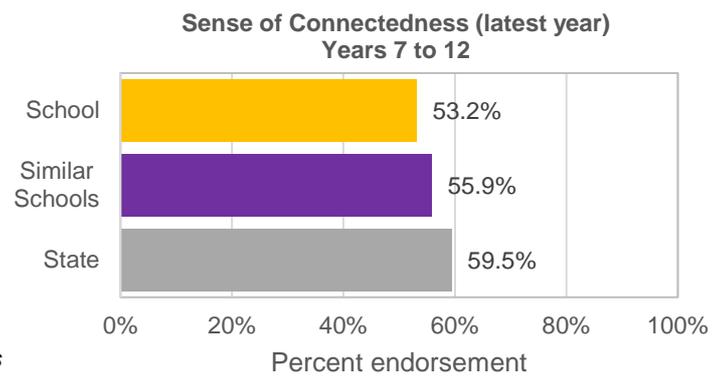
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	53.2%	49.1%
Similar Schools average:	55.9%	50.5%
State average:	59.5%	55.3%



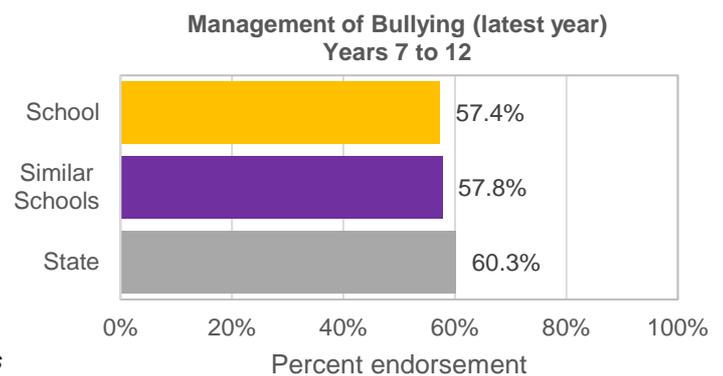
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	57.4%	54.8%
Similar Schools average:	57.8%	54.5%
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	\$9,851,077
Government Provided DET Grants	\$1,381,758
Government Grants Commonwealth	NDA
Government Grants State	\$14,775
Revenue Other	\$24,935
Locally Raised Funds	\$239,906
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$11,512,451</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$717,690
Equity (Catch Up)	\$65,219
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$782,909</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,484,560
Adjustments	NDA
Books & Publications	\$8,743
Camps/Excursions/Activities	\$108,418
Communication Costs	\$66,276
Consumables	\$205,550
Miscellaneous Expense <sup>3</sup>	\$311,917
Professional Development	\$26,772
Equipment/Maintenance/Hire	\$249,143
Property Services	\$122,615
Salaries & Allowances <sup>4</sup>	\$288,169
Support Services	\$198,498
Trading & Fundraising	\$15,632
Motor Vehicle Expenses	\$12,117
Travel & Subsistence	NDA
Utilities	\$112,237
<b>Total Operating Expenditure</b>	<b>\$12,210,409</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$34,808</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,504,743
Official Account	\$82,843
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,587,586</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$270,032
Other Recurrent Expenditure	\$506
Provision Accounts	NDA
Funds Received in Advance	\$132,990
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$600,000
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$125,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,428,527</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*