

2022 Annual Report to the School Community

School Name: Lilydale Heights College (7219)



- 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 20 March 2023 at 09:27 AM by Shane Kruger (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 13 April 2023 at 04:08 PM by Paul Koenig (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

Lilydale Heights College is a fully inclusive learning community that enables students to become successful lifelong learners and confident global citizens.

This core purpose is underpinned by three core values:

- Excellence: Challenging yourself to achieve your best
- Respect: Holding yourself, others and our environment in high regard
- Responsibility: Being accountable for all your actions

Located in the outer eastern suburbs of Melbourne, Lilydale Heights College is set on lush grounds and has a current population of approximately 820 students. The College has 3 Principal Class, 3 Learning Specialists, 7 Leading Teachers, 67 Classroom Teachers, 5 Tutors and 40 Education Support Staff. Lilydale Heights College attracts students from over 32 different feeder primary schools. The College's Master Plan has seen the construction of a Sustainability Hub, Town Square, Sports Stadium, a new classroom wing and Technology wing. Construction of our new wing comprising of science laboratories, general purpose classrooms, kitchens and cafe is due for completion in 2023.

Our College community shares a moral purpose which is focused on improving learning and wellbeing outcomes for all students. During our period of change and growth, we have fostered a positive community climate with strong relational trust and established a calm and orderly learning environment. We have a collaboratively developed curriculum, an agreed instructional model and a Whole School Approach to literacy, numeracy and sustainability. Our work to empower students, families and the wider community to develop understanding and appreciation of Aboriginal and Torres Strait Islander perspectives, history and culture has been referred to as 'system leading'.

Lilydale Heights College supports students to take an active role within the college through a range of structured leadership and learning opportunities.

The College prioritises Literacy and Numeracy across all year levels and has an established student wellbeing program (SELF) which encompasses personal learning goals and career action plans for all students at all levels. Lilydale Heights College provides students with access to VCE, VCE Vocational Major and VET studies at the senior level while junior students access a wide range of subjects including Arts, Media, Digital Coding, Technology and Performing Arts.

We aim to give every student in our care the very best possible education in order to prepare them for life beyond school. We foster a learning environment that strives for excellence, purposefully keeping pace with our exciting and challenging world by connecting students with learning programs that are rich and varied. At Lilydale Heights College we teach more than subjects. We understand the need to prepare our students to meet an ever-changing future. We educate for life by knowing students' strengths and building their capacity in order to inspire lifelong learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Lilydale Heights College continued its commitment to improving excellence in teaching and learning. The College continued to embed its agreed instructional model with a defined learning sequence. This was supported by ongoing professional learning, Professional Learning Communities (PLC's) and Action Learning Tasks (ALTs) that encouraged capability building of evidence based high impact teaching strategies. These actions were enhanced by Learning Specialists and Faculty Coordinators and have enabled consistency and enhanced teaching and learning.

Lilydale Heights College further enhanced our collaborative focus on curriculum planning during the year. Staff collaboratively planned, assessed student progress and used a range of instructional strategies and practices to deliver the agreed curriculum within learning areas. This was supported by the documented and agreed scope and sequences and unit plans, which were all co-constructed and accessible on shared digital platforms. There was a continued focus on assessment, conducting local standardised testing and school developed common assessment tasks. A whole school assessment schedule was developed and shared with the College community. Improving our use of evidence and data to enable point of need teaching and to ensure that rigour will be a priority area of focus as we aim to maximise the learning growth of every student.

In 2022, there was a continued focus on the documented whole school Literacy and Numeracy plans. Staff engaged in ongoing professional learning at a network and school level, including engaging with an external literacy expert. The College continued to build teacher skills and expertise in writing instruction. These actions enabled staff to strengthen their collaborative approach and consistency of what was taught within and across teaching teams. This has been reflected in the positive increase in teacher

judgments for English 7-10 and Mathematics 7-10 from the previous year. There was also an increase in NAPLAN Year 7 Reading, with the number of students in the top three bands ahead of both the similar schools average and the state average. Year 9 NAPLAN Numeracy also increased with students achieving above similar schools in the top three bands. In 2022, 100% of students successfully completed their VCE and the College's mean study score increased.

Wellbeing

Staff at Lilydale Heights College have a shared responsibility for the engagement, wellbeing and connectedness of students. The school structure and learning team around the learner approach, has enabled students to be known. Students, staff and families highlighted that they valued the additional focus on wellbeing, which was evident during remote and flexible learning and the transition back to face-to-face teaching and learning in 2022. These collective actions in 2022 resulted in a calm school climate in a time of change and uncertainty. The College has emphasised its focus on a calm and orderly learning environment through its Whole School Approach.

With a return to face-to-face teaching and learning for 2022, the College placed emphasis on supporting the wellbeing of students by securing the Berry Street Educational Model (BSEM) professional learning for staff. Staff engaged in the first two days of the professional learning, with the additional two days planned for 2023. Staff have implemented key strategies from the BSEM within their practice to support students, including, but not limited to, 'Connect before correct' and 'Brainbreaks'. An Occupational Therapist was employed as part of the Wellbeing Team and toward the end of 2022, an additional Student Wellbeing Coordinator and Counsellor were employed for 2023. We have continued to focus on the Student Engagement in Learning for the Future Program (SELF), supporting the learning of the whole student and building their skills to become confident, global citizens. Some key features have included the implementation of Respectful Relationships and Career Action Plans.

Our students continue to have positive attitudes to school and learning. Through the Student Attitude to School Survey (AtSS), students at Lilydale Heights College report that 'Effective teaching practice for cognitive engagement' is higher than similar and network schools. Students' sense of connectedness as measured by the AtSS, continues to be positive and above similar schools. Students report that they have an advocate at school and that the College's response to bullying is above similar schools. Lilydale Heights College aims to be an inclusive school and this has been reflected in the students' responses to 'respect for diversity' where students have indicated that we are above both similar schools and network schools as measured by the AtSS. A highlight for the College is that students place Lilydale Heights College above similar schools, network schools and the state in 'High expectations for success' supporting the College's Strategic Plan Goal of developing an aspirational culture to maximise student outcomes.

Engagement

The College's focus on positive relationships to enhance connection and engagement has had a positive impact on the school culture. Students, staff and families have indicated that they felt connected as a school community and that they had pride in Lilydale Heights College. Attendance rates continue to be positive with fewer days absent per student than similar schools in 2022. Our four-year average of number of student absence days is less than similar schools and the state. The Attitudes to School Survey (AtSS) has indicated that students have a positive attitude towards school attendance.

In 2022 we redistributed our resources to ensure that we had a number of strategies in place to monitor and support student attendance. We introduced the Compass SMS service to notify families of student absence on the day of the absence and freed up members of the Administration Team to contact families for repeated absences. This has allowed us to identify students quickly who are absent from school and then refer them to the relevant Learning Leader for support in reengaging with school. The Leader of Student Engagement and Wellbeing worked with Learning Leaders and the wider Wellbeing Team to identify students at risk and then provided relevant interventions, programs and support.

Our focus on a positive transition into secondary school for our Year 7 students has been reflected in the AtSS which placed us above similar schools. Student retention rates at Lilydale Heights College are extremely positive with the percentage of Year 7 students who remain at school through to Year 10 being higher than both similar schools and the state.

Student Voice and Agency has continued to be an area of focus within the College. Lilydale Heights College has supported students to take an active role within the College through a range of structured leadership and learning opportunities. We have a strong Student Interact Representative Council (SIRC) who implemented a range of initiatives in 2022. Voice of 8 continued in 2022 along with a broad Student Leadership Program that included College Captains, Vice Captains, Prefects, House Captains, Music Captains and Sustainability Captains. Student Voice and Agency, as measured by the AtSS, is in line with our network schools. Supporting students to make explicit connections with their learning goals, achievement, growth and pathways will be a future priority as we empower them to be aspirational and proactive learners.

Other highlights from the school year

The Victorian State Government has made significant financial commitment to capital works at the College. To date, this has exceeded 20 million dollars and has included the construction of a new stadium, Sustainability Hub, Town Square, general purpose classrooms (C Wing) and Technology wing (E Wing). In 2022, construction began on our new B Wing, which includes general purpose classrooms, kitchens, science laboratories and an indoor/outdoor cafe.

2022 saw the return of many extra-curricular activities that had not occurred in previous years due to remote and flexible learning. Sporting competitions, lunchtime clubs, music performances, drama performances, Duke of Edinburgh and camps are just some of the activities that became a highlight for students and staff throughout the year.

In the second half of the year, we completed our School Review which documented some of our school and community highlights from our previous Strategic Plan. This was an opportunity to reflect upon the previous four years and to plan the future direction for the College. The review panel identified that we had made some great gains in a range of areas over the last few years. In particular, the panel highlighted our enhanced focus on Literacy and Numeracy, our instructional model, our collaborative staff culture and our system leading approach to First Nations. They agreed that we have in place a calm and orderly learning environment that is supported by positive relationships.

The Panel were highly impressed by many areas of the school and shared this feedback with the staff. We are looking forward to taking the next steps in our journey of improvement with all of our community over the coming years.

Financial performance

Lilydale Heights College has built a positive financial position due to sound financial management and the efficient use of College resources by the Leadership Team. All funds received from the Department of Education were committed to improving the learning growth of all students and the operational needs of the College, consistent with Department policies.

During 2022, the trend in enrolments continued to increase, influencing the College's financial position.

In addition to locally raised funds, the College received funding from the Department of Education including the SRP, Equity Funding, Disability Inclusion Funding, MYLNS Funding and the Tutor Learning Initiative. This allowed us to have a continued emphasis on improving student outcomes through targeted initiatives to support students in both learning and wellbeing, particularly after two years of remote and flexible learning. Some of these initiatives included Literacy and Numeracy support programs, Quicksmart Literacy, targeted intervention programs, increased workforce (Inclusion, Tutors, Wellbeing) and professional learning for staff to build their capacity to support students.

Funds held in advance for 2023 will enable us to continue to invest in the facilities and resources at the College to support all students during this period of growth.

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

<https://www.lilydaleheights.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 774 students were enrolled at this school in 2022, 388 female and 386 male.

2 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).

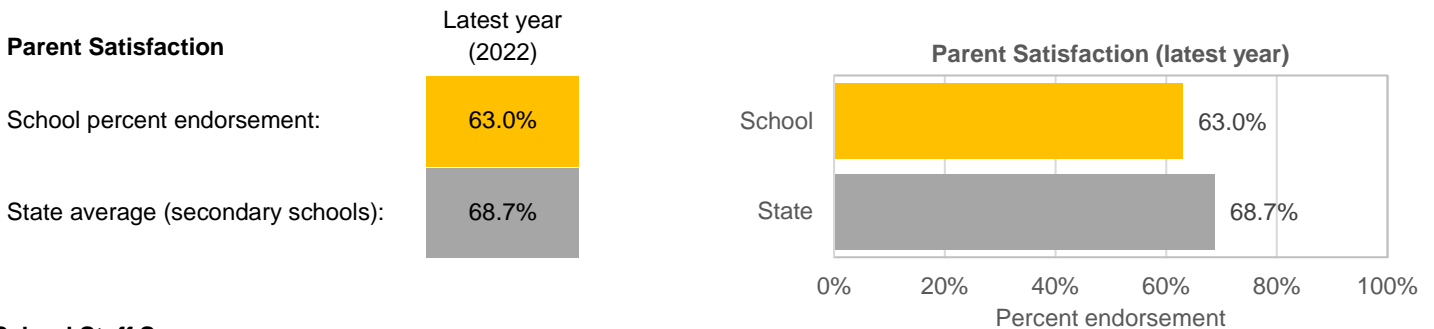
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

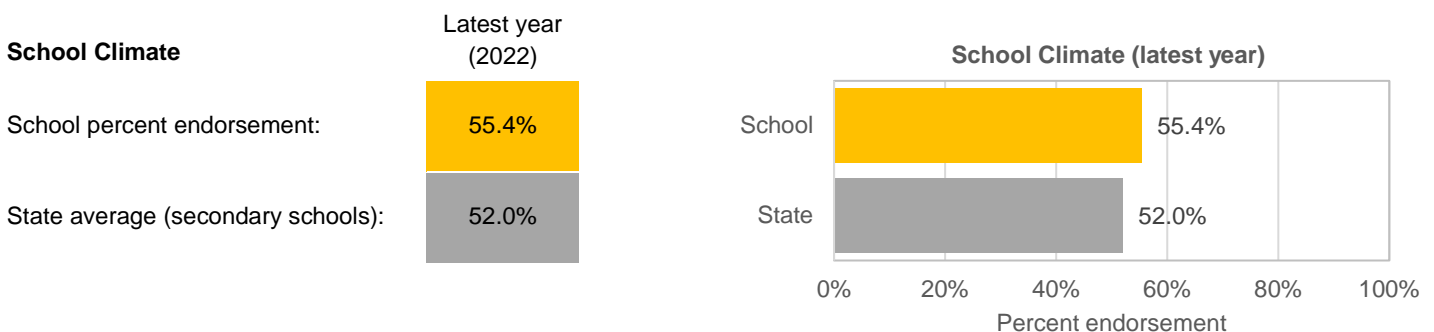


School Staff Survey

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.



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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

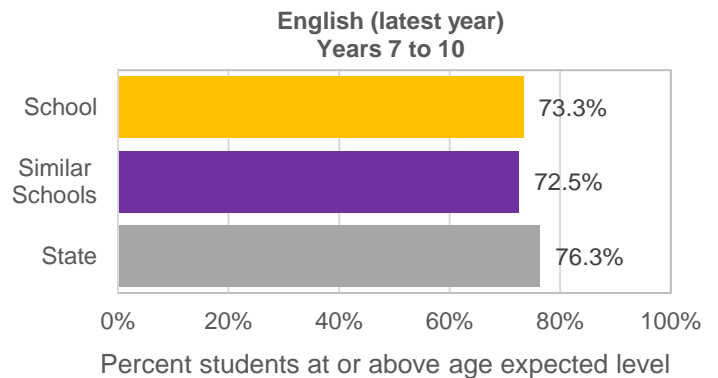
73.3%

Similar Schools average:

72.5%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

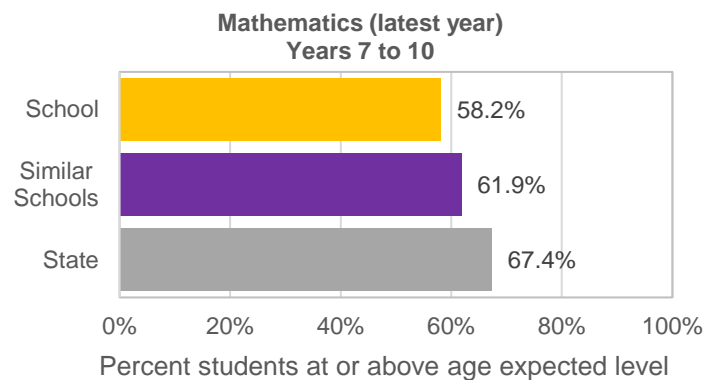
58.2%

Similar Schools average:

61.9%

State average:

67.4%



LEARNING (continued)

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

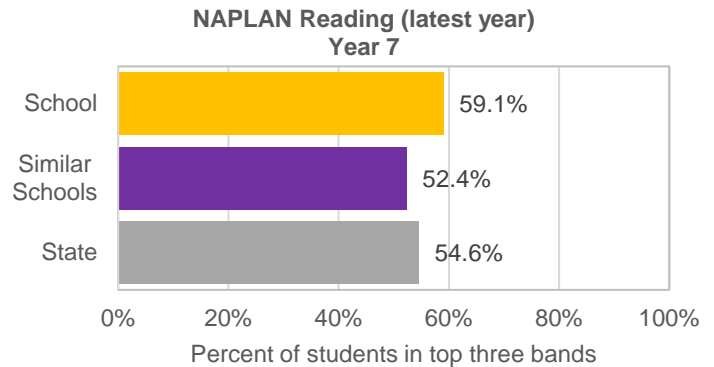
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

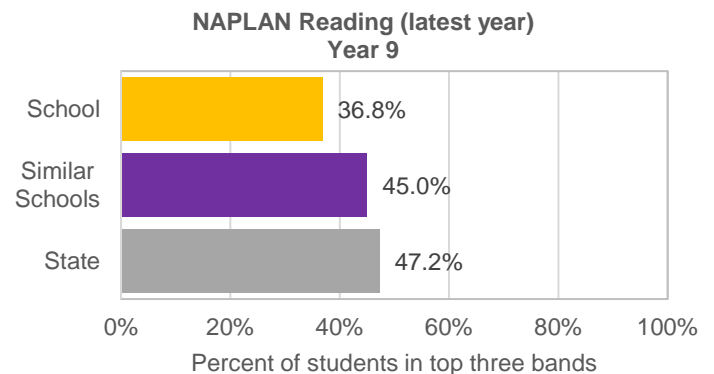
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.1%	55.7%
Similar Schools average:	52.4%	53.3%
State average:	54.6%	55.3%



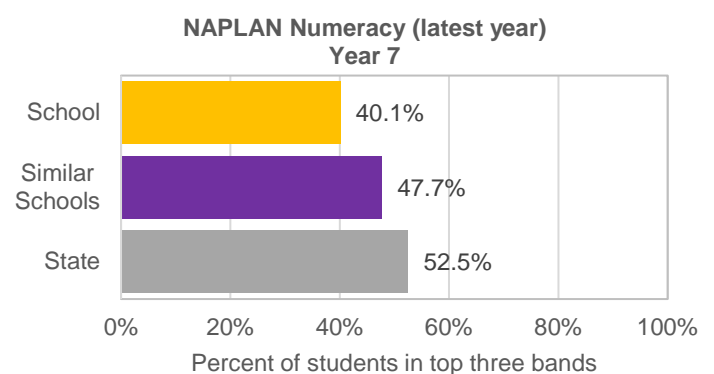
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.8%	40.5%
Similar Schools average:	45.0%	42.6%
State average:	47.2%	46.0%



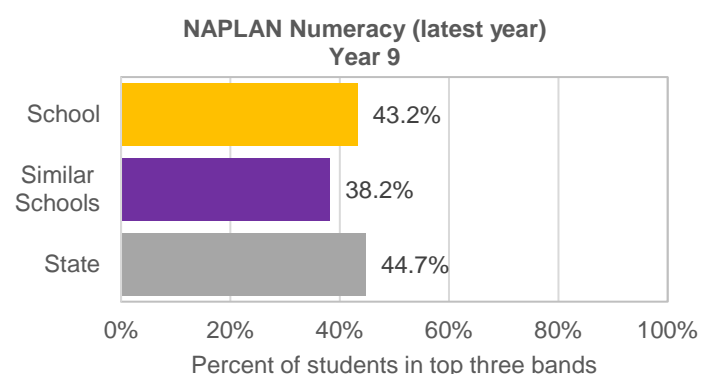
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.1%	49.4%
Similar Schools average:	47.7%	50.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.2%	38.2%
Similar Schools average:	38.2%	39.2%
State average:	44.7%	45.6%



LEARNING (continued)

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

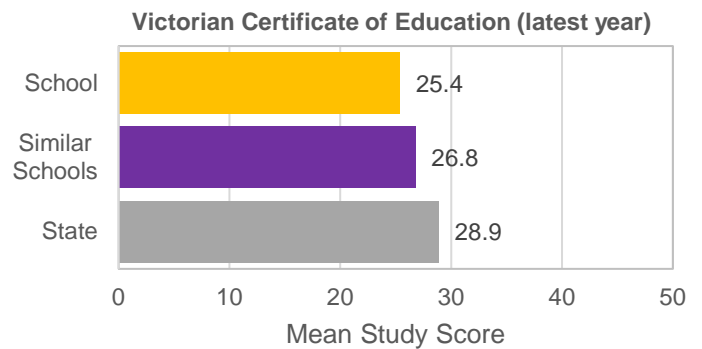
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	25.4	24.5
Similar Schools average:	26.8	26.8
State average:	28.9	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:

57%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

88%

WELLBEING

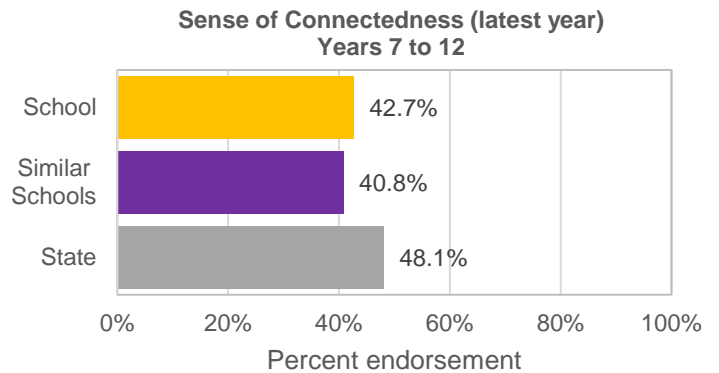
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	42.7%	47.2%
Similar Schools average:	40.8%	46.2%
State average:	48.1%	52.5%

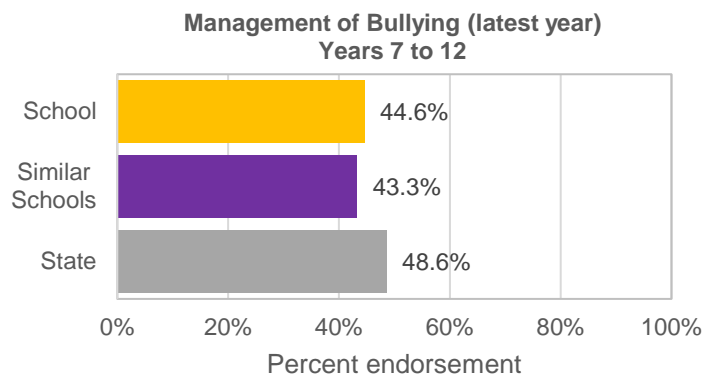


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	44.6%	49.7%
Similar Schools average:	43.3%	49.5%
State average:	48.6%	54.0%



ENGAGEMENT

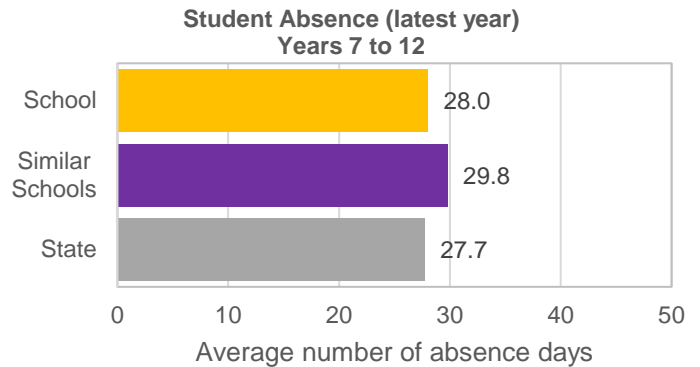
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	28.0	18.8
Similar Schools average:	29.8	23.8
State average:	27.7	21.8



Attendance Rate (latest year)

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

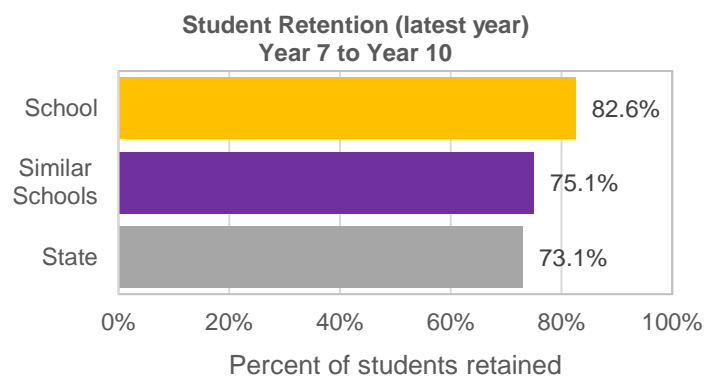
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	84%	83%	88%	87%	91%

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:	82.6%	74.4%
Similar Schools average:	75.1%	74.9%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

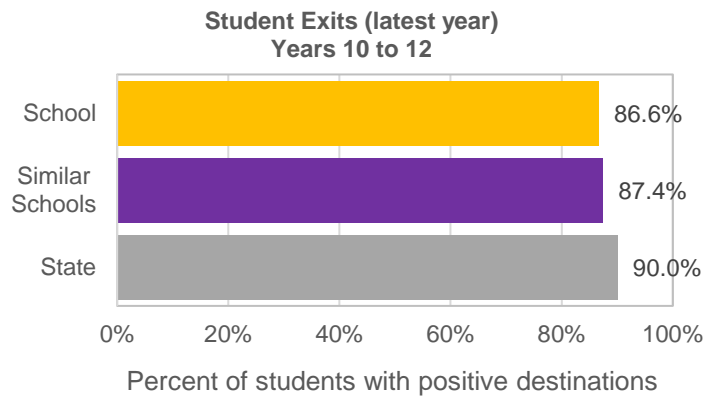
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	86.6%	86.9%
Similar Schools average:	87.4%	87.2%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$9,554,027
Government Provided DET Grants	\$1,542,254
Government Grants Commonwealth	\$547
Government Grants State	\$3,109
Revenue Other	\$60,574
Locally Raised Funds	\$669,399
Capital Grants	\$0
Total Operating Revenue	\$11,829,910

Equity ¹	Actual
Equity (Social Disadvantage)	\$205,487
Equity (Catch Up)	\$49,240
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$254,728

Expenditure	Actual
Student Resource Package ²	\$8,580,776
Adjustments	\$0
Books & Publications	\$7,350
Camps/Excursions/Activities	\$258,477
Communication Costs	\$19,272
Consumables	\$142,925
Miscellaneous Expense ³	\$84,714
Professional Development	\$28,509
Equipment/Maintenance/Hire	\$128,622
Property Services	\$261,129
Salaries & Allowances ⁴	\$234,994
Support Services	\$126,316
Trading & Fundraising	\$49,293
Motor Vehicle Expenses	(\$4,913)
Travel & Subsistence	\$245
Utilities	\$130,901
Total Operating Expenditure	\$10,048,611
Net Operating Surplus/-Deficit	\$1,781,299
Asset Acquisitions	\$267,923

- (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	\$2,744,904
Official Account	\$59,224
Other Accounts	\$14,268
Total Funds Available	\$2,818,396

Financial Commitments	Actual
Operating Reserve	\$201,767
Other Recurrent Expenditure	\$0
Provision Accounts	\$17,243
Funds Received in Advance	\$105,825
School Based Programs	\$1,439,986
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$265,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$587,059
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$403,183
Total Financial Commitments	\$3,020,164

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.