

2022 Annual Report to the School Community

School Name: Mount Eliza Secondary College (8102)



- 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 03 April 2023 at 03:54 PM by Danielle Vaughan (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 03 April 2023 at 05:44 PM by Stephen Baker (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

At Mount Eliza Secondary College (MESCC) a collaborative and personalised approach supports students and staff as active learners. We work to empower students to be their best by questioning their experiences, expressing themselves with confidence and participating in local, national and global communities. We are committed to safety and wellbeing for all young people and this is the primary focus of our care and decision making. Our college values, 'Educated for excellence - Prepared for life' underpin all we do.

The College is an accredited International Baccalaureate school and runs the Middle Years Program in Year levels 7-9. There is a wide array of VCE subjects to choose from, electives in Year 10, VCE, some Distance Education options, VCAL and the new VCE Vocational Major. Located in the Shire of Mornington, Mount Eliza Secondary is a medium sized secondary college that provides for students from over 15 feeder primary schools, including a large number from the local Central Peninsula Network (CPN) The current school enrolment is 751 students enabling a guaranteed and viable curriculum, notwithstanding a rich array of extra curricular programs and activities, including in the areas of Music, Performing Arts and Sport.

The College has long been known for its caring and dedicated approach to its students, the calibre of young people who attend, and the support of its parent community. These factors remain as strengths of the College as does our desire for continuous improvement, and a commitment to remain as one of the highest performing government colleges in the Frankston and Mornington Peninsula areas.

The major focus for our work in recent years, and into the next Strategic Plan is around:

1. Maximise the achievement and learning growth of all students:

- Design and embed a curriculum and pedagogical approaches that explicitly develop Literacy and Numeracy skills, and that promote deep inquiry and authentic application of learning across all areas.
- Build all teachers' capability in using data to monitor students' learning growth, to address their points of learning, and to offer differentiated learning challenge.

2. Maximise the wellbeing and engagement of all students.

- Enhance students' agency through opportunities for real-world learning, improved feedback practices, and increased choice in their learning.
- Embed a whole-school approach, with tiered and responsive practices, that supports all students' wellbeing and engagement in school.

We continue to address an approach as a whole college to focus on accountability and consistency, and a genuine belief in meeting the needs of our students. Managing increasing enrolments continues to be a priority that we are happy to have. To manage and promote calm and a restorative learning environment growth in student numbers, we have employed additional staff to support the wellbeing and behaviour of our young people. This has included the recruitment of an Assistant Principal, increased Coordinator time and increased Mental health Practitioner time. We have also become partners with Adam Voigt's Real Schools.

At Mount Eliza Secondary College we believe that we have an obligation to our students. This informs our work on an ongoing basis and makes us confident that we can provide a learning environment of the highest quality. Mount Eliza SC strives to compete favourably with local private and government providers have therefore become, the school of choice in the local community. We believe we have high potential students, and commit to ensuring that value adding is a reality for every student in the college. We also believe that education should be truly contemporary, and are prepared to make the changes necessary to ensure this is a reality, and that students leave the college well equipped in terms of the General Capabilities, IB Learner Profiles, and their experiences in working in their community.

Progress towards strategic goals, student outcomes and student engagement

Learning

The use of the 5Es Instructional Model (Engage, Explore, Explain, Elaborate and Evaluate) is an everyday part of planning for all teachers. Teachers work collaboratively in teaching teams to develop units of work and lesson plans to provide consistency across classrooms in student learning and outcomes. Students have recently reported in student surveys that they value the work staff put into lesson plans as they use them to pre load learning, have a clear idea about learning expectations, and do not feel like they have missed out when absent from school. Our instructional model allows for differentiation and teaching and student reflection for improvement in learning and teaching practices.

MESC has utilised the Department's Framework for Improvement Student Outcomes (FISO) 2.0 in determining improvement priorities and initiatives - Assessment, Support and Resources, Engagement, Teaching and Learning and Leadership. The shift for schools to align Wellbeing and Learning in synchronicity is allowing staff, students and families to see the relationship between the two, a particularly important action considering the last few years.

All teaching staff have participated in Professional Learning Community practices. PLCs allow teachers to work in small teams to address a 'problem of practice' common to their own teaching or student behaviours or learning. This year we have had a school wide focus on Literacy, in line with our 2023 Literacy goals. Teachers work together for an hour a week to analyse all forms of data to develop greater understanding of relevant interventions and improved teaching practice.

We have engaged an Education Improvement Leader from the Department at the end of last year, to work with our English team, to audit and reflect on curriculum and teacher practice to improve student outcomes in teacher judgment, NAPLAN and VCE data. This work has led to a positive change in practice to focus on writing and vocabulary, revised curriculum and assessment practices.

Introduced this year is the VCE Vocational Major. This education pathway has been developed by the education department after an independent inquiry into the VCAL program. While we here at MESC had an exceptional and successful VCAL program, this was not always the case across the state. The VM, while maintaining its applied learning philosophy, is more aligned with VCE structures, study design and student outcome measures. We have implemented this at year 11 this year and it will continue into year 12 in 2024.

Wellbeing

The College's demographics reflects that of the local community, with minimal students from culturally diverse backgrounds and a large proportion with high socio-economic advantaged. That said, diversity does exist. We have students whom identify as LGBTQIA+, along with a variety of families with varying beliefs and values. With our values of HAPPY SMART PREPARED, we work closely with families, teachers and students to develop a context of respectful relationships with student wellbeing at the centre of our work. With the release of the DET FISO 2.0, the college has revised its processes pertaining to student management and wellbeing. Much of this work has been completed by newly appointed Assistant Principal Leadership. These processes will streamline processes, and give clarity to staff, students and families regarding decision making and who is responsible for the management of actions and interventions.

The refurbishment of our Wellbeing Centre, with development of improved counselling rooms and staff spaces to house the Wellbeing Team, including Year Level Coordinators, School Nurse and Mental Health Practitioner. This shift in structure allows for efficient oversight of students and their individual needs.

We entered into a partnership with a private Psychologist last year. The aim was for a Psychologist to be on site one day a week. We found that this did not gain the traction we hoped for, with students preferring to attend their private rooms in Frankston. While the model has not worked on site, the partnership has meant a number of our students feeling comfortable to attend Crossroads independently. This partnership is currently being reviewed to see if there is something we can do on site in the future.

Engagement

The Middle Years Literacy and Numeracy Support (MYLNs) program continues to support identified year 10 students to engage in all of their classes. Students are identified by DET using NAPLAN and teacher judgement data. MYLNs staff work closely with students, targeting any deficiencies in literacy and numeracy across all of their subjects. The introduction of the DET Disability and Inclusion Program has allowed the College to recruit a Disability and Inclusion Learning Specialist and Officer. These 2 staff members work with appropriate staff to identify students that require Individual Education Plans (IEP) and work with the student and their family to develop appropriate interventions and strategies. With the increase in students requiring this support, our Learning Specialist has a significant time allowance. This time is used to complete 'Profiling' meetings with DET representatives. These meetings are extremely complex and require the collation of data to inform the numerical and human resources available to support the individual needs of students. The Learning Specialist is also responsible for the professional development of staff in areas of learning interventions for the learning needs of students.

We have an Engagement Leading Teacher, which has been a new role introduced in 2022. This staff member develops programs and interventions across the college based on need identified through various forms of data. This year this has resulted in many presentations from community groups, the Police and Wellbeing agencies. It has also enabled students to have a voice and agency regarding issues and celebrations.

Our Hands on Learning program has increase to being 3 days a week, allowing another 8 students in years 7-9 to participate. We continue to build strong connections with Mount Eliza North Primary, Mount Eliza Primary and Kunyung Primary Schools. We have been present at assemblies, have initiated a buddy program with our year 10 students at MEPS, have supported Kunyung Primary with events like their cross country, and continue to have our Grade 5 Aspirant Leaders program. This year we will also be

initiating a STEAM (Science, Technology, Engineering, Arts, Mathematics) after school program for primary school children in the community. This will allow like minded young students to have access to secondary school equipment and labs, to build their understanding of and curiosity for STEAM.

This year we have had our inaugural Family and Friends group meet. We are very excited to see so many passionate friends and family members of our school community, volunteer their time to support projects in our school, as well as engaging with each other to build more connections between home and school.

As Principal, I am again a part of the Central Peninsula Network, supporting my colleagues to make sure our Network continue to be collegiate and supportive to ensure all of our schools are operating with best practice.

Other highlights from the school year

With many limitations and illness still present for much of 2022 and the introduction of the new VGSA, the college worked very hard to make sure as many extracurricular events as possible were run. College plays and productions were a highlight with many of our students from year 7-12 working collaboratively and making lifelong friendships during 'Matilda'. Students have continued to enjoy the year 7 transition camp and year 12 orientation camp at the Summit. These camps are instrumental in building community, friendships and relationships with staff as they move into their academic school year.

We continue to work on the buildings and grounds of the college. It is the hope that School Pride will be positively impacted by this. In the last 12 months we have continued our painting schedule of building in a more modern colour palette, installation of front fence to create a boundary and safe seating areas for students, new branding on uniforms and signage across the college. We have received a Government grant close to \$500,000 to renovate 2 of our main bathrooms and more recently, have confirmed designs for landscaping of the front entrance to allow further shaded seating and pathways into the school. There has been the installation of park exercise equipment on the oval and outdoor table tennis tables will come in term 2. A staff member has been instrumental in accessing smaller grants from Bendigo Bank and local government to restore our bush tucker garden and further develop our kitchen garden.

Financial performance

All funds received from the Department or raised by the school, have been expended or committed to subsequent years to support high achieving outcomes together with other operational needs of the school, consistent with Department policies, School Council approval and the intent/purpose for which funding was provided or raised. All funds received from the Department or raised by the school, have been expended or committed to subsequent years to support high achieving outcomes together with other operational needs of the school, consistent with Department policies, School Council approval and the intent/purpose for which funding was provided or raised. All funds received from the Department or raised by the school, have been expended or committed to subsequent years to support high achieving outcomes together with other operational needs of the school, consistent with Department policies, School Council approval and the intent/purpose for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
<https://mesc.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 702 students were enrolled at this school in 2022, 343 female and 359 male.

2 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

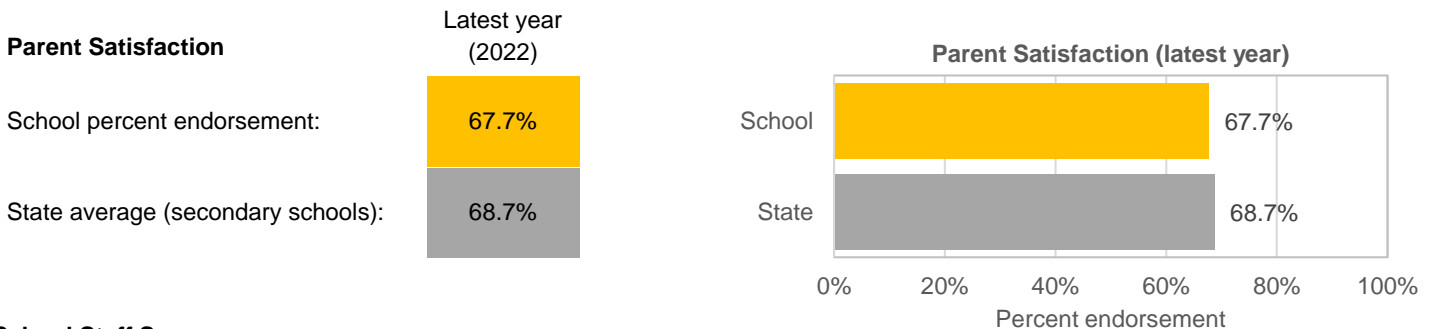
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

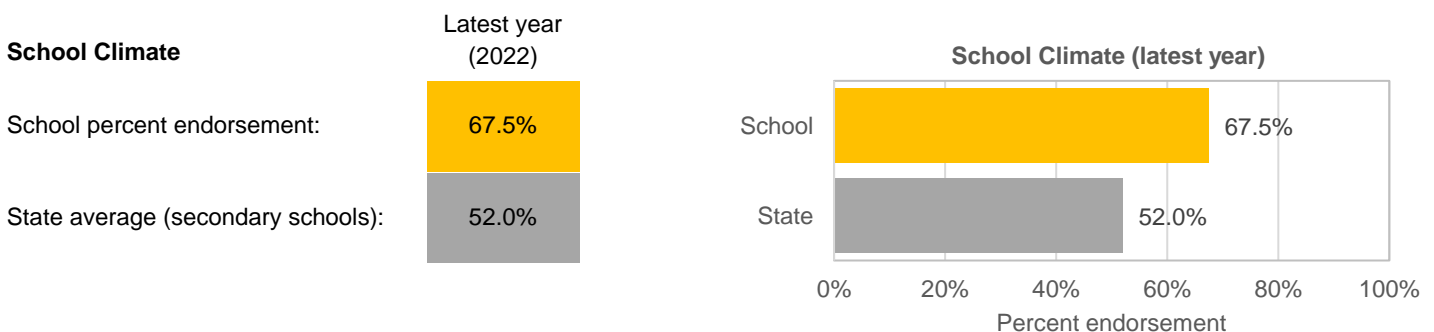


School Staff Survey

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:

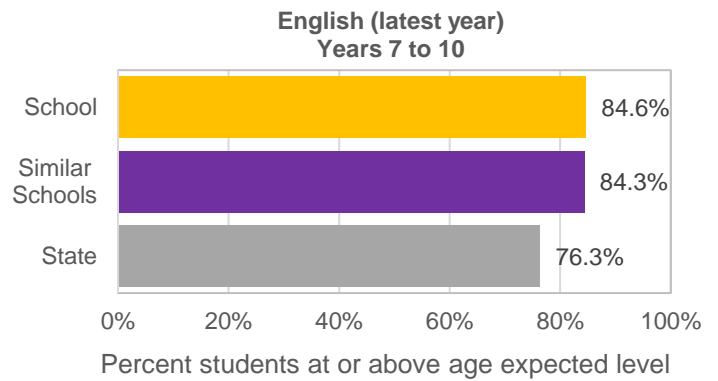
84.6%

Similar Schools average:

84.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

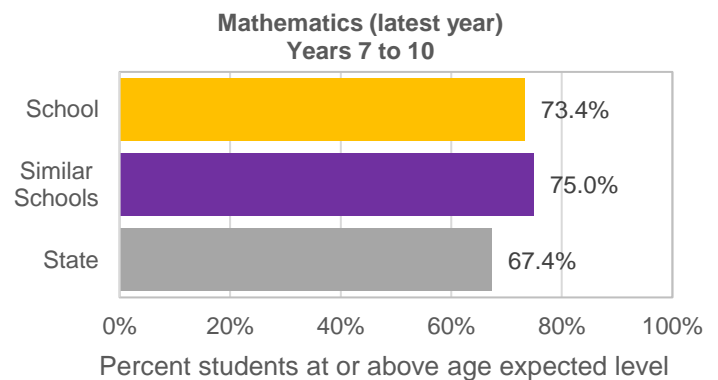
73.4%

Similar Schools average:

75.0%

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.

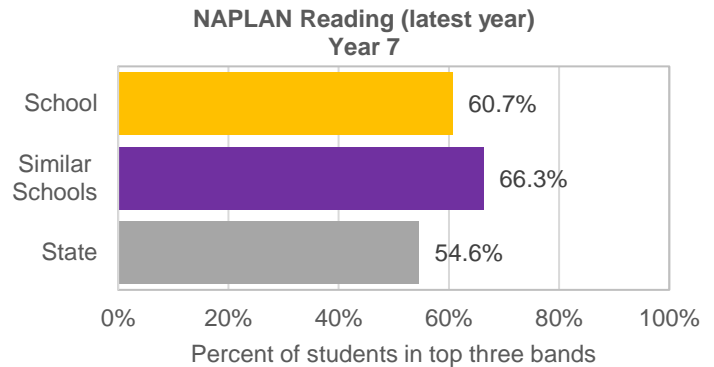
NAPLAN

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.

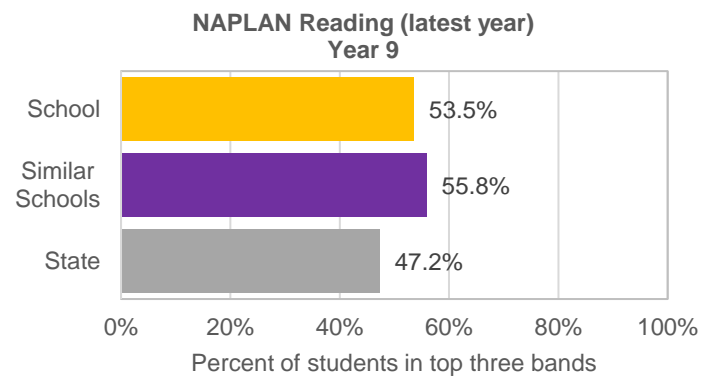
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.7%	61.6%
Similar Schools average:	66.3%	66.2%
State average:	54.6%	55.3%



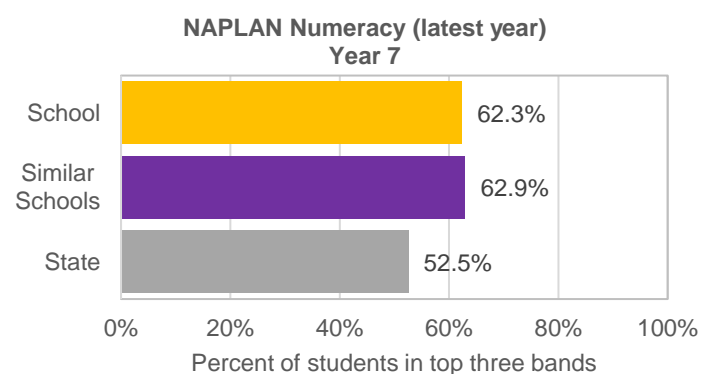
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.5%	57.0%
Similar Schools average:	55.8%	53.6%
State average:	47.2%	46.0%



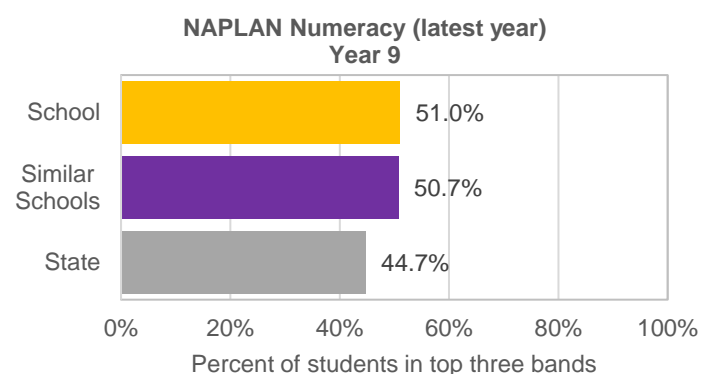
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.3%	62.7%
Similar Schools average:	62.9%	63.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.0%	57.6%
Similar Schools average:	50.7%	52.1%
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.*

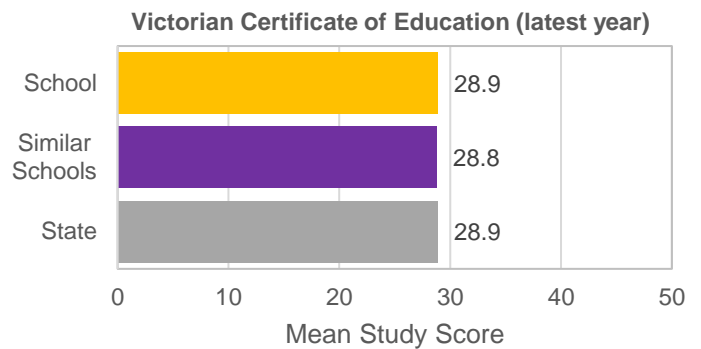
Victorian Certificate of Education (VCE)

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	28.9	29.5
Similar Schools average:	28.8	28.7
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:

26%

VET units of competence satisfactorily completed in 2022:

81%

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

96%

WELLBEING

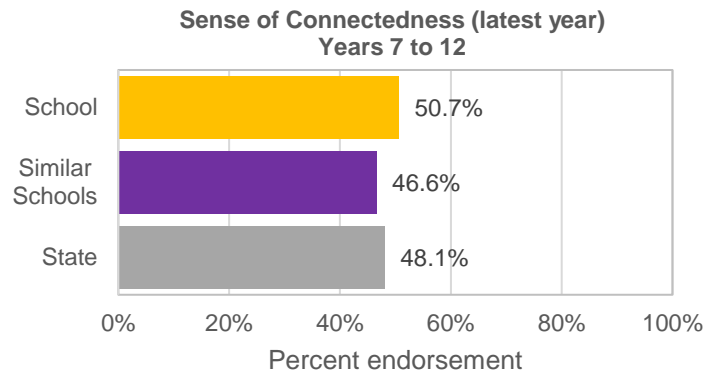
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	50.7%	50.9%
Similar Schools average:	46.6%	51.5%
State average:	48.1%	52.5%

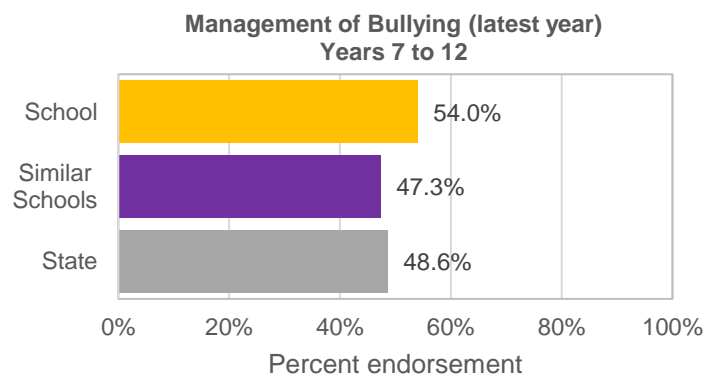


Student Attitudes to School – Management of Bullying

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:	54.0%	55.8%
Similar Schools average:	47.3%	53.5%
State average:	48.6%	54.0%



ENGAGEMENT

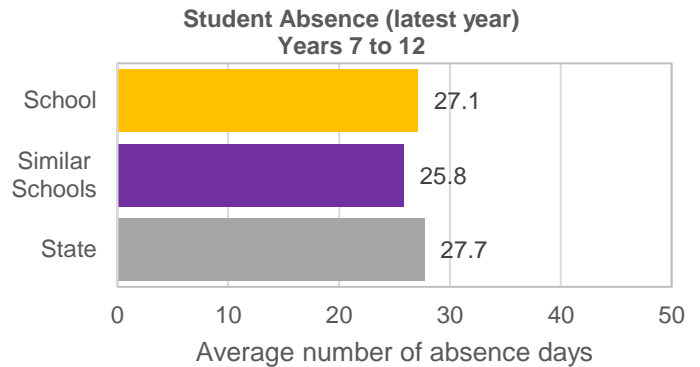
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	27.1	20.0
Similar Schools average:	25.8	19.9
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.

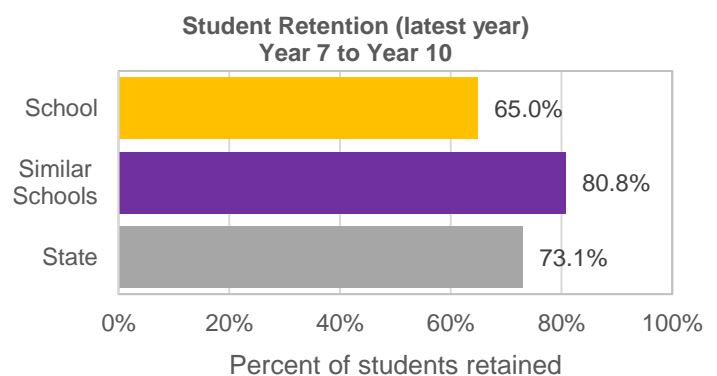
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	85%	86%	83%	91%	90%

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:	65.0%	71.6%
Similar Schools average:	80.8%	78.7%
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.

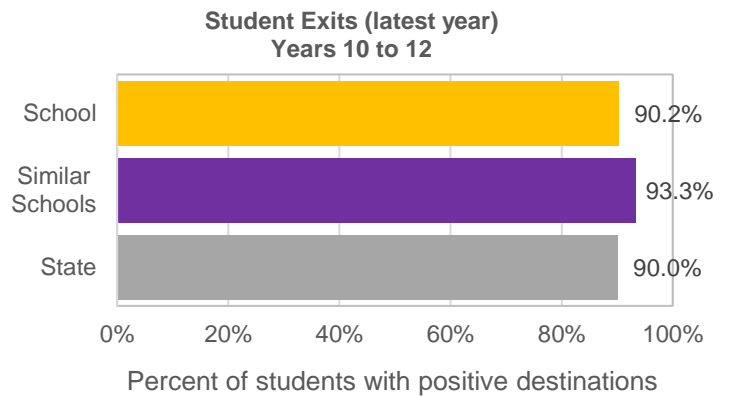
Students exiting to further studies or full-time employment

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:	90.2%	91.3%
Similar Schools average:	93.3%	93.5%
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	\$7,605,867
Government Provided DET Grants	\$775,699
Government Grants Commonwealth	\$1,980
Government Grants State	\$19,636
Revenue Other	\$139,930
Locally Raised Funds	\$854,804
Capital Grants	\$0
Total Operating Revenue	\$9,397,917

Equity ¹	Actual
Equity (Social Disadvantage)	\$41,736
Equity (Catch Up)	\$13,429
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$55,166

Expenditure	Actual
Student Resource Package ²	\$7,762,281
Adjustments	\$0
Books & Publications	\$27,951
Camps/Excursions/Activities	\$304,426
Communication Costs	\$16,598
Consumables	\$321,496
Miscellaneous Expense ³	\$55,192
Professional Development	\$65,113
Equipment/Maintenance/Hire	\$94,692
Property Services	\$536,807
Salaries & Allowances ⁴	\$351,335
Support Services	\$231,087
Trading & Fundraising	\$4,254
Motor Vehicle Expenses	\$6,823
Travel & Subsistence	\$2,700
Utilities	\$97,009
Total Operating Expenditure	\$9,877,764
Net Operating Surplus/-Deficit	(\$479,847)
Asset Acquisitions	\$77,076

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,206,395
Official Account	\$145,176
Other Accounts	\$0
Total Funds Available	\$1,351,572

Financial Commitments	Actual
Operating Reserve	\$265,025
Other Recurrent Expenditure	(\$4,163)
Provision Accounts	\$0
Funds Received in Advance	\$220,165
School Based Programs	\$71,409
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$161,979
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$714,415

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.