

2023 Annual Report to the School Community

School Name: Castlemaine Secondary College (8824)



Castlemaine
SECONDARY COLLEGE

- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 April 2024 at 10:23 AM by Justin Hird (Principal)

- This 2023 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 20 April 2024 at 08:02 AM by Daydd Kelly (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)
- Senior Secondary completions and mean study score

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Castlemaine Secondary College (CSC) is a year 7 to 12 School located in Castlemaine. Our 2023 enrollment figures were; 719 students, 76 teaching staff, two principal class staff and 32 education support staff. For our senior students we offered a wide array of VCE subjects and the Vocational Major and Vocational Education and Training (VET).

In 2023, through consultation with staff, students and families, we instated new values of Aspiration, Respect and Empathy. The college's vision, also developed in 2023, really defines our current educational narrative "At Castlemaine Secondary College we have high learning expectations of staff and students. We promote and support emotional and physical wellbeing, developing resilient community members."

Most students are located at the Blakeley Road campus where the school consists of five major buildings, comprising of the administration and library area and four learning precincts. All students are aligned to a precinct and placed in mentor groups according to their year level. CSC has a unique mentor system, whereby mentor teachers follow students from Year 7 until Year 12. This model allows positive and deep relationships to be built during a student's 6 year journey. The mentor teacher is used as the main connection point between home life and school. We provide regular opportunities for these relationships to be enhanced during each year.

We also offer a Flexible Learning Option (FLO) from our Etty Street Campus, this is for students who may have become disengaged with the mainstream education, or are suited to a smaller learning environment. The FLO campus provides small class sizes, where unique individualised programs are provided to all students, with a view of returning to Blakeley Road, alternative education or long-term employment.

Progress towards strategic goals, student outcomes and student engagement

Learning

We continued work on our School-Wide Instructional Model (SWIM). A significant focus was for all teachers to be using Learning Intentions (LI) and Success Criteria (SC) for all lessons.

Our Attitudes to School Survey, we achieved an increase in the positive endorsement rate for the following measures.

- Differentiated learning challenge (+8%) - 1% above state average
- Effective teaching Time (+8%) - 2% below state average
- Stimulated Learning (+9%) - 2% below state average

Our VCE completion rate for 2022 was 96.8%, lower than the state average of 97.3%, only 2 students did not complete their VCE. CSC's VCE Study Score Mean for all subjects was 26.75, slightly lower than the State Mean of 28.90. Individually some students achieved outstanding results, with our top 8 ATAR scores being; 95.8, 92.35, 90.55, 88.15, 86.30, 83.85, 82.90 and 80.90

Our English Study Score mean was 27.52, slightly below the state average of 28.48. 6% of our VCE students received an English Study Score above 37, in comparison to the state average of 13%. Our VCAL completion rate was 100%.

Our VCE students achieved above State Study Scores Mean (SM) in the following subjects.

- Accounting - 35.00, SM 29.52
- Business Management - 31.40, SM 28.49
- Literature - 30.31, SM 28.94
- Specialist Maths - 31.67, SM 29.25
- Information technologies - 31.00, SM 29.36
- Music contemporary performance - 32.00, SM 28.72.
- Music Industry - 48.00, SM 29.57.

Our 2023 NAPLAN results were positive, with all Year 9 data sets being above the State Average.

- Year 9 Numeracy - 68% of students achieved the top two bands, 8% above state average.
- Year 9 Writing - 66% of students achieved the top two bands, 8% above state average.
- Year 9 Reading - 81% of students achieved the top two bands, 21% above state average.
- Year 9 Grammar and Punctuation - 63% of students achieved the top two bands, 11% above state average.
- Year 9 Spelling - 69% of students achieved the top two bands, 2% above state average.

Wellbeing

The Berry Street Education Model (BSEM) trauma informed practice, which is also focussed on developing positive relationships amongst all stakeholders, is embedded across our college. Our staff are continually seeking opportunities to enhance positive connections with students and their families, which is enhanced through our Mentor Program. Specific elements of BSEM have also been incorporated into our instructional model, particularly at the beginning of the lesson, ensuring students are mentally prepared for their learning, being Present, Centred and Grounded. Our continued work in this area produced a 6% increase in positive endorsement on Teacher Concern through the students Attitudes to School Survey. In 2023 our positive endorsement for Teacher Concern was 33%, 2% below the state average.

In 2023 we began the School-Wide Positive Behaviour Support (SWPBS) framework, with a view to improve the consistency of expectations of students in all areas of the college. The main focus of this work was identifying areas of behavioural concern that existed, and then developing a series of expectation lessons for those identified areas and all additional spaces. Staff, student and family consultation was significant and important through this process, specifically to enhance student voice. Our 2023 Attitudes to School Survey (AtoSS) produced the following positive results, which are linked to SWPBS.

- High expectations for success - 68% positive endorsement, a 10% increase from 2022 and equal to the state average.
- Student voice and agency - 30% positive endorsement, a 5% increase from 2022, which was 10% lower than the state average.

A significant piece of work that occurred towards the end of 2023 was the restructuring of our behaviour management processes, which also aimed to increase the consistency of expectations across the college. We anticipate this work will produce improved survey data in 2024.

Engagement

Beginning involvement in the School-Wide Positive Behaviour Support (SWPBS) framework was a significant piece of work during 2023, as mentioned above we observed improved implementation of behavioural expectations across our college. Our SWPBS Team also started investigating the implementation of a recognition system, to acknowledge positive behaviours, specifically when students are continually demonstrating the college values of Aspiration, Respect and Empathy.

Our college has a well-established mentor program, where the mentors have scheduled time with their mentor everyday. The mentor teacher is the main point of contact between the school and home, and this strategy is reinforced throughout each year. The mentor teacher also provides constant support for their students, including academic and wellbeing strategies. One area of focus in the last two years has been improving attendance. Mentor teachers are all provided with a time allocation each week to be contacting families and implementing any necessary support. We received positive student survey data on the Advocate at School set, receiving a positive endorsement rate of 61%, equal to the state average. Despite this clear line of support and connectedness, our attendance rate decreased during 2023.

Our average number of days of absence per student was 35.2. This was a significant decrease of attendance in comparison to our 2022 data of 20.2 days.

49% of students maintained a high-level of attendance (less than 20 days absent), compared to the state average of 56%. Our chronic absenteeism data declined. In 2022, 17% of students had 30+ days absent, in 2023 this figure increased to 36%.

Other highlights from the school year

In 2023 we maintained a rigorous extra curriculum which included numerous sporting events, year-level camps and subject specific events, e.g the Outdoor Education program. Students engaged in these various events with a high-level of enthusiasm. One significant achievement was the Year 8 Girls Soccer Team making it to the state finals.

The college musical production the Addams Family, was by far the most significant event for the year. This musical production involved students from all year levels, achieved a high level of success by having all four nights of their production being sold out, with students, staff, families, friends and the the local community all getting behind this polished performance.

The year finished with our Awards Ceremony, which was conducted in our school gymnasium. The event was attended by all students, many parents and all of our award sponsors. Throughout the year we developed many more connections with local organisations, who were all willing to provide financial support for our awards.

Our buildings and grounds subcommittee developed a plan to gradually and continuously improve the physical surroundings of our college, which started over the 2023 christmas period, with several areas of synthetic grass being laid in our central courtyard, providing relaxing and inviting spaces for students to enjoy throughout each school day.

Financial performance

At the completion of 2023 our college had a net operating deficit of \$813,415, which was significantly higher than our anticipated deficit of approximately \$400K. The expected deficit was attributed to our staffing profile and measures need to be taken in future years to reduce this amount. The extension beyond the expected deficit was due to the unforeseen spending on casual staff, being relief teachers and education support staff, which equated to \$609K for the year. In 2023 we continued to operate our Flexible Learning Options (FLO Program) from our Etty Street Campus, which requires low student to staff ratios. Maintaining this program continues to place pressure on our overall budget.

We received \$105,642 in equity funding, which is a low amount in comparison to other government schools in our area, which is mainly attributed to our well-educated families.

For more detailed information regarding our school please visit our website at <https://csc.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 770 students were enrolled at this school in 2023, 336 female and 419 male.

0 percent of students had English as an additional language and 3 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).

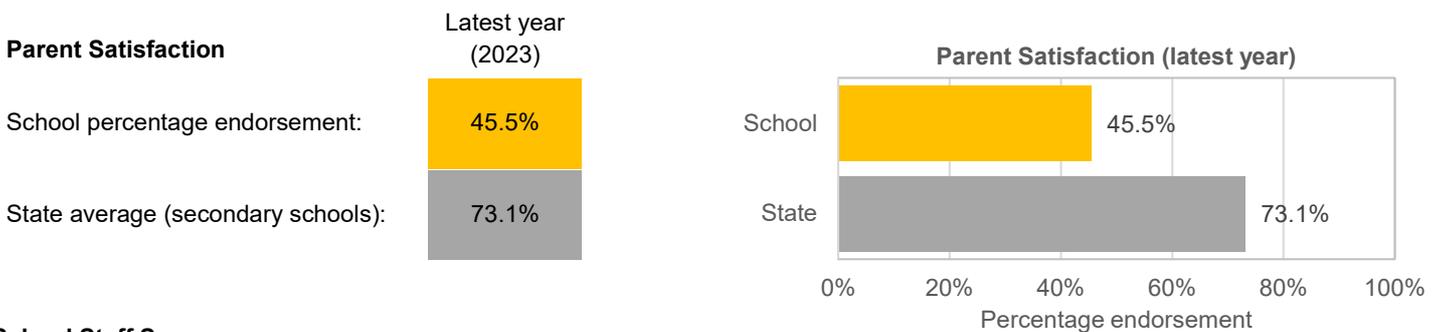
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

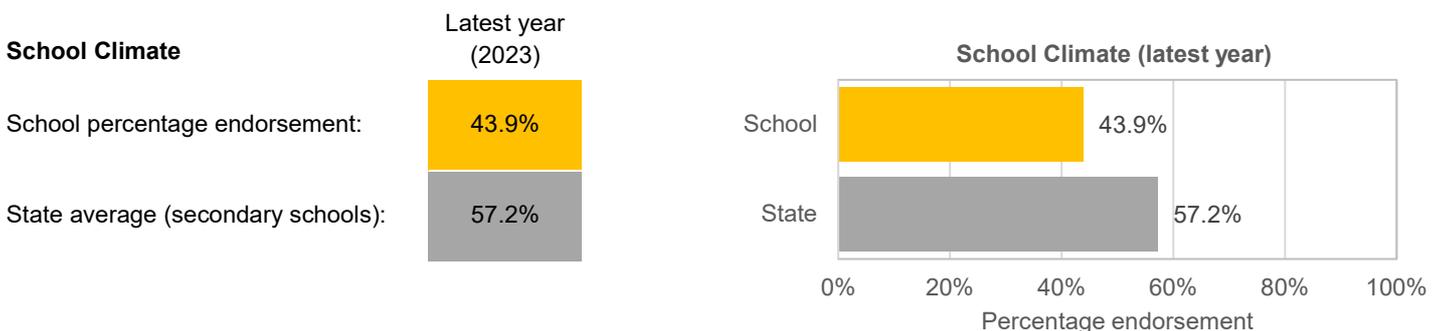


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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 against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

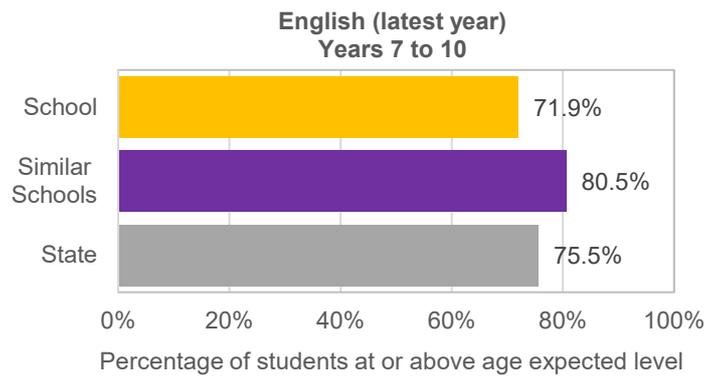
Latest year
(2023)
71.9%

Similar Schools average:

80.5%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

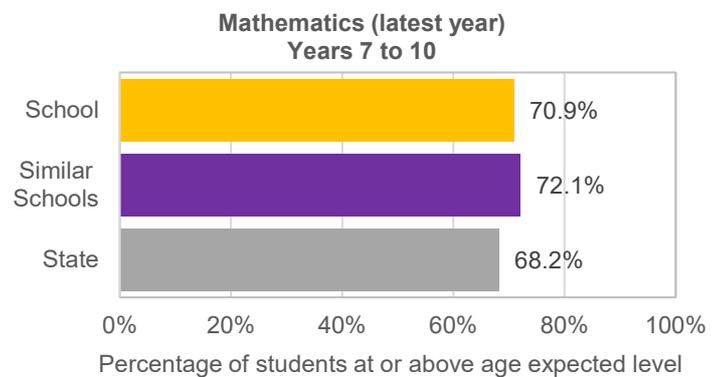
Latest year
(2023)
70.9%

Similar Schools average:

72.1%

State average:

68.2%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.2%

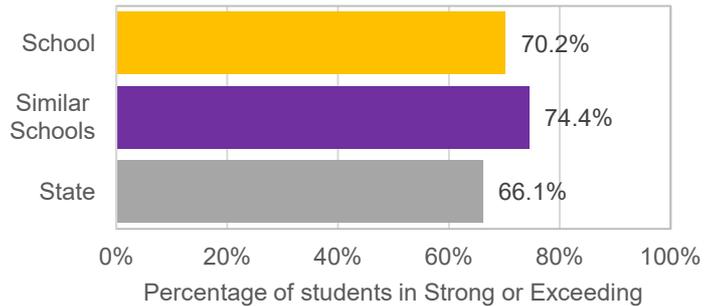
Similar Schools average:

74.4%

State average:

66.1%

**NAPLAN Reading (latest year)
Year 7**



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

80.6%

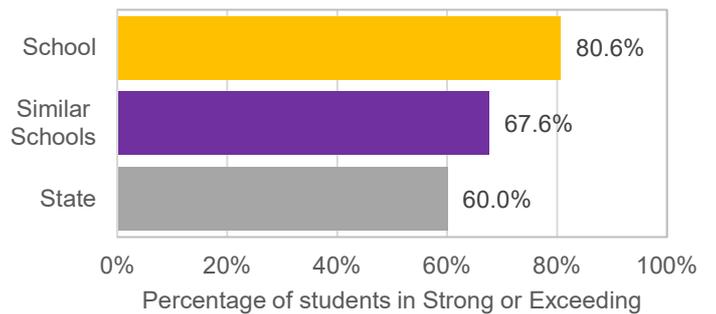
Similar Schools average:

67.6%

State average:

60.0%

**NAPLAN Reading (latest year)
Year 9**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

63.9%

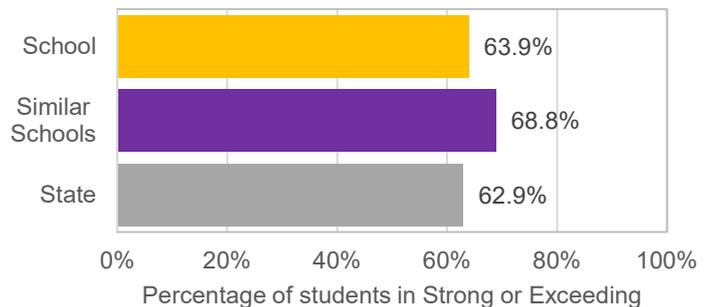
Similar Schools average:

68.8%

State average:

62.9%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

67.7%

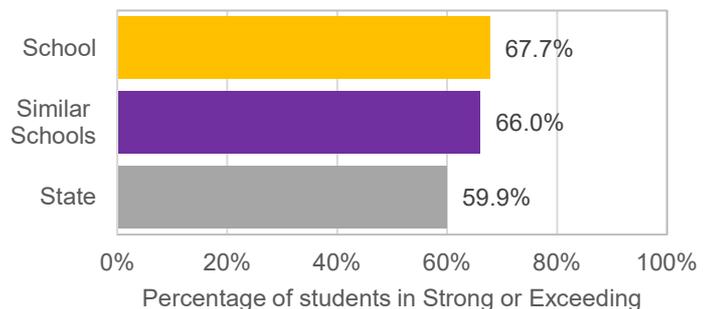
Similar Schools average:

66.0%

State average:

59.9%

**NAPLAN Numeracy (latest year)
Year 9**



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: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

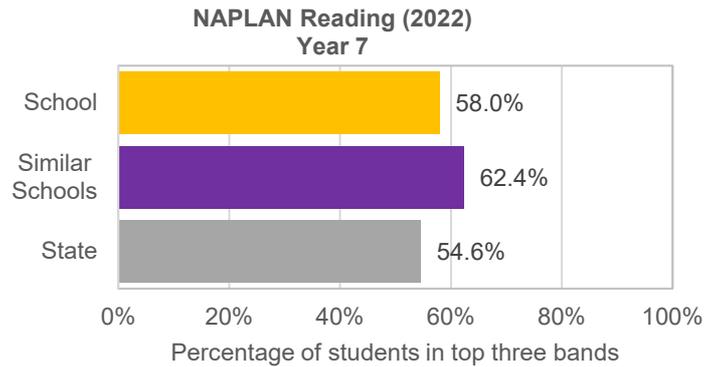
58.0%

Similar Schools average:

62.4%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

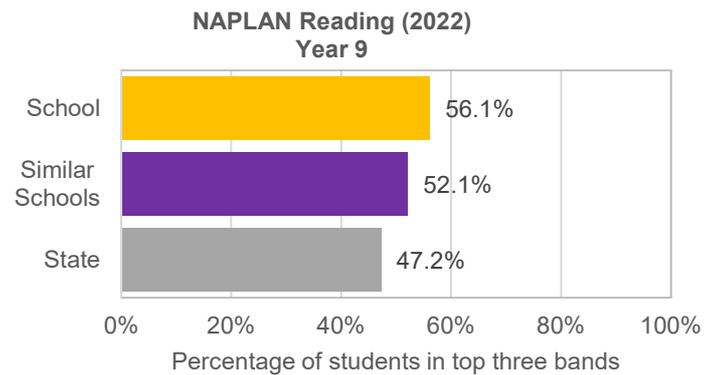
56.1%

Similar Schools average:

52.1%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

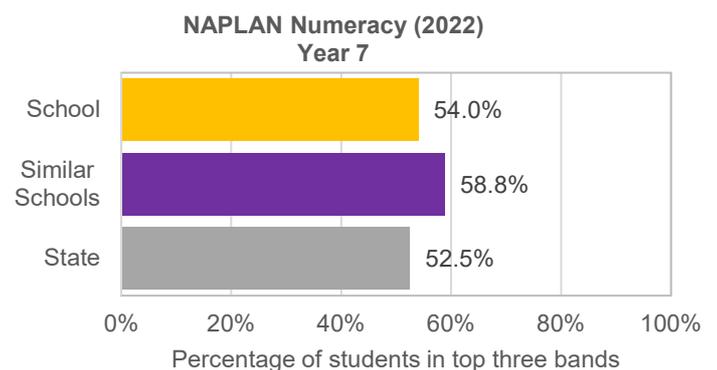
54.0%

Similar Schools average:

58.8%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

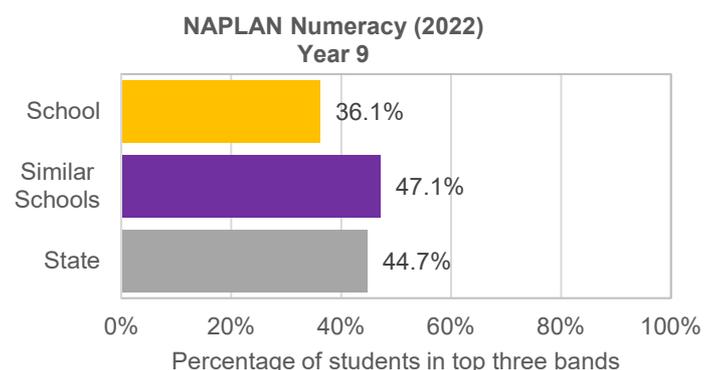
36.1%

Similar Schools average:

47.1%

State average:

44.7%



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 Senior Secondary Certificate

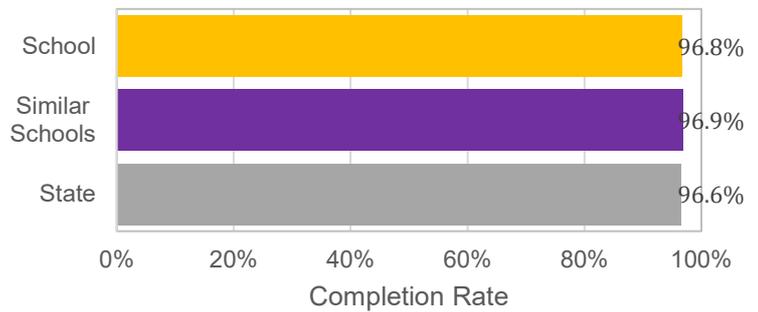
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	96.8%	94.3%
Similar Schools completion rate:	96.9%	97.2%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.8

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

34%

Percentage VET units of competence satisfactorily completed in 2023:

48%

WELLBEING

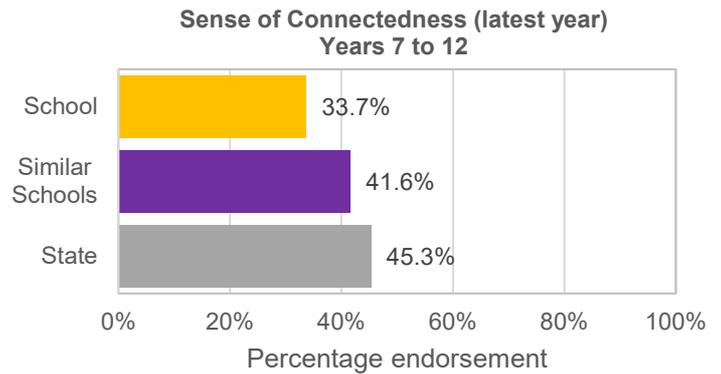
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	33.7%	35.6%
Similar Schools average:	41.6%	46.3%
State average:	45.3%	49.9%

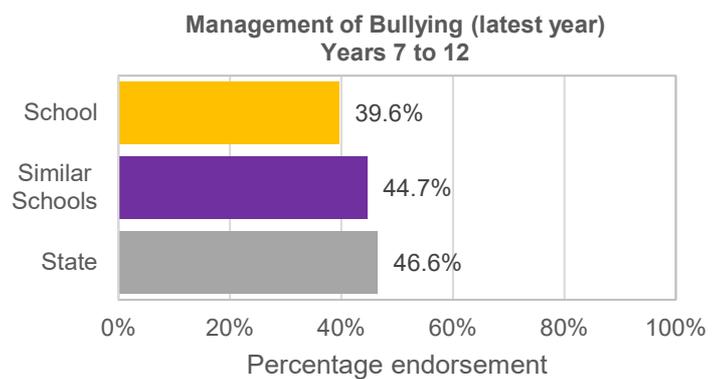


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	39.6%	39.9%
Similar Schools average:	44.7%	48.5%
State average:	46.6%	51.0%



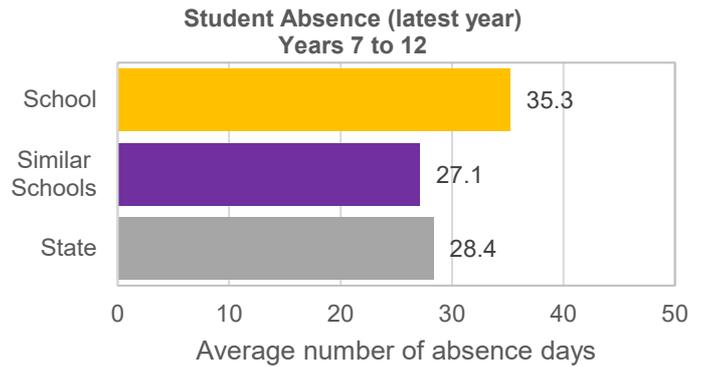
ENGAGEMENT

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 (2023)	4-year average
School average number of absence days:	35.3	39.4
Similar Schools average:	27.1	22.7
State average:	28.4	23.8



Attendance Rate (latest year)

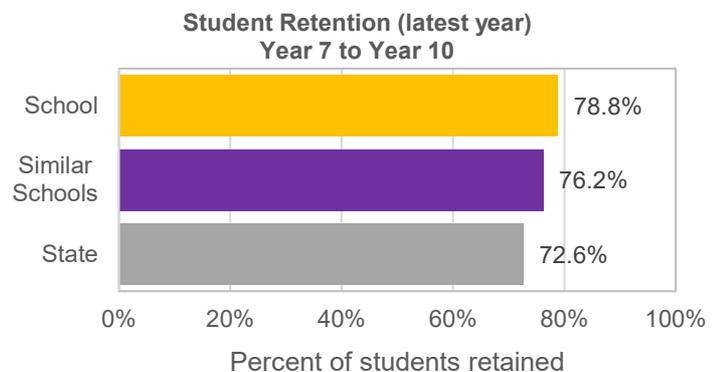
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	83%	76%	80%	86%	84%	88%

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 (2023)	4-year average
School percent of students retained:	78.8%	81.6%
Similar Schools average:	76.2%	77.9%
State average:	72.6%	73.8%



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.

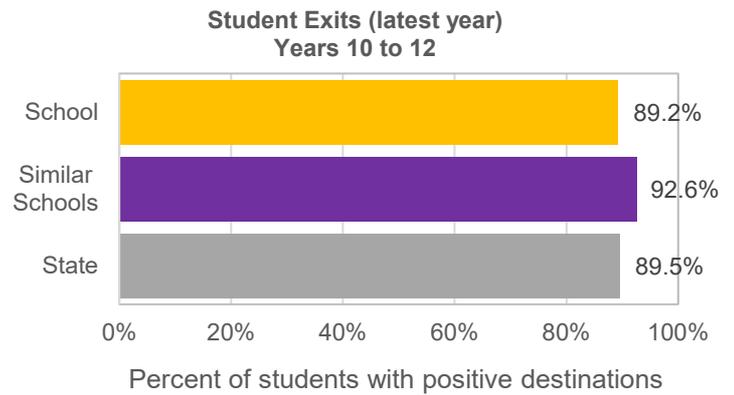
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	89.2%	84.7%
Similar Schools average:	92.6%	92.4%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$9,413,135
Government Provided DET Grants	\$1,311,083
Government Grants Commonwealth	\$9,289
Government Grants State	\$22,133
Revenue Other	\$210,183
Locally Raised Funds	\$460,575
Capital Grants	\$0
Total Operating Revenue	\$11,426,397

Equity ¹	Actual
Equity (Social Disadvantage)	\$74,095
Equity (Catch Up)	\$31,547
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$105,642

Expenditure	Actual
Student Resource Package ²	\$9,953,687
Adjustments	\$66,121
Books & Publications	\$10,070
Camps/Excursions/Activities	\$265,893
Communication Costs	\$25,966
Consumables	\$265,214
Miscellaneous Expense ³	\$40,243
Professional Development	\$36,611
Equipment/Maintenance/Hire	\$288,294
Property Services	\$417,846
Salaries & Allowances ⁴	\$609,381
Support Services	\$103,543
Trading & Fundraising	\$14,596
Motor Vehicle Expenses	\$40,818
Travel & Subsistence	\$2,741
Utilities	\$98,791
Total Operating Expenditure	\$12,239,813
Net Operating Surplus/-Deficit	(\$813,415)
Asset Acquisitions	(\$5,750)

- (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 20 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,136,925
Official Account	\$45,674
Other Accounts	\$8,619
Total Funds Available	\$1,191,218

Financial Commitments	Actual
Operating Reserve	\$341,912
Other Recurrent Expenditure	\$29
Provision Accounts	\$0
Funds Received in Advance	\$52,980
School Based Programs	\$59,861
Beneficiary/Memorial Accounts	\$10,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,046
Repayable to the Department	\$490,000
Asset/Equipment Replacement < 12 months	\$228,000
Capital - Buildings/Grounds < 12 months	\$15,000
Maintenance - Buildings/Grounds < 12 months	\$492,472
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,707,300

All funds received from the Department of Education, 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.