

2020 Annual Report to The School Community



School Name: Lara Secondary College (8841)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 03 May 2021 at 09:10 AM by Wayne Terrill (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 May 2021 at 02:25 PM by Leanne Nelson (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Lara Secondary College will be in its nineteenth year of operation in 2021. We have built the school with a clear vision for continuous improvement with the student at the centre of all that we do. Our agreed purpose is to ensure that all students are successful in reaching their potential in the shared knowledge that all students can learn. The College offers a rich and broad curriculum across all year levels. Students in Years 7/8 work in “pods” of two classes enabling high levels of monitoring, learning and differentiation with two core teachers to ensure that strong relationships are built as students transition to the secondary setting.

The college has 2 Principal Class Officers (Principal & 1 Assistant Principal), 18.9 Education Support staff, 3 Leading Teachers, 11 Classroom Teachers (Category 1) and 30.9 Classroom Teachers (Category 2).

The College delivers the Victorian Curriculum Standards from years 7 to 10, with a core curriculum at years 7 and 8, a core plus elective program at years 9 and 10, and in the Later Years studies (Years 10 -12) offers a broad range of pathways including VCE, VCAL and VET with opportunities for acceleration in VCE.

Major features of the College include:

(1) Common Instructional Teaching Model

All teachers at the College deliver their lessons in an agreed Common Instructional Model based on the implementation of 9 evidence based High Yield Teaching strategies. Such teaching strategies are implemented in order to gain high level achievement growth for all students across Years 7 – 12. Teaching staff regularly collaborate to ensure high quality teaching strategies are implemented across every class within the College.

(2) Student Engagement Policy

The College implements very clear guidelines in relation to student management and health and wellbeing. Such clear and concise documentation enables all people involved with our College to develop a real sense of pride and belonging to the College. Respect of oneself and each other is a strong focus of the College.

(3) School Improvement Policy

We believe that all students learn at different rates. It is for this reason that all students from Year 7 – 10 have the opportunity to improve their first result on a Common Assessment Task, if they believe with an extra week of study and more effort, they will fully understand the topic being studied and therefore obtain a better grade. We provide opportunities for all students to understand that the amount of effort they place into their studies will ultimately determine their level of academic success. ‘Attitude not Aptitude, will determine your Altitude’

(4) Academic Scholarships at Year 7 and Year 10

The College offers Academic Scholarships at Year 7 and Year 10 to the value of \$500 each year for 3 years duration. The Academic Scholarships help support those students who are academically talented and ensure they are financially supported in reaching their high academic potential throughout their years in secondary school. Such students are also able to access our Year 7 – 9 Enrichment Classes where they will undertake more challenging curriculum work, amongst students of similar abilities.

(5) Extra – Curricula Programs

The College offers a wide range of Extra –Curricula Programs including Performing Arts Evenings, Senior and Junior Music Evenings, Inter School Sports, Homework Club, SRC Leadership Involvement, School for Student Leadership Program, Year 9 Connections Program, International Exchange Programs, Upstart Business Ideas Program and many more.

At Lara Secondary College every student is supported to be their best and learn to their full potential in an environment where teachers are passionate about their work and their students.

We know that relationships between students and teachers have a large impact on student learning and our work. We understand that students learn best when they relate well to their teachers, when they feel safe and secure.

Our intensive pastoral care curriculum across Years 7 - 12 includes a structured program to support the development of academic success, individual self-esteem, learning confidence, resilience and persistence, as well as the essential ability to relate positively to others. We pride ourselves on strong and positive relationships between staff and students and work with passion and enthusiasm to ensure that every student gains the maximum benefit from their secondary education at Lara Secondary College.

Special features of the curriculum structure and class composition include:

Years 7, 8 and 9 an Enrichment Program (one class per year level)
 Literacy Support Program integral to the English program across Years 7 - 9
 Year 9 & 10 Tutor Program in Mathematics & English
 Numeracy Support Program centered on Scaffolding Mathematics in the Middle Years
 Grade 6 STEM Enrichment Program
 Common Instructional Model
 The college operates four 75-minute periods per day over a 5 day timetable
 All Year 10 students are able to access any VCE subject on the College timetable

NAPLAN results from Years 7 – 9 in 2019 indicate high learning gains in Grammar, (23%) Writing (27%) and Numeracy (24%), over the past 3 years. Year 12 VCE results indicate an all-study median of 23 in 2016, 24 in 2017, 25 in 2018, 24 in 2019 & 25 in 2020.

Framework for Improving Student Outcomes (FISO)

The College has placed a strong emphasis on three of the four FISO Priorities and their associated improvement initiatives:

- Excellence in Teaching and Learning – Building Practice Excellence / Evidence based high impact teaching strategies
- Community engagement in Learning - Building communities / Networks with schools, services and agencies
- Positive Climate for Learning – Empowering students and building school pride / Setting expectations and promoting inclusion

The above focus areas have enabled the College staff to narrow their focus in relation to our school improvement agenda and as a result this work will make a positive impact on a number of areas across the College.

Achievement

- 1.1 Improvement to the value-add in all VCE studies as evidenced by Report 10 (GAT predicted study score compared to VCE study score)
 In 2019 - 4 (Actual ??) Year 12 subjects above the VCAA Report 10 reference line
 In 2020 – 1 Year 12 subject above the VCAA Report 10 Reference Line
- 1.2 VCE English study score to show improvement each year from 22.79 in 2017 to 26 in 2022
 In 2018 – The Year 12 average Study Score for English was 24
 In 2019 – The Year 12 average Study Score for English was 23.84
 In 2020 – The Year 12 average Study Score for English was 23.50
- 1.3 VCE All study score to show improvement each year from 23.68 in 2017 to 27 in 2022
 In 2018 the Year 12 average All Study Score was 25
 In 2019 the Year 12 average All Study Score was 24
 In 2020 the Year 12 average All Study Score was 25

1.4 NAPLAN – Increase per cent of students making high and medium gain from year 7 to year 9 in:

- Reading from 62 per cent to 70 per cent by 2022

Increase the % of students achieving high and medium learning gain from 72% to 77% in 2021 (Reading)

- Writing from 63 per cent to 70 per cent by 2022

Increase the % of students achieving high and medium learning gain from 82% to 87% in 2021 (Writing)

- Numeracy from 66 per cent to 75 per cent by 2022

Increase the % of students achieving high and medium learning gain from 68% to 73% in 2021 (Numeracy)

1.5 NAPLAN – to retain or improve the per cent of students in the top two bands in year 7 into year 9

- Retain or improve the percentage of students in the Top 2 NAPLAN Bands in Reading in year 7 into Year 9 from 53% (in 2018) to 65% (in 2022)

Retain the percentage of students in the Top 2 NAPLAN Bands in Reading in year 7 into Year 9 from 58% (in 2019) to 60% (in 2021)

- Retain or improve the percentage of students in the Top 2 NAPLAN Bands in Numeracy in year 7 into Year 9 from 57% (in 2018) to 65% (in 2022)

Retain the percentage of students in the Top 2 NAPLAN Bands in Numeracy in year 7 into Year 9 from 73% (in 2019) to 75% (in 2021)

- Increase the total percentage of students in the Top 2 NAPLAN Bands in Reading at Year 9 from 18% (in 2018) to 25% (in 2022)

Increase the total percentage of students in the Top 2 NAPLAN Bands in Reading at Year 9 from 17% in 2019 to 20% in 2021

- Increase the total percentage of students in the Top 2 NAPLAN Bands in Numeracy at Year 9 from 15% (in 2018) to 25% (in 2022)

Increase the total percentage of students in the Top 2 NAPLAN Bands in Numeracy at Year 9 from 20.4% to 22% in 2021.

Future Directions:

Increase focus on student writing (Writing to Learn) and the ability to explain and elaborate on curriculum content.

Increase focus on staff PLT Collaboration and the impact of quality teaching within the classroom.

Engagement

2.2 Students attitudes to school survey to show an improvement in the per cent positive endorsement from the 2018 baseline in the factor areas: Student teacher relations and Learner characteristics and disposition

Student Voice and Agency

To increase from 37% in 2020 to 42% in 2021

Sense of Connectedness

To increase from 43% in 2020 to 48% in 2021

Sense of Confidence

To increase from 52% in 2020 to 57% in 2021

Effective Teaching

To increase from 66% in 2020 to 70% in 2021

Future Directions:

Continue to develop the Junior and Senior Program Coordinators roles as Positions of Responsibility to plan and

implement effective student programs and activities that aim to build school pride and a sense of connectedness. Continue to develop a greater profile for students in the SRC, House Captains and other areas of student leadership. Organise a Student Leadership Camp early in Term 1 to plan associated 'student driven' activities for the school. Continue to Implement the School Improvement Policy in 2021 to encourage students to always aim to achieve their best result possible on a Common Learning Task. Provide greater opportunities in class for students to collaborate, share and clarify their understandings of the material being taught.- PD staff in regards to Writing Strategies and Collaborative Learning Strategies. Continue implementing the Reward and Recognition Program centred on improvement within the academic study. Monitor the progress of high academic achievers across all year levels to ensure these students are regularly being challenged within their subjects
Implementation of the Tutor Learning Initiative

Wellbeing

The implementation of the College School Improvement Policy from 2019 and many other extra curricula programs, is certainly aimed at increasing students' learning confidence in the hope that students will view themselves as being successful and connected at school and thus create a positive sense of their own health and wellbeing.

In 2020 the College successfully developed a 'team' approach to the implementation of the Health and Wellbeing Programs at the College. All Wellbeing staff (LT - Wellbeing, School Counsellor, Social Worker, Mental Health Practitioner and School Nurse) are all located in one specific area for easy access by students and staff. Such a decision has ensured the effective management of the various Wellbeing Programs on offer concerning the health and wellbeing of all students at the College.

The College has recognised the need to implement activities across the year that will involve all students at the College. In 2020 School Connectedness was rated as 43% (student endorsed) and therefore the role of the Junior and Senior Sub School Program Coordinators will be to plan, implement and evaluate programs at the Year level that will create a sense of belonging amongst the students. Student Voice and Student Leadership will also be a major focus of the College over the next 4 years. In 2021, the College will be focusing on the implementation of Year 7, 8 & 9 Respect Day as well as the effective implementation of the Respectful Relationships Program across Years 7 - 12.

The College is an active participant in the Geelong Project in order to ensure we are monitoring the wellbeing of all students across the College and referring them to the appropriate support organisations where necessary.

Financial performance and position

In 2020 Lara Secondary College had an enrolment of 638 students.

Lara Secondary College utilised funds received in the Cash Budget towards the 2020 staffing deficit. These funds were MYLNS, Equity and Career Education Funding.

Equity funding has been spent to support student improvement and extension.

Locally raised revenue was significantly reduced in 2020 due to COVID19. This included fundraising activities, hire of the school facilities, camps/excursions/activities, trading operations (Canteen), essential and optional student learning items.

In 2021 the school will likely see a further reduction in the amount for locally raised funds until COVID19 restrictions settle down.

As the school moved into the remote learning stages for term 2 and 3 adjustments were made to some of the parent payment charges which resulted in some of these being credited to families.

As a result of the remote learning and COVID19 the school saw a reduction in expenditure for several areas listed on the Annual Report. The larger areas were Staffing (CRTs), Professional Development, Consumables, Fundraising, Trading Operations (Canteen).

In 2021 the school will continue with programs to increase the connections between the community and our feeder primary school increasing the profile of Lara Secondary College.

Overall, 2020 was a year like no other and we are likely to see the continued impacts of COVID19 into 2021.

For more detailed information regarding our school please visit our website at
www.larasc.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 638 students were enrolled at this school in 2020, 292 female and 346 male.

4 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

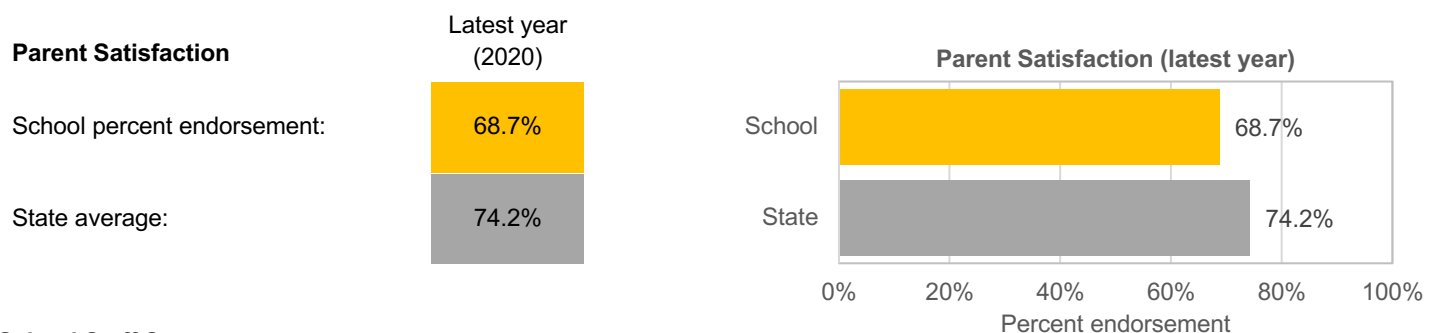
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

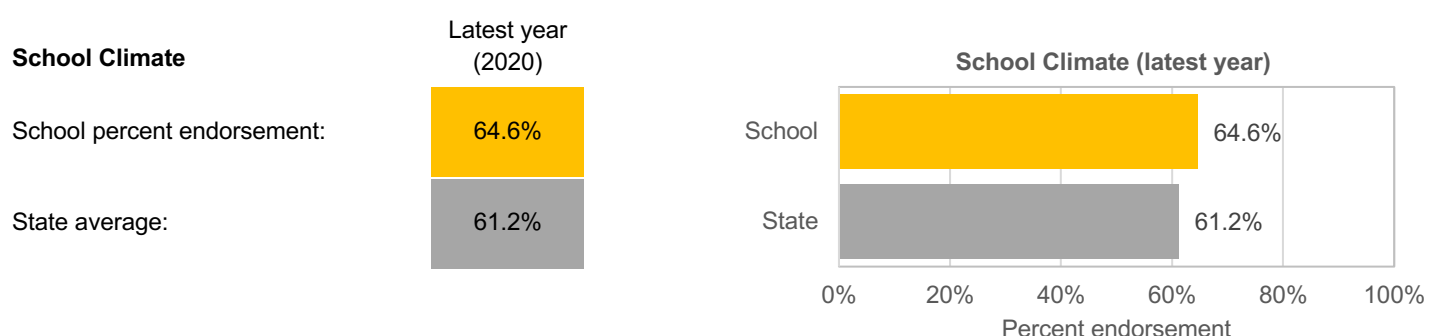


School Staff Survey

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

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

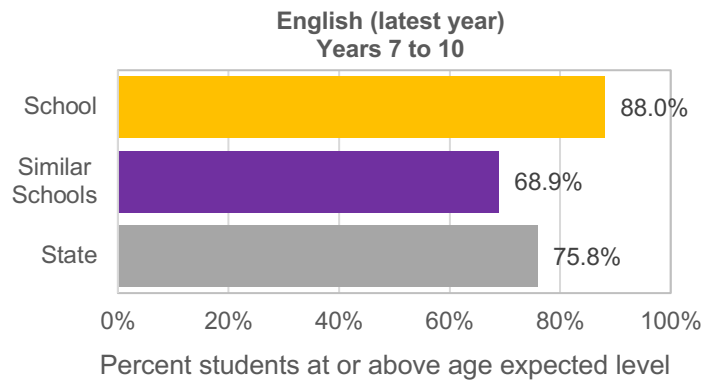
88.0%

Similar Schools average:

68.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

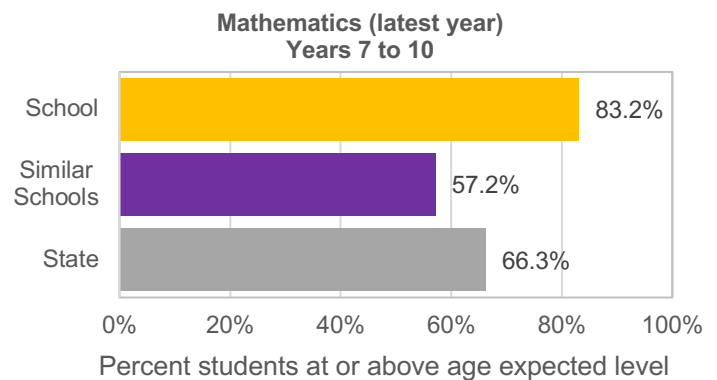
83.2%

Similar Schools average:

57.2%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

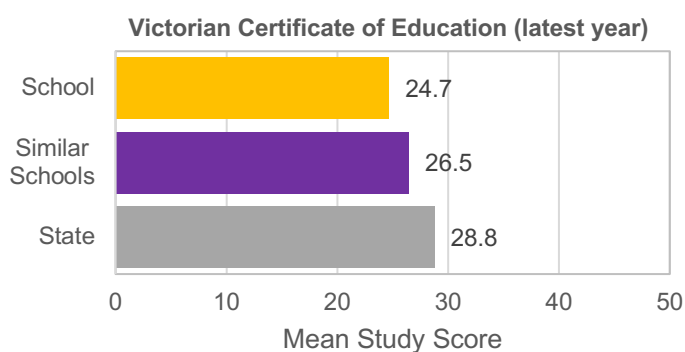
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	24.7	24.3
Similar Schools average:	26.5	26.7
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

85%

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

37%

VET units of competence satisfactorily completed in 2020:

81%

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

87%

ENGAGEMENT

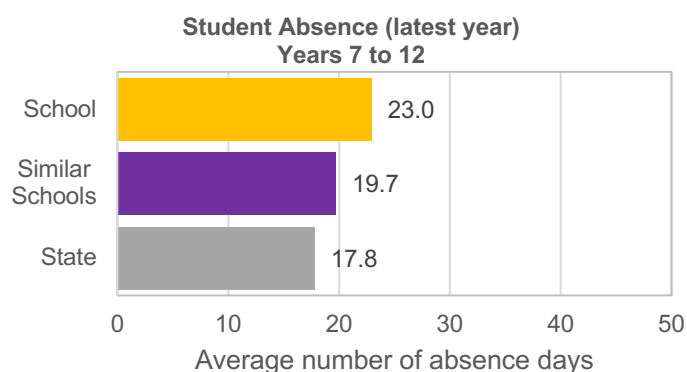
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	23.0	21.4
Similar Schools average:	19.7	21.4
State average:	17.8	19.2



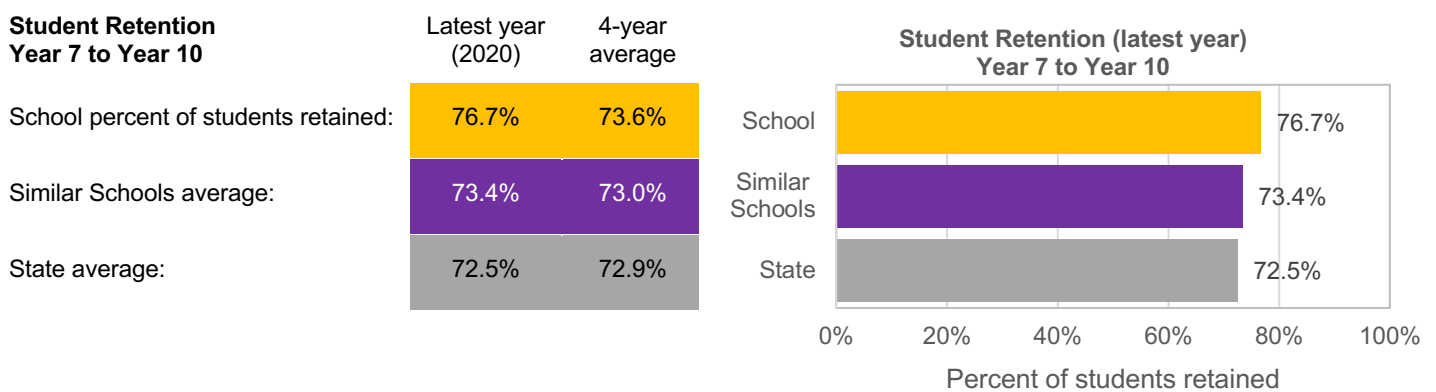
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	91%	85%	85%	87%	91%	92%

Student Retention

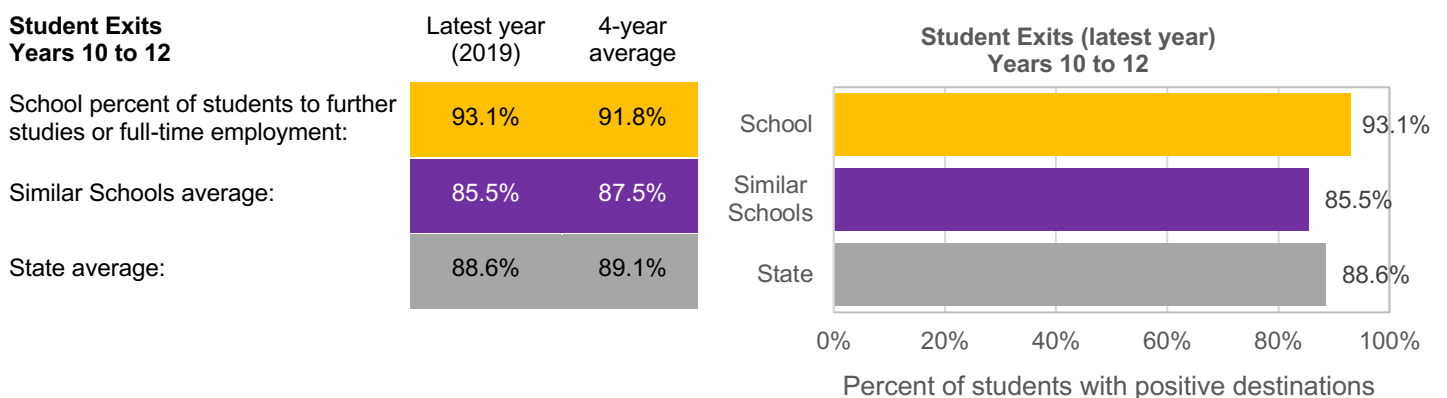
Percentage of Year 7 students who remain at the school through to Year 10.



Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.



WELLBEING

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

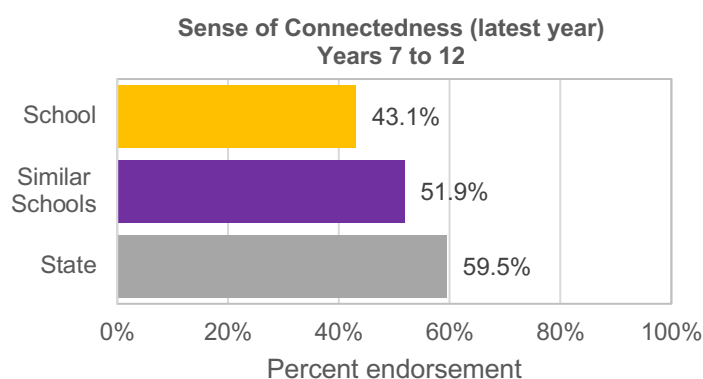
Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	43.1%	38.9%
Similar Schools average:	51.9%	48.2%
State average:	59.5%	55.3%



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

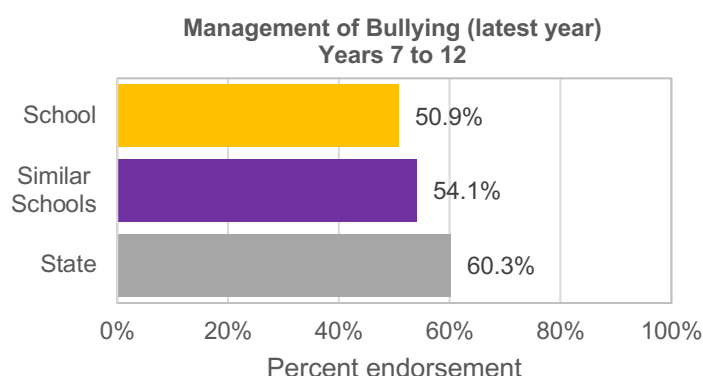
Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	50.9%	43.9%
Similar Schools average:	54.1%	52.7%
State average:	60.3%	57.9%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$6,847,525
Government Provided DET Grants	\$1,285,122
Government Grants Commonwealth	\$12,078
Government Grants State	\$15,822
Revenue Other	\$47,764
Locally Raised Funds	\$154,165
Capital Grants	NDA
Total Operating Revenue	\$8,362,475

Equity ¹	Actual
Equity (Social Disadvantage)	\$401,503
Equity (Catch Up)	\$46,779
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$448,282

Expenditure	Actual
Student Resource Package ²	\$7,099,000
Adjustments	NDA
Books & Publications	\$5,929
Camps/Excursions/Activities	\$72,950
Communication Costs	\$17,012
Consumables	\$77,019
Miscellaneous Expense ³	\$36,032
Professional Development	\$9,418
Equipment/Maintenance/Hire	\$80,778
Property Services	\$312,167
Salaries & Allowances ⁴	\$174,849
Support Services	\$245,210
Trading & Fundraising	\$69,519
Motor Vehicle Expenses	\$11,423
Travel & Subsistence	\$258
Utilities	\$86,973
Total Operating Expenditure	\$8,298,536
Net Operating Surplus/-Deficit	\$63,939
Asset Acquisitions	\$63,589

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$976,373
Official Account	\$124,494
Other Accounts	NDA
Total Funds Available	\$1,100,868

Financial Commitments	Actual
Operating Reserve	\$189,655
Other Recurrent Expenditure	\$49,757
Provision Accounts	\$4,704
Funds Received in Advance	\$214,474
School Based Programs	\$6,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$3,637
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$62,778
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$531,506

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.