**2020 Annual Report to**

**The School Community  
  
School Name: Kurunjang Primary School (5256)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 23 March 2021 at 11:46 AM by Jennifer Robinson (Principal) |

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| 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 27 May 2021 at 02:10 PM by Elizabeth Bajada (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**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 Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary 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*

**Engagement**

Student attendance at school

**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**

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| School context |
| Kurunjang Primary School is located in the northern area of Melton in the Kurunjang estate, adjacent to Kurunjang Secondary College. Our mission is ‘high levels of learning for all students’; our vision; ‘At KPS we are committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success’; and our 6 values Respect, Excellence, Responsibility, Effort, Resilience and Empathy are personified as child super heroes. The school’s student population was 625 in 2020, an increase of 25 students from 2019; and classes increased from 23 to 25 across the school, with year 1 and 2, 3 and 4, and 5 and 6 classes combined respectively. 24% of students had English as an additional language (an increase of 2% since 2019) and the percentage of students with Aboriginal or Torres Strait Islander descent reduced from 4% in 2019 to 3%. The 2020 leadership profile consisted of one Principal, two substantive Assistant Principals, the equivalent of 39.0 FTE teaching staff including 3 Leading Teachers and 2 Learning Specialists; and 19.7 Education Support staff, ranging from EFT 0.5 -1.0 to support Administration and Business Management, the PSD (Program for Students with Disabilities) and Intervention programs, Grounds, Library and ICT infrastructure.  The unprecedented circumstances of the global pandemic of Corona Virus, impacted the structure, mode and delivery of the educational program during 2 periods (87 days) of flexible and remote learning (FARL); however focus remained on the strategic plan goals of improving reading, writing, numeracy, and improving student confidence and engagement in learning in the remote learning space. The Student Family Occupation and Education index (SFOE) was Identified as High, representing low parent education level and low socio economic advantage. Equity funding for social disadvantage was allocated based on 331 of the total 625 student population. To achieve the goals of the Strategic Plan, Equity funding for disadvantage was utilised to include employment of a literacy consultant and numeracy consultant, and continued implementation of the Positive Support Planning (team around the learner) model for wellbeing and teaching/learning practices, to progress student academic achievement; and additional education support staff beyond the allocation of funding for the Program of Students with Disabilities. |
| Framework for Improving Student Outcomes (FISO) |
| In 2020 the FISO improvement initiatives we continued to specifically focus on were Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion. The key improvement strategies continued to embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practices in reading and numeracy, across the school and remained high profile during the necessary amendments and alterations of delivery during remote learning. During on site learning we continued developing the capacity of teachers to analyse and use data at a Professional Learning Team level to improve planning and instruction, and to monitor student growth, through weekly timetabled year level data and planning meetings. During Remote Learning, staff increased weekly meetings to every day, permitting teachers and education support staff to participate in professional learning and planning all literacy, numeracy and Inquiry lessons with the whole team rather than with one planning partner per key area. Explicit leadership in instructional practice continued by the school based leading teachers and learning specialists; and external literacy and numeracy consultants; particularly with the navigating of the on-line platform and units of work with staff and students, modifying resources according to availability for alternatives in student homes and the constant individual differentiation to cater for student need and capacity.  Introduction of the Professional Learning Community improvement cycle with staff following Leadership’s completion of the DET Professional Learning Communities initiative in 2019 was delayed as a result of Covid-19. Student engagement and wellbeing during remote learning in Terms 2 and 3, and on return to school in Term 4, was paramount and supported by regular contact by teachers with students via See Saw and phone, and systematic response and conferencing of learning tasks and monitoring of student participation and connection. 2020 was our fifth year as an AVID (Advancement Via Individual Determination) site team, with the incorporation of Writing, Inquiry, Collaboration, Organisation and Reading strategies within the DET Literacy and Numeracy initiatives, across years F-6. Kurunjang Primary School’s participation in the second year of the funded AVID Australia/Sydney Myer Primary Maths Project was extended for completion in 2021 due to COVID. KPS AVID leaders presented remotely at the AVID Australia national conference in November on ‘Teaching of Mathematics during FARL (Flexible and Remote Learning) and for all time.’ |
| Achievement |
| During term 1, 2020 external literacy and numeracy consultants coached and provided professional learning in Writing (6+1 Traits), Reading (F+P classroom continuum) and open ended numeracy instructional practice, both onsite and via remote learning (WebEx). Throughout FARL staff adapted our instructional model to an online format using the Seesaw platform. Staff were upskilled in software (Webex, Google Drive and Seesaw) to enhance collaboration and communication, including additional external PL. Staff provided engaging instructional digital lessons based on relevant student data in literacy and numeracy. Regular data and PLC meetings continued with additional 4 hours of collaborative planning meetings for reading, writing, numeracy and inquiry (including Leadership, Consultants, Leading Teachers and ES). Units of work in numeracy were adjusted to suit the needs of our families, including the teaching of one unit across the whole school each week, for example: measurement strands, to assist our families in approaching numeracy with confidence and achieving success during remote learning with each of their children. Overviews for Literacy (Reading and Writing) were adjusted for the needs of students when completing tasks set during a flexible and remote learning environment. This consisted of developing a scope and sequence of strategies that were taught in Term 1 to continue into Term 2. Intervention programs such as, Extending Mathematical Understanding {EMU} with 12 students, EAL with 35 students and Levelled Literacy Intervention {LLI} with 11 students continued for those participating in the programs in Term 1, modified to accommodate remote learning requirements. During Term 4, the Early Years Literacy Numeracy Koori Program (EYLNKP) had 15 students from an indigenous background participating. 97 school leased iPads were loaned to families to support remote learning. The Learning from Home Parent Opinion survey reported that 82% of those surveyed felt they had the necessary IT equipment at home required to enter into remote learning. Students adapted well to the style of learning that took place. The Student Opinion Survey showed 60% of Year 4-6 students found learning from home had gotten easier over time and 84% of Year 4-6 students felt their parent(s) / caregiver(s) had helped them with something they didn't understand about their schoolwork while they were learning from home. Teachers provided students with individual timely feedback for each submitted piece of work. The Learning from Home Parent Opinion survey reported 80% of parents/ carers who completed the survey were provided with regular feedback on their child's work and 82% of Year 4-6 students always tried to complete all schoolwork each day while learning from home PAT Maths data in term 4, in year 2 to 6 showed 19% of students achieved above the expected level and 71% were working within their ZPD (zone of proximal development). |
| Engagement |
| 2020 saw many challenges and changes to how we were able to engage our students and families, as well as effectively implementing the Victorian Curriculum remotely. Teaching staff collaborated through weekly cohort planning sessions to plan and implement a viable and differentiated literacy, mathematics and inquiry curriculum across all year levels to address individual student needs, abilities and interests via the online platform Seesaw. They were able to make adjustments for and provide additional assistance in the areas of social/emotional and cognitive needs and to maximise student engagement and therefore learning outcomes via online learning tasks and frequent phone calls and email contact with parents and carers. 79% of families surveyed said that their child had regular verbal contact with their teacher and that they felt well supported by their child’s school and teachers to help their child learn from home. In Terms 1 and 4, teaching staff were able to implement Individual Learning Plans for 342 students and Behaviour Support Plans for 20 students. Twenty-seven students were funded through PSDMS (Program for Students with Disabilities) under the categories of Intellectual Disability, Severe Language Disorder (SLD), Autism Spectrum Disorder (ASD) and Severe Behaviour Disorder (SBD). During onsite attendance, the school continued to provide additional support outside PSD funding for several students who presented with significant behaviour and learning disorders.  The average 2020 attendance rate per year level saw an increase in absences from 24.1 days to 27.9 days across all year levels. A significant increase from 26% to 32% in 30+ days of absences also occurred. There was also an increase in unapproved absences from 8.9% to 20%. To address this increase in absences and dis-engagement with school as a result of flexible and remote learning, an emphasis on students’ sense of connectedness with school was a priority. This was managed through individual contact (through phone calls or internet video and regular electronic communication), and virtual whole class activities including education week, virtual art gallery, parade, weekly virtual assemblies and whole school daily reading by all teaching staff across Term 2. |
| Wellbeing |
| Due to the Corona virus pandemic, student, parent and staff wellbeing increased as a major priority for 2020. With the absence of normal wellbeing supports from Government family support agencies unable to attend homes to assist and connect families, the school Wellbeing team and Primary Welfare officer were required to manage high level crisis situations for the duration of remote learning. Each member of the Wellbeing team was allocated families that fell into the vulnerable category to monitor and check in on and support on a regular basis. Throughout 2020 vulnerable students required intensive support from the Wellbeing team and school staff. Regular programs such as Breakfast Club, social skills and leadership groups, lunchtime activities, Drumbeat and the Wilderness programs were either cancelled or required to be amended, impacting negatively on student engagement and wellbeing. Breakfast Club was re-designed to serve our families by providing food hampers for up to 65 families, with these being delivered or collected on a weekly, fortnightly and monthly basis. Additionally, the Wellbeing team connected families to the Kurunjang Community Hub where emergency relief hampers were also provided. Onsite attendance varied during remote and flexible learning with up to 35 students eligible under the categories of children of essential workers and children deemed vulnerable according to Government guidance. Virtual school assemblies and student and family information sessions were provided to families on a regular basis to keep them up to date with changes as the year went on. Virtual messages and videos of support and encouragement were uploaded to SeeSaw for families and students to stay connected to the school community through flexible and remote learning. The Student Attitudes to School Survey for students in years 4 to 6 resulted in 70.3% positive endorsement (agree/strongly agree) of a sense of connectedness and 82% of students for stimulated learning. 75% of students recorded they did not experience bullying and 83% of students identified as having an advocate at school. 79% of students in years 4-6 had regular verbal contact with their teacher and 88% of parents had regular communication with their child’s teacher about their child’s progress during home learning according to the Learning from Home Parent Opinion survey. Transition to Primary and Secondary school continued with a reduced program and COVID safe strategies in place. Students were able to attend restricted sessions and were provided with video tours of the school and Foundation classrooms as well as messages of ‘life at school’ from current Foundation students all via video messages. Multiple remote parent information sessions were held to provide families the opportunity to meet staff and ask questions regarding the 2021 school year. Students enrolling during this period were also provided with virtual tours and were able to view these prior to commencement or transfer. |
| Financial performance and position |
| The 2020 financial position was in surplus of $876,245 as compared to $417,789 in 2019. Although the increased enrolments in each year level, including two extra classes of 1/2 and 3/4 students; and the employment of Graduate and Range 1 teachers in fixed term positions, contributed to the surplus, it also included some allocated equity funding. Program planning for 2020 included consultancy for literacy and numeracy, however due to COVID-19 remote learning, literacy and numeracy consultancy and professional learning was reduced from what would have been, had we been on site for the full year, including CRT costs for teachers’ replacement. Equity Funding for social disadvantage totaled $1,078,620. Locally raised funds totalled $72,487 made up of essential student learning items, voluntary contributions, commission, donations, newsletter advertising, and canteen and OSH club facilities hire (although these were reduced due to school council decision to waiver fees during the COVID- 19 disruption to provision of services.  Planned annual fundraising activities, including the colour run, mothers’ and fathers’ day stalls and mini fete, did not eventuate with COVID restrictions. Other revenue included reimbursements, bank interest and local government grants (Learn and Connect) and totalled $33,834. There were no extraordinary revenue or expenditure items. |
| **For more detailed information regarding our school please visit our website at** [**https://www.kurunjangps.vic.edu.au**](https://www.kurunjangps.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 625 students were enrolled at this school in 2020, 283 female and 342 male.

24 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) 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: High

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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 76.6% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 65.3% |
| State average: | 77.8% |

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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 53.1% |
| Similar Schools average: | 76.3% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 61.5% |
| Similar Schools average: | 74.1% |
| State average: | 85.2% |

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.

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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 27.9 | 24.0 |
| Similar Schools average: | 18.3 | 18.2 |
| State average: | 13.8 | 15.3 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 87% | 82% | 85% | 88% | 88% | 85% | 85% |

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.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 70.3% | 65.5% |
| Similar Schools average: | NDP | 78.5% |
| State average: | 79.2% | 81.0% |

*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.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 60.4% | 58.8% |
| Similar Schools average: | NDP | 77.7% |
| State average: | 78.0% | 80.4% |

*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 | $6,465,555 |
| Government Provided DET Grants | $1,263,848 |
| Government Grants Commonwealth | NDA |
| Government Grants State | NDA |
| Revenue Other | $33,834 |
| Locally Raised Funds | $72,487 |
| Capital Grants | NDA |
| Total Operating Revenue | **$7,835,725** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $1,078,620 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$1,078,620** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,713,549 |
| Adjustments | NDA |
| Books & Publications | $32,330 |
| Camps/Excursions/Activities | $943 |
| Communication Costs | $9,374 |
| Consumables | $189,175 |
| Miscellaneous Expense 3 | $18,722 |
| Professional Development | $23,077 |
| Equipment/Maintenance/Hire | $172,843 |
| Property Services | $371,245 |
| Salaries & Allowances 4 | $154,940 |
| Support Services | $216,218 |
| Trading & Fundraising | $8,307 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | $61 |
| Utilities | $48,695 |
| Total Operating Expenditure | **$6,959,479** |
| Net Operating Surplus/-Deficit | **$876,245** |
| Asset Acquisitions | **NDA** |

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 01 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 | $352,674 |
| Official Account | $88,401 |
| Other Accounts | NDA |
| Total Funds Available | **$441,075** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $147,642 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | $241,975 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | $49,100 |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | $30,000 |
| Maintenance - Buildings/Grounds < 12 months | $120,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$588,717** |

*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.*