

2023 Annual Report to the School Community

School Name: Yarra Road Primary School (4219)



- 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 18 March 2024 at 10:46 AM by Ken Darby (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 21 March 2024 at 10:43 AM by Mark Kennedy (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- 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.

About Our School

School context

At Yarra Road Primary School, our mission is to cultivate a vibrant learning community where every child is not only valued but also inspired to reach their full potential. Our educational philosophy is grounded in the core values of safety, respect, and kindness, which serve as the cornerstone of our approach to teaching and learning, empowering each student to become confident, resilient, and compassionate individuals.

With an enrolment of 262 students, our school is proud to boast a team of dedicated educators and support staff who are deeply committed to nurturing the holistic development of each child. We maintain a favourable staff-to-student ratio, ensuring personalised attention and tailored support to address the diverse needs of our student body effectively.

Surrounded by the suburban areas of Croydon, Croydon Hills, Chirside Park and Wonga Park, Yarra Road Primary School benefits from a central and accessible location. Our school grounds provide a safe and nurturing environment conducive to learning, offering ample opportunities for outdoor activities and community engagement.

At Yarra Road Primary School, while we have traditionally had a small population of students with English as an Additional Language (EAL) (3%) and Indigenous and Torres Strait Islands backgrounds (1%), we are witnessing an exciting demographic shift. We are delighted to see many nationalities joining our school community, reflecting the rich cultural diversity that makes our school so vibrant. We believe that this diversity enriches the educational experience for all students, fostering cultural understanding, empathy, and global awareness. As we continue to welcome new families from diverse backgrounds, we are committed to ensuring that every student feels valued and supported.

In addition to our commitment to academic excellence, we prioritise the well-being of our students. Our comprehensive well-being programs and support services prioritise the mental, emotional, and social health of our students, ensuring they feel safe, supported, and empowered to thrive.

At Yarra Road Primary School, we recognise the importance of collaboration and partnership with parents, caregivers, and the broader community. Through open communication channels and active involvement, we foster strong relationships that contribute to the success and enrichment of our students' educational journey.

Yarra Road Primary School is dedicated to providing a nurturing and inclusive learning environment where every child can flourish academically, socially, and emotionally.

Progress towards strategic goals, student outcomes and student engagement

Learning

Yarra Road Primary School is committed to fostering continuous improvement in student learning outcomes through strategic planning and targeted interventions. In 2023, we made significant progress towards our goals, supporting our students to excel academically and achieve their full potential.

Highlights:

- High Achievement in English and Mathematics:** Yarra Road Primary School achieved impressive results in English and Mathematics, with 90.6% and 91.9% of students respectively working at or above age-expected standards. These results surpass both the state and similar schools' averages, showcasing the effectiveness of our teaching practices and curriculum delivery.
- Strong Performance in NAPLAN Reading and Numeracy:** In the latest NAPLAN assessments, our students demonstrated exceptional proficiency levels in Reading and Numeracy. For instance, in Year 5 Reading, 82.4% of our students achieved the Strong or Exceeding proficiency level, outperforming both state and similar schools' averages. Similarly, in Numeracy, our Year 5 students achieved a remarkable 79.4% in the Strong or Exceeding category, showcasing our commitment to holistic academic development.

Analysis:

Comparing our 2023 NAPLAN results with the 2022 data, despite the revision in testing methodology, Yarra Road Primary School has maintained or improved its performance across all key areas. For instance, in Year 3 Reading, our percentage of students in the top three bands increased from 80.0% in 2022 to 80.8% in strong and exceeding in 2023, reinforcing our dedication to academic excellence and growth.

Progress Towards Goals:

Throughout the year, Yarra Road Primary School focused on implementing evidence-based teaching strategies, fostering a culture of continuous learning, and providing targeted support to students who require additional assistance. Our educators engaged in

professional development opportunities to enhance their teaching practices and adapt to evolving educational trends, ensuring that our students receive high-quality instruction tailored to their individual needs.

Wellbeing

At Yarra Road Primary School, we prioritise the holistic wellbeing of our students, aiming to create a supportive and inclusive environment where every child feels safe, valued, and respected. In 2023, we made significant strides in advancing our goals and supporting improvement in student wellbeing outcomes.

Highlights:

1. **Sense of Connectedness:** Yarra Road Primary School achieved outstanding results in fostering a sense of connectedness among our students. In the latest Attitudes to School Survey, an impressive 93.5% of students in Years 4 to 6 reported feeling a strong sense of connectedness to their school community. This percentage far exceeds both the state and similar schools' averages, indicating the effectiveness of our strategies in promoting positive relationships and a supportive school culture.
2. **Management of Bullying:** Our school is committed to providing a safe and respectful learning environment, where bullying is not tolerated, and students feel empowered to speak out against it. The latest survey data reveals that 94.4% of students in Years 4 to 6 feel that bullying is effectively managed at our school. This percentage surpasses both state and similar schools' averages, highlighting our proactive approach to addressing bullying incidents and promoting a culture of kindness and respect.

Comparing our school's wellbeing data with both state and similar schools' averages, it is evident that Yarra Road Primary School excels in fostering a positive and supportive school climate. Our consistently high endorsement percentages in both Sense of Connectedness and Management of Bullying factors reflect the effectiveness of our comprehensive wellbeing programs and proactive strategies in promoting student wellbeing.

Throughout the year, Yarra Road Primary School implemented various initiatives and support mechanisms to enhance student wellbeing outcomes. These included targeted social-emotional learning programs such as Friendology and Respectful Relationships, and regular communication channels to address student concerns promptly. Our school staff actively engaged in promoting positive behaviour and conflict resolution skills, empowering students to take ownership of their wellbeing and contribute to a respectful and inclusive school environment.

Engagement

At Yarra Road Primary School, we recognise that student attendance plays a crucial role in fostering engagement, which is vital for both learning and well-being. While our attendance rates have remained relatively consistent, there is a clear need for focused efforts to address student attendance in 2024. The data reveals that our school's average number of absence days in 2023 was 20.6, slightly higher than both the average of similar schools (19.5) and the state average (20.5). This indicates a potential area for improvement in ensuring students are present and engaged in their learning.

Despite this challenge, Yarra Road Primary School has several highlights related to engagement:

1. **Enhanced Parent and Community Engagement:** Throughout the year, we strengthened our partnerships with parents and the community, recognising their essential role in supporting student attendance and engagement. Initiatives such as our parent and student cyber safety workshops, community events, and regular communication channels facilitated greater collaboration and involvement in school activities.
2. **Student Voice and Agency:** By empowering students to have a voice in their education, we aim to foster a sense of ownership and responsibility for their learning journey. This not only promotes greater engagement and motivation but also equips students with essential skills such as critical thinking, communication, and problem-solving. Through collaborative efforts between students, teachers, and the broader school community, we strive to cultivate a culture of student agency and engagement that ultimately enhances learning outcomes, wellbeing and engagement. While these initiatives have positively impacted engagement, we acknowledge the need for further interventions to address student attendance.

By focusing on improving student attendance and enhancing engagement across all levels, Yarra Road Primary School remains committed to creating a supportive and inclusive learning environment where every student feels valued, motivated, and empowered to succeed.

Other highlights from the school year

Yarra Road Primary School experienced a year filled with notable achievements and community-focused initiatives, enhancing the school's overall environment and student experience. The successful musical production of "Robin Hood and the Sherwood Hoodies" highlighted the students' creative talents and collaborative efforts, while multiple excursions across all year levels enriched learning experiences beyond the classroom.

A significant highlight was the implementation of Science as a standalone specialist subject, facilitated by the transformation of the Visual Arts room into a dynamic STEAM (Science, Technology, Engineering, Arts and Mathematics) hub. This innovative approach underscores the school's commitment to interdisciplinary learning and fostering critical thinking skills.

Furthermore, school upgrades, including the complete refurbishment of the Junior Toilets and the installation of a basketball court cover, signify investments in creating a conducive and enjoyable learning environment for students. Community events such as the smoking ceremony, Holi presentation at our School's Colour Run, and Carols Evening celebrated diversity just to name a few and fostered a sense of belonging among students and families.

The active involvement of the Parents Association in school events further enriched the school community, providing valuable opportunities for student participation and engagement. Through these highlights, Yarra Road Primary School demonstrates its dedication to holistic education and community enrichment.

In the realm of parent satisfaction, the school boasts an impressive endorsement rate of 89.1% in the latest year (2023), a figure that significantly exceeds the state average for primary schools, which stands at 82.8%. This high level of parental contentment suggests that the school effectively meets the expectations and needs of its parent community.

Similarly, the feedback from school staff regarding the school climate is generally positive, with a percentage endorsement of 82.9%. Although slightly lower than the parent satisfaction rate, this still surpasses the state average for primary schools, which sits at 78.1%. The fact that staff perceive the school climate more positively compared to the average state school is indicative of a supportive and conducive working environment.

Overall, these data points reflect a school community that is thriving and cohesive, with both parents and staff reporting high levels of satisfaction. Such positive perceptions can contribute significantly to the overall success and well-being of students, fostering a supportive and nurturing educational environment.

Financial performance

Yarra Road Primary School's financial performance for the year ending December 31, 2023, demonstrates a conscientious allocation of resources to support educational objectives and operational necessities. Total operating revenue amounted to \$3,169,352, primarily sourced from the Student Resource Package (\$2,606,269) and locally raised funds (\$316,026).

Operating expenditure totalled \$3,280,689, resulting in a net operating deficit of (\$61,911), however the expense of refurbishing the Junior toilets, as well as staffing equates for the majority of this figure. Despite this deficit, the school maintains financial stability with \$233,097 in total funds available, including a high yield investment account (\$203,484) and an official account (\$29,614). Financial commitments, encompassing operating reserves and provisions for future expenditures, reflect a strategic approach to financial planning and management.

The school council has entered into contracts, agreements, and arrangements in line with department policies and school priorities, ensuring transparency and accountability in financial transactions. Additionally, all funds received from the Department of Education or raised by the school have been utilised to support educational outcomes and operational needs, underscoring responsible utilisation of school resources.

For more detailed information regarding our school please visit our website at
<https://yarrardps.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 262 students were enrolled at this school in 2023, 152 female and 110 male.

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

Overall Socio-Economic Profile

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

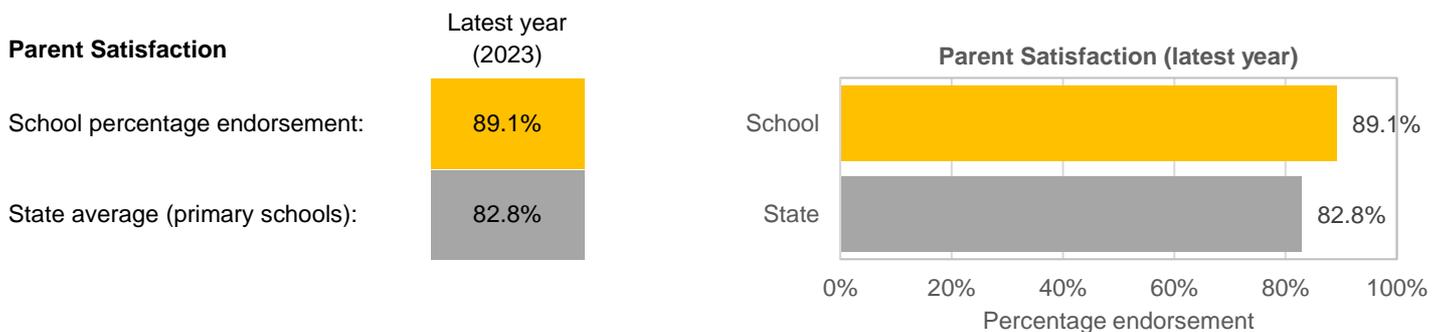
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

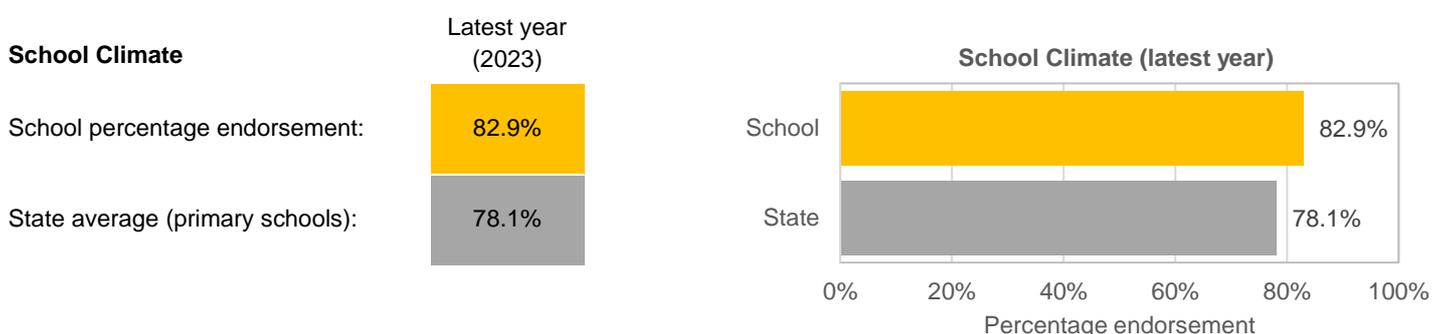


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

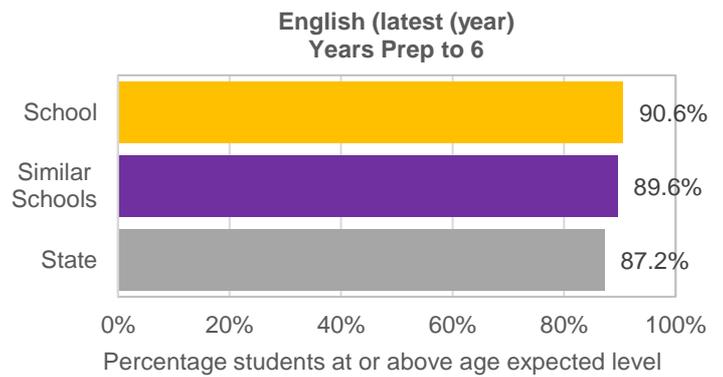
90.6%

Similar Schools average:

89.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

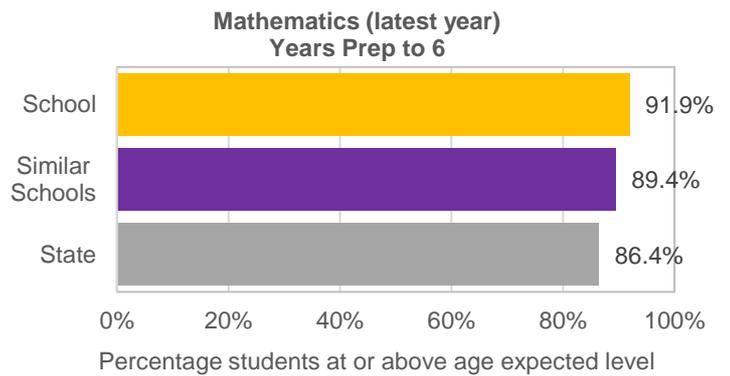
91.9%

Similar Schools average:

89.4%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the 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 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.8%

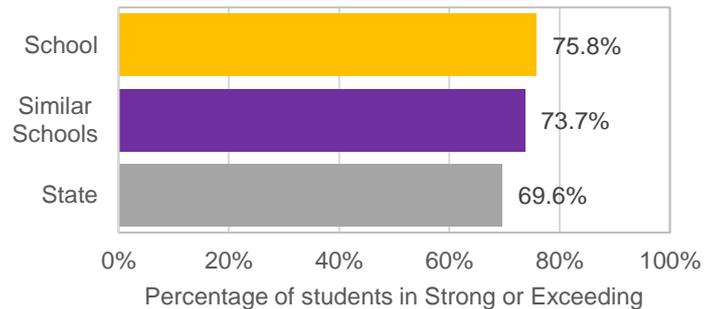
Similar Schools average:

73.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.4%

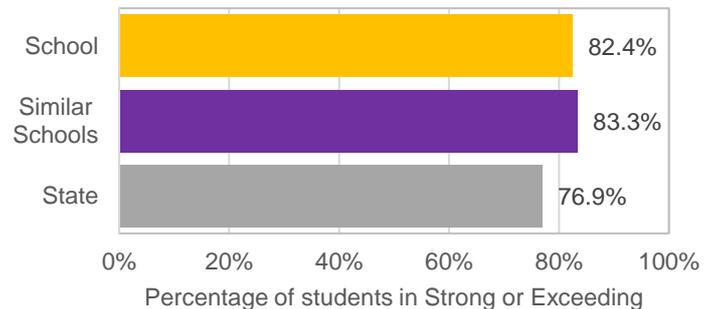
Similar Schools average:

83.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.5%

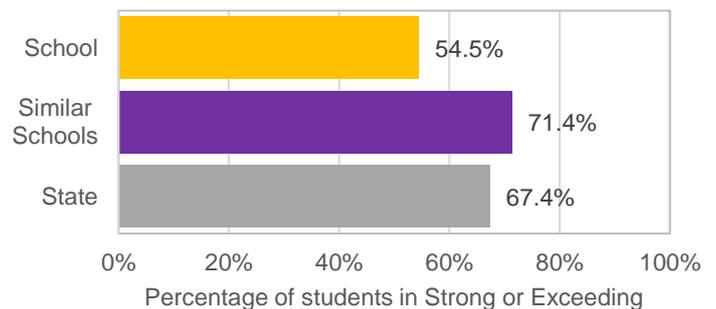
Similar Schools average:

71.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.4%

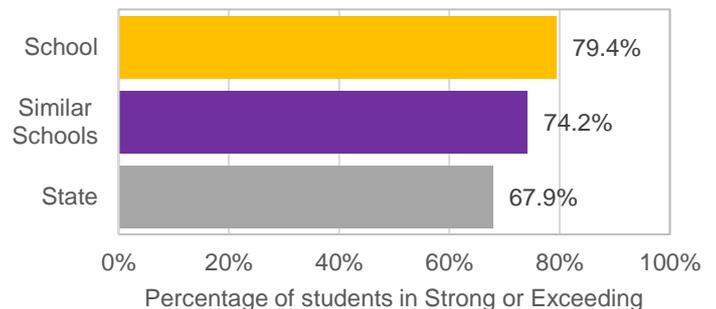
Similar Schools average:

74.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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 3

Latest year (2022)

School percentage of students in the top three bands:

80.0%

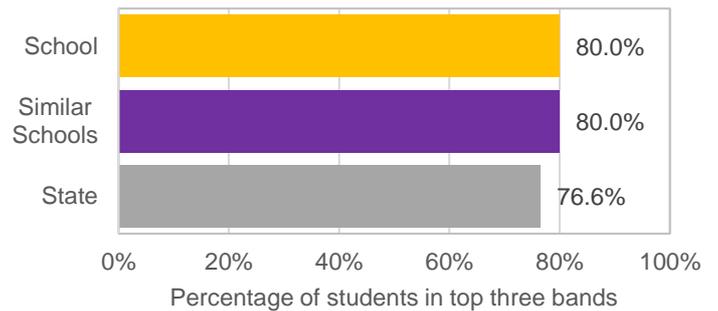
Similar Schools average:

80.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.4%

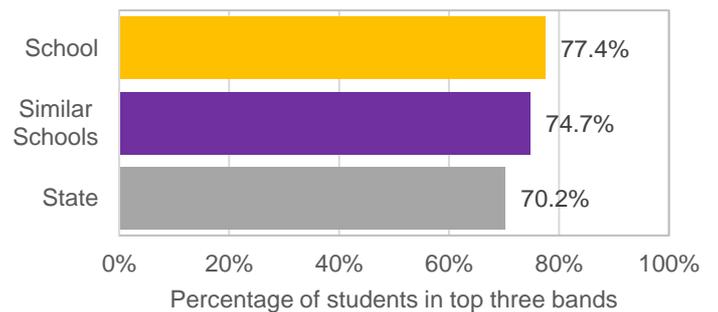
Similar Schools average:

74.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

68.6%

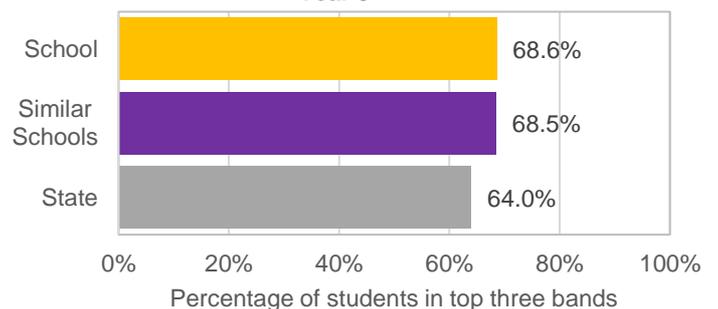
Similar Schools average:

68.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

61.5%

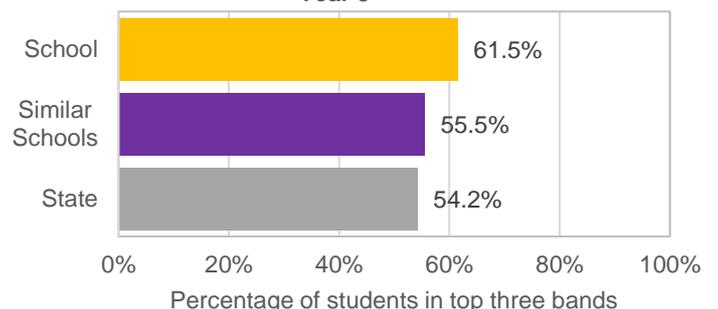
Similar Schools average:

55.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

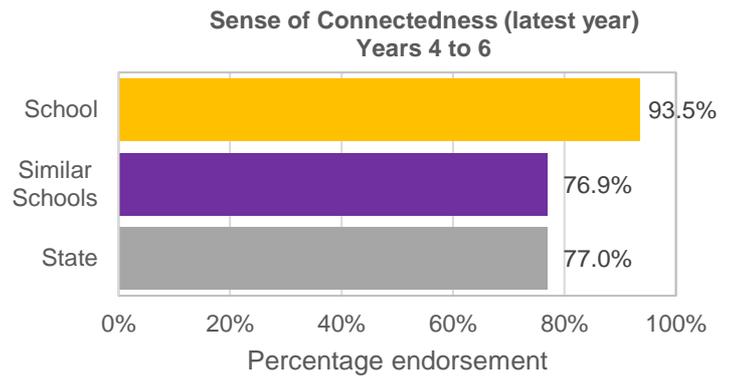
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	93.5%	94.7%
Similar Schools average:	76.9%	77.7%
State average:	77.0%	78.5%

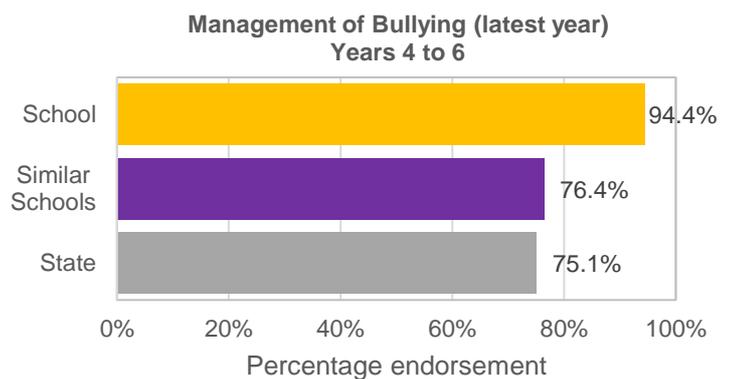


Student Attitudes to School – Management of Bullying

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 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	94.4%	94.8%
Similar Schools average:	76.4%	77.5%
State average:	75.1%	76.9%



ENGAGEMENT

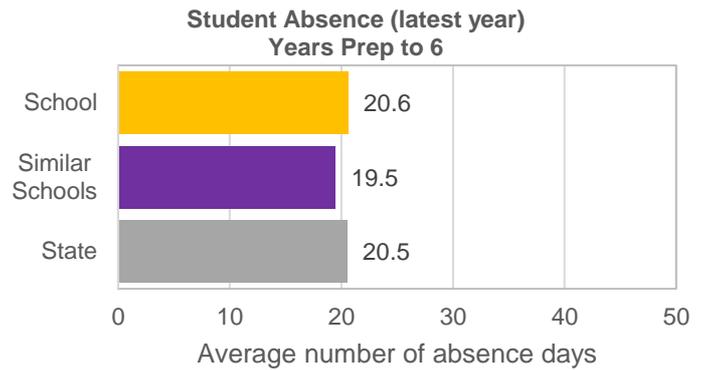
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.6	17.3
Similar Schools average:	19.5	17.2
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	89%	91%	89%	91%	87%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,606,269
Government Provided DET Grants	\$205,654
Government Grants Commonwealth	\$11,686
Government Grants State	\$0
Revenue Other	\$24,738
Locally Raised Funds	\$316,026
Capital Grants	\$4,979
Total Operating Revenue	\$3,169,352

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,768
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,768

Expenditure	Actual
Student Resource Package ²	\$2,658,846
Adjustments	\$0
Books & Publications	\$1,394
Camps/Excursions/Activities	\$72,644
Communication Costs	\$2,516
Consumables	\$68,491
Miscellaneous Expense ³	\$30,188
Professional Development	\$12,786
Equipment/Maintenance/Hire	\$63,916
Property Services	\$84,568
Salaries & Allowances ⁴	\$154,835
Support Services	\$19,484
Trading & Fundraising	\$76,056
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$321
Utilities	\$34,645
Total Operating Expenditure	\$3,280,689
Net Operating Surplus/-Deficit	(\$116,316)
Asset Acquisitions	\$86,825

- (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 17 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	\$203,484
Official Account	\$29,614
Other Accounts	\$0
Total Funds Available	\$233,097

Financial Commitments	Actual
Operating Reserve	\$91,304
Other Recurrent Expenditure	\$0
Provision Accounts	\$7,101
Funds Received in Advance	\$50,000
School Based Programs	\$27,591
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$225,996

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.