

2023 Annual Report to the School Community

School Name: Balnarring Primary School (1698)



- 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 26 March 2024 at 12:51 PM by Nicole Walker (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 26 March 2024 at 09:39 PM by Georga Bryant (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

Balnarring Primary School is located in a semi-rural area close to Western Port Bay in the Shire of the Mornington Peninsula; it is southeast of Melbourne. Balnarring Primary School was re-established on its present site in 1990. The grounds include twelve hectares of wetlands, native garden beds, vegetable patches and an animal enclosure. There is a grassed oval, two basketball courts, a number of four-square courts, a fitness track, mud kitchen and playground equipment for active play and quiet seating, within a central courtyard, for passive play. Our school's vision is 'to develop competent, curious learners who strive to do their best and both respect and care for themselves, others and the environment.' Balnarring Primary, where nature meets nurture, is committed to ensuring that all students:

- learn the necessary skills and attitudes to become competent, curious learners
- Develop as happy, healthy and resilient young people who respect and care for themselves, others and the environment
- become life-long learners, recognising their personal and academic potential
- strive to do their best.

Our school is a vibrant and agile learning community. The student enrolment was 393, 7 were Aboriginal or Torres Strait Islander; these students were housed in 17 classes including three Foundation grades. The staffing profile throughout 2023 was made up of 37 total staff including, a Principal, an Assistant Principal, 3 Learning Specialists, 13 full time classroom teachers, 8 part time classroom teachers, 1 Physical Education teacher, 1 full time Performing Arts teacher, 1 full time First Nations teacher, 2 part time Science teachers, a Business Manager, full time administration officer and 1 full time and 3 part time Education Support staff members. Balnarring Primary School is proud of the supportive environment it has created, enabling staff, parents and students to work closely together to support students to reach their personal and academic potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, we focused on student learning with an increased focus on numeracy and wellbeing. Staff worked in six Professional Learning Teams (PLTs) to collaboratively analyse data, plan and implement differentiated learning plans. Staff were supported to use data tracking tools to triangulate data and five weekly data summaries were used to identify and respond to students requiring extension or support. Learning specialists conducted learning walks and observations to ensure professional learning met student and teacher needs. A whole school professional learning (PL) schedule was implemented including whole school PL, coaching and mentoring at a PLT and individual level.

Learning Specialists supported staff to embed the new student centred instructional model (Anticipate, Launch, Explore, Summarise). Staff were provided with PL on the proficiencies in mathematics (Michael Minas). Performance Summary data indicated that 78% of Year 5 students were in Strong or Exceeding for Numeracy. 72.9% of students (Year 3 to 5) showed Medium or High relative growth.

To improve outcomes in English, additional staff attended phonological and phonemic awareness professional learning (Write to Read) and the Learning Specialist supported staff to include this in their classroom practice. The intervention program continued to support teachers to ensure individual student learning needs were catered for, including high ability students. Performance Summary data showed 92.3% of Year 5 students in Strong or Exceeding for Reading. The percentage of students with Medium or High Relative Growth (Years 3 – 5) was 84%.

Wellbeing

Wellbeing Team

The development of a Wellbeing Team was a new initiative in 2023. This has helped in identifying needs in Wellbeing across the school and developing a strategic action plan in addressing these needs.

Student Voice and Agency

Although not having met the targets for Student Voice and Agency, there were nevertheless, many initiatives that were undertaken to facilitate this. Year six students attended the GRIP leadership conference in the city where they were inspired by speakers and

had the opportunity to mix with other schools. Students came away with ideas and plans that they could action back at school. One such plan was to initiate a special morning teas such as icy-pole day, muffin day. Throughout the year students planned, organised and ran the events raising monies to put towards our Artworks of which they will have a voice in what they are in 2024.

Staff were given Professional Development on Student Voice and Agency based on what our Student Voice and Agency Leaders had learnt from the Qualia Institute.

Work continued on Student Voice and agency with the following initiatives being embedded across the school. Grade 5s designed and led our lunchtime clubs with support of a teacher. Year 4s created a farm based on their interest of ploughing and planting. Daily Circle Time has been useful to voice ideas and Play Based Investigations in Foundation to Grade 2 have continued to be embedded, with students having the chance to learn through their current interests. Middle and Senior school students presented many expos celebrating their Inquiry Based learning.

Future Directions for Student Voice and Agency

Morning tea with You and Me

This initiative has just begun in 2024 and is a big hit with students. Students and school captains discuss what they like about our school and what they would like to see happen in our school. Captains are instrumental in assisting students in actioning their ideas if it is decided that they are viable.

Managing Bullying

The school's percentage endorsement of 75.8% was above State and slightly below similar school averages with a 4 year average above both State and like school averages.

Work has continued throughout 2023 to embed a Restorative Approach across the school. Staff were given PL from Real Schools and through professional readings have incorporated regular Circle Times into their daily routines to address any wellbeing issues. Parents were updated through newsletters, student role plays at assemblies and regular conversations about the process when they identified that their child was being "bullied". Education around what this term meant was also a feature through forums such as School Council. Student forums identified why we were so low on these questions with many students "sitting on the fence" or misunderstanding the questions. A RRRR survey was administered to determine areas of student concern and these were addressed through staff meetings where action was taken to alleviate student concerns such as the toilets being a place where students don't feel "safe". Toilets were physically upgraded with procedures tightened around when to supervise them and who students were allowed to go to the toilet with.

Combining the Balnarring Way with the RRRRs has been a highlight with students referring more frequently and with greater understanding about what the Balnarring Way is. Documentation was designed and introduced to the whole community around this, with the beginning of newsletter items to support the Balnarring Way appearing as a regular newsletter item. The Balnarring Way Award was introduced with the idea that this will then be introduced into local sports clubs (long term goal). Connection with the Mornington Peninsula Shire youth workers was established with many students with wellbeing issues attending a lunchtime games session with the youth workers.

Engagement

Student attendance was slightly better than last year but we are higher than average compared to similar schools and the state. Attendance Improvement Plans were key to this improvement as was correct coding of absences. Daily check-ins with parents through phone calls or emails ensured that students attended school more frequently. Family holidays accounted for a number of longer absences. The engagement of the Senior Wellbeing and Engagement Officer assisted in getting higher attendance for some students. Regular newsletter items were featured outlining the importance of attending school.

Play Based Investigations are embedded in grades Foundation to 2, 3 times a week. This is a great way to start the day and parents have noticed the excitement around getting to school on the days when Investigations are run.

The strong student leadership program that is facilitated in year 6 is a feature of engaging our older students, with each having a role to develop around their interests eg the foreman role is a new one which engaged students who were excellent at hands on learning. The pride in their work transferred to them coming regularly to school.

The unique physical setting of Balnarring Primary School with the Balbirooroo (wetlands) and Bimblemeer (animal shed) certainly add to the engagement of our students. Many students with wellbeing challenges can access the animal shed as a means of reengaging back to school. Our wetlands are regularly frequented with dip net ponding and bird watching being a feature.

Other highlights from the school year

Students in grade 5 and 6 were part of the Wakikirri performance. They were delighted to be finalists in the next round which was

held in the Frankston Cultural Centre.

All students in grades F-4 had the opportunity to participate in the swimming program at Pelican Park whilst the grade 5/6s attended water safety days at Balnarring Beach. Camps to Sovereign Hill, the Briars, the city and Point Leo were enjoyed by students in grades 3-6.

The Christmas carols assembly at the end of the year was a highlight for the school community.

Our Koori students had the opportunity to attend the Koori Kids Big Day Out at Willum Warrain with their peers from other Mornington Peninsula Schools. The introduction of a First Nations subject in 2023 has been well accepted and embedded across the school with students working "on country" regularly.

Financial performance

Balnarring Primary School finished the 2023 calendar year with a \$93,897 surplus. The school continued to release 3 Learning Specialist teachers from full time and part-time classroom responsibilities to further support staff in a coaching and mentoring role. This however changed in term 2 when a learning specialist left to go to another school. Tutoring funding contributed to engaging education support staff to support students with Wellbeing and Learning initiatives and programs. Our Intervention team consisted of a teacher and Education Support Staff and was led by a Learning Specialist. However, due to unusual circumstances, the teacher had to be placed in a classroom. A differentiated Intervention approach ensures we are catering to all student learning needs. With the assistance of two grants from the Mornington Peninsula Shire and one from Melbourne water, we have been able to complete work on an indigenous garden area, raise funds towards our sustainability programs and maintain our wetlands. Fundraising efforts by our Junior School Council contributed to the purchase of a new middle school playground in 2023. During 2023, the JSC also raised funds for artworks to be displayed outside as did the newly established Parents and Friends Committee. A Woolworths Junior Landcare Group grant provided the opportunity for students to create, maintain and take ownership of a garden space. Bushfire Preparedness funding was used to regularly mow the grass areas, remove debris and clear gutters. Equity funding supported the leasing of digital devices to be used across all areas of the school. Swimming in Schools funding was used to provide swim lessons at a local swim school to students in Years Foundation to 4, and beach safety lessons to students in years 5 and 6. Student Excellence funding provided opportunities for students to participate in events such as the Science Talent Search and Victorian High Achievement Program. Tier 2 funding provided for the purchase of literacy resources and alternative furniture as well as the investment in PL for staff members to attend Write to Read in grades F-4. Real Schools Partnerships were contracted to provide PL on building a Restorative School Culture. We were also successful in grant applications for a tree audit safety inspection and report, and toilet upgrades. A minor capital works grant to replace the roof was utilised effectively. Our Shelter in Place (Gym) was also upgraded to ensure the safety of the school community. Extensive works were carried out on the school drainage and sewerage systems, toilet and tap repairs. The main corridor was painted, as were the portables. Eaves were also replaced on the portables. A mud kitchen was built for our foundation students. Furniture was purchased for the First Nations classroom and tables and chairs replaced the 30 year old tables and chairs in the junior school and grade 3 rooms.

For more detailed information regarding our school please visit our website at
<https://balnarringps.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 393 students were enrolled at this school in 2023, 187 female and 206 male.

NDP percent of students had English as an additional language and 2 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).

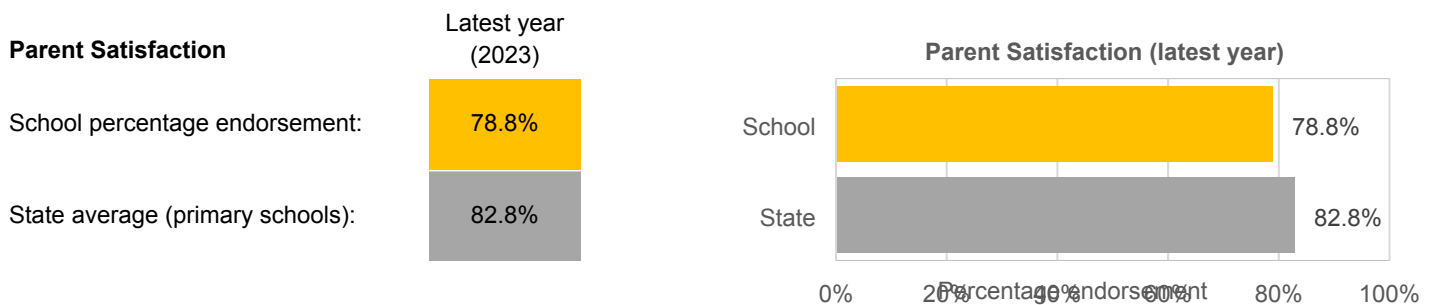
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

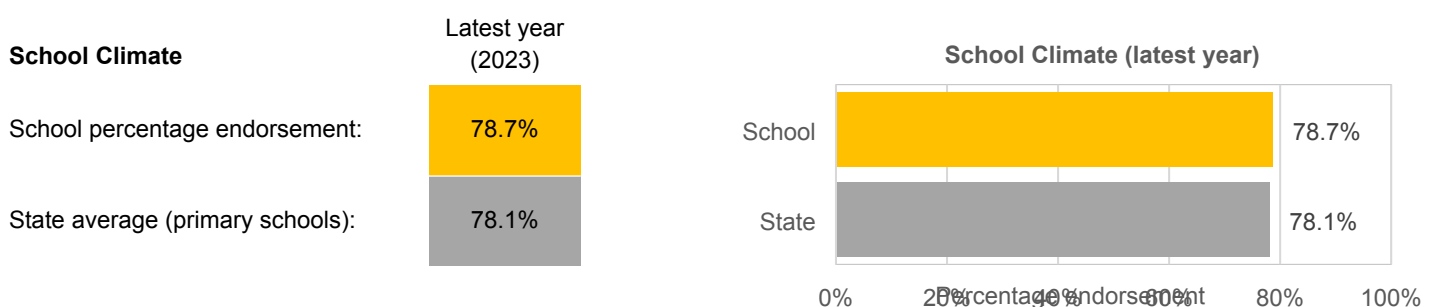


School Staff Survey

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:

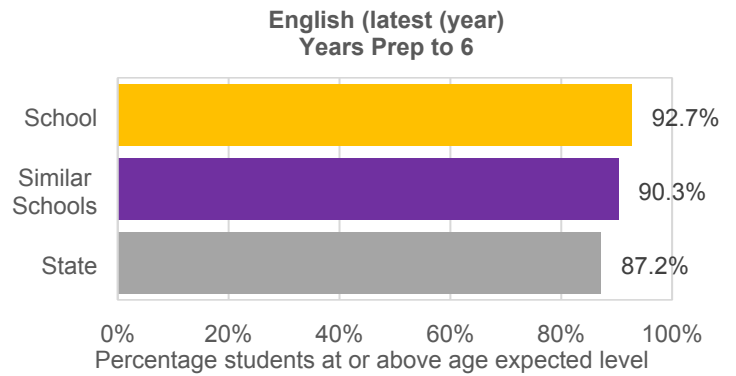
92.7%

Similar Schools average:

90.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

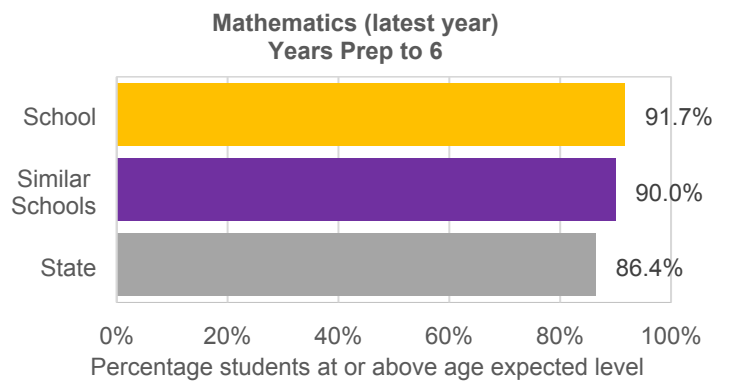
91.7%

Similar Schools average:

90.0%

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:

69.8%

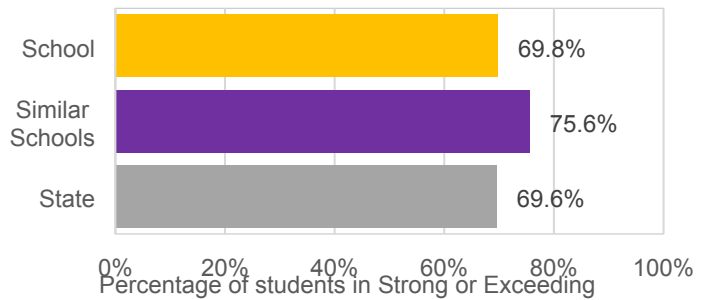
Similar Schools average:

75.6%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

92.3%

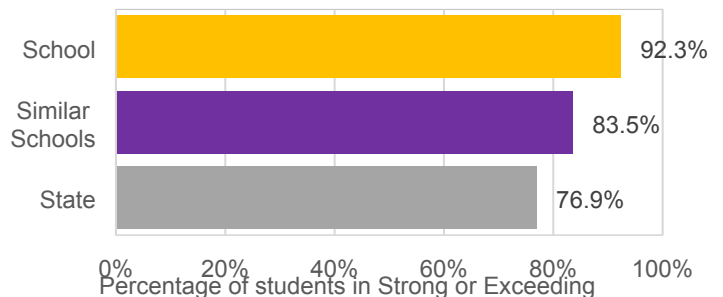
Similar Schools average:

83.5%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.0%

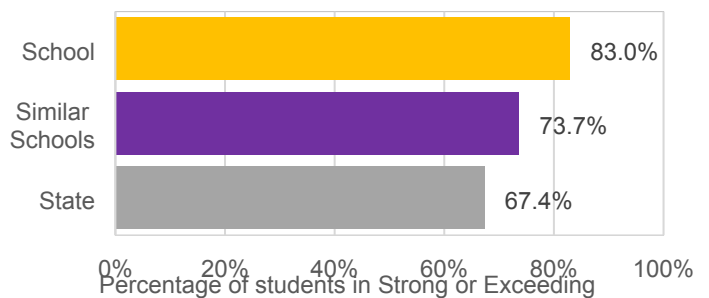
Similar Schools average:

73.7%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

78.0%

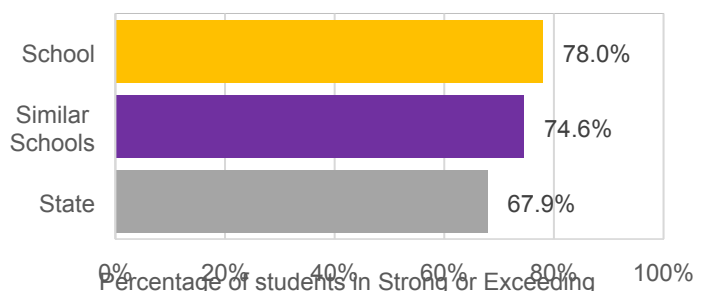
Similar Schools average:

74.6%

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:

96.0%

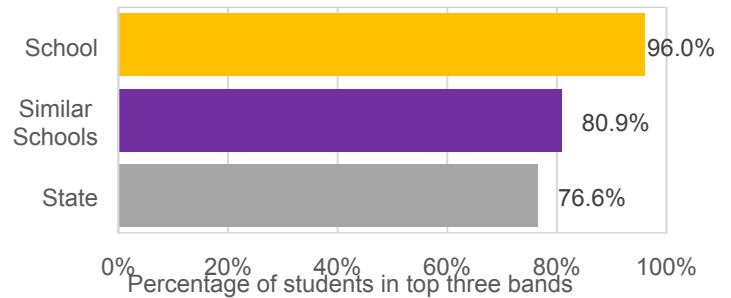
Similar Schools average:

80.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.8%

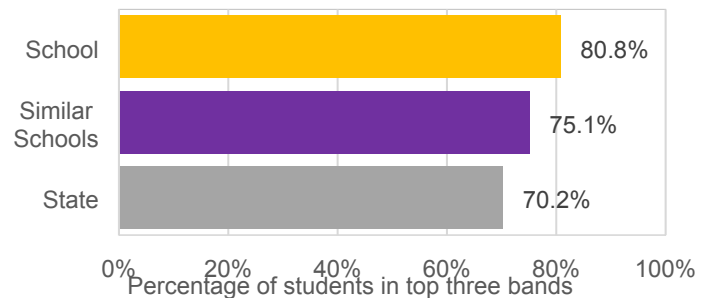
Similar Schools average:

75.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

78.0%

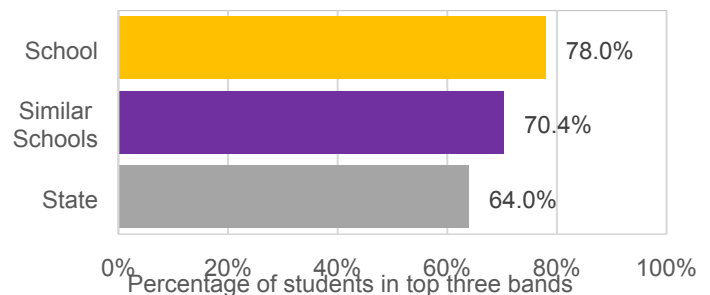
Similar Schools average:

70.4%

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%

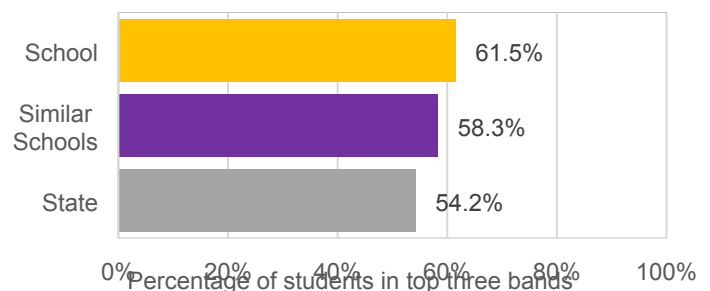
Similar Schools average:

58.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

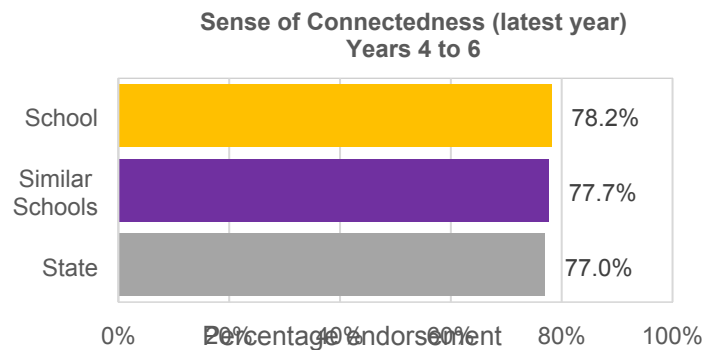
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.2%	79.9%
Similar Schools average:	77.7%	78.3%
State average:	77.0%	78.5%

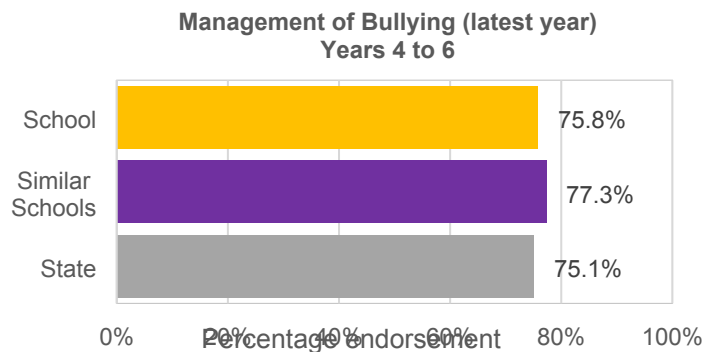


Student Attitudes to School – Management of Bullying

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:	75.8%	79.5%
Similar Schools average:	77.3%	78.3%
State average:	75.1%	76.9%



ENGAGEMENT

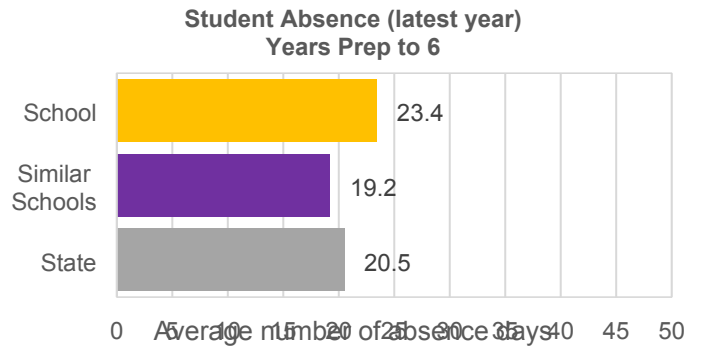
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	23.4	18.5
Similar Schools average:	19.2	16.7
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):	89%	90%	88%	88%	90%	85%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,500,725
Government Provided DET Grants	\$519,785
Government Grants Commonwealth	\$6,657
Government Grants State	\$42,458
Revenue Other	\$46,243
Locally Raised Funds	\$239,844
Capital Grants	\$0
Total Operating Revenue	\$4,355,712

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,755
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,755

Expenditure	Actual
Student Resource Package ²	\$3,433,326
Adjustments	\$0
Books & Publications	\$2,893
Camps/Excursions/Activities	\$132,145
Communication Costs	\$12,786
Consumables	\$114,947
Miscellaneous Expense ³	\$14,108
Professional Development	\$16,938
Equipment/Maintenance/Hire	\$72,254
Property Services	\$171,506
Salaries & Allowances ⁴	\$200,173
Support Services	\$35,346
Trading & Fundraising	\$29,437
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,956
Total Operating Expenditure	\$4,261,815
Net Operating Surplus/-Deficit	\$93,897
Asset Acquisitions	\$49,450

- (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	\$399,120
Official Account	\$41,865
Other Accounts	\$0
Total Funds Available	\$440,985

Financial Commitments	Actual
Operating Reserve	\$111,860
Other Recurrent Expenditure	\$29
Provision Accounts	\$1,300
Funds Received in Advance	\$49,338
School Based Programs	\$93,527
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,450
Repayable to the Department	\$130,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$392,504

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.