

2023 Annual Report to the School Community

School Name: Koo Wee Rup Primary School (2629)



- 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 29 February 2024 at 09:55 AM by Benton Zimmerle (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 18 March 2024 at 11:28 AM by Stacey Webb (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

Koo Wee Rup Primary School is located in the Cardinia Shire, 75km south east of Melbourne. In 2023 our student enrolment at the August Census was 344, a reduction of 3 students over the previous 12 months, due to enforced zoning of the school. We experienced a period of transience again throughout 2023 with 25 students leaving the school, mostly due to interstate moves and 12 new enrolments of students moving into the local area. In 2023 our school consisted of 16 classroom teachers, 4 specialist teachers (Physical Education, LOTE - Italian, Digital Technologies and The Arts), a Learning Specialist, a part-time Mathematics Specialist, 1 Principal, 1 Assistant Principal, 3 administration staff including a Business Manager and a team of Education Support Staff undertaking a variety of roles including integration support and individualised programs including MultiLit and a school-based language support program. Additionally, the school employed 1 teacher to specifically run our tutoring program as part of the Government's Tutor Learning Initiative. In 2023, our tutoring program was heavily impacted by staff shortages; for much of the year our tutor and our Maths specialist were required to share the teaching of a class. Koo Wee Rup Primary School does not currently have any Aboriginal or Torres Strait Islander staff, however we engage closely with our network KESO in order to support our students that identify as ATSI.

At Koo Wee Rup Primary School our vision underpins the way we work in supporting children to become highly capable learners. Our Vision is "We collectively commit to creating an inclusive environment where all students will achieve high levels of learning. We will be relentless in our collaborative efforts to meet all of the needs of our students. We will create a safe, positive and harmonious environment where all students feel connected. Students will understand their learning path and be self-directed and motivated learners. We will promote and instil positive values in our students as they become learners with a growth mindset". This vision is supported by our school values: Learning, Respect, Responsibility, Resilience.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the Department provided schools with key AIP goals to work towards with all schools asked to focus on Numeracy. The changes to the NAPLAN scoring scales made it challenging for us to compare our school's growth in a lineal fashion. The data did however provide both aspects to celebrate in addition to identifying challenges moving forward. In Year 3, 58% of our students demonstrated skills that enabled them to achieve results in the 'Strong' or 'Exceeding' band. This put us within 1% of similar schools and 1% higher performing than other schools in our Cardinia Network. This affirms some of the work we have been carrying through implementation of the current strategic plan. Whilst we celebrate this achievement at the Grade 3 level, it also needs to be acknowledged that further consideration needs to be provided to the supports we are providing our students in the middle and upper school in Mathematics. 46% of our Grade 5 students attained results in the 'Strong' or 'Exceeding' band. This sees us performing lower than both similar schools and schools within our own network at the Grade 5 level and provides us with clarity of the where we must focus our efforts moving forward in Mathematics.

In 2023 Koo Wee Rup Primary School focused strongly on implementation of a common approach to the teaching of Writing. This was based on action research undertaken in 2022 lead by our Learning Specialist. It was pleasing to see this begin to have an impact on our students with some pleasing NAPLAN results. At the Grade 3 level, 73% of our students achieved results that saw them working at the 'Strong' or 'Exceeding' band. This places us as higher performing than similar schools (2% higher) and schools within our Cardinia Network. This is to be celebrated as our 2022 data had us achieving well below both similar schools and the network. At the Grade 5 level in Writing, 63% of our students achieved results in the 'Strong' or 'Exceeding' bands. This is a 1% increase when compared to our achievement against similar schools in 2022.

An additional highlight for us to acknowledge is the fact that teacher judgement data at the Grade 1/2 level saw over 13% of our students demonstrating skills that place them above the expected standard.

Wellbeing

2023 saw Koo Wee Rup Primary School begin a number of large changes specifically targeting student wellbeing. Staff began the year by undertaking professional learning on the Play is the Way methodology for teaching social skills. Following the facilitated

learning staff were required to undertake significant amounts of professional reading. To ensure that staff had the required knowledge and implementation be done with high levels of fidelity, the decision was made to hold off on whole school implementation until 2024. A small group of teachers trialed implementation with positive results.

All staff began the 4-day professional learning journey to implement the Berry Street Educational Model. BSEM is built on the premise of curating positive relationships with all students. We started implementation by scheduling 'Morning Circles' into our daily routine in all classrooms. This had an almost immediate impact as we saw calmer and more connected classrooms from Day One. Through the year teachers implemented whole class ready to learn plans which acknowledge and give permission to the fact that sometimes we all need support and strategies to assist us to be in a positive mindset that is ready to learn. The school will continue with the final 2-days of BSEM training in 2024.

Some of the positive student wellbeing results the school achieved in 2023 are highlighted below. Results are captured from the Students Attitudes to School Survey.

'Students at the school treat each other with respect' 50% positive endorsement up from 43% in 2022.

'My teacher cares about how I am feeling' (Grade 5/6) Grade 5 students at 81% positive endorsement and Grade 6 students at 80% positive endorsement, up from 76% in both year levels in 2022.

'I can recover in a short time when something bad happens to me' was at 63% positive endorsement, up from 62% in 2022. Our Grade 5 students are the most resilient with 81% positive endorsement.

'I feel like I belong at this school' received a positive endorsement of 75% based on the entire Grade 4 - 6 cohort. This is up from 74% in 2022.

'I can recover in a short time when something bad happens to me' - 63% positive endorsement across the Grade 4-6 cohort, up slightly from 62% in 2022.

'I feel like I belong at this school' 76% positive endorsement in 2023 up from 74% in 2022.

'I have a say in the things I learn' at the Grade 6 level showed a 9% improvement to 52% in 12-months from when in Grade 5.

Our Grade 6 boys showed the highest level of 'High Resilience' at 17%, up from 10% in 2022.

Engagement

At Koo Wee Rup Primary School, we have a strong emphasis on student attendance. Our Assistant Principal monitors student attendance daily and supports teachers and parents when required to ensure that all students attend school every day that they are well enough to do so. In 2023 all cohorts apart from Grade 6 achieved an attendance rate of 89% or higher and our average absences per day was 1 lower than similar schools.

We attribute our morning routine and focus on student wellbeing as being key to improving student attendance. We provide a range of additional activities, events and extra-curricular activities through the year to ensure that our school provides something that appeals to each student.

In 2023 we began opening the library to students at playtimes, constructed a new sandpit and installed new footy goal posts all at the request of students. Our Student Voice group in 2023 was very strong and implemented a number of key initiatives including reading night rewards, daily icy-pole sales and a number of student led activities.

In 2023 we introduced instrumental music as an extracurricular activity and our Art teacher began a lunch time Art Club where students have created a number of mosaic art pieces to display around the school.

Koo Wee Rup Primary School provides a variety of sporting opportunities for our students which particularly engage our senior students who enjoy opportunities to compete against other schools.

Other highlights from the school year

In 2023 students at Koo Wee Rup Primary School participated in a number of excursions and incursions. Events are provided each term to support and extend the classroom learning. Highlights in 2023 included the Prep excursion to Maru, the Grade 5/6 planetarium incursion and the Grade 3/4 trip to Melbourne Zoo.

Our Grade 3/4 students attended the Phillip Island Adventure camp as part of our bi-annual camping program. On this camp, students were challenged to undertake water sports, rope courses and a range of team-building exercises. Our camps are always supported by parent helpers.

A number of Grade 5/6 students attended Somers Camp in 2023, accompanied by 2 of our teachers for the 9-day adventure.

2023 saw the commencement of our new gymnasium. At a cost of over \$7 million this is a tremendous asset to our school and is predicted to be finished mid-way through 2024. The school funded the refurbishment of a portable which was converted into a new library for the school in 2023. This too is a great asset for our school, enriching both our learning programs and providing a quiet haven for students during play-times.

Koo Wee Rup Primary School continued to excel on the sporting field in 2023. We had students represent the school at regional level in swimming and athletics. In team sports, cricket was the highlight with our Grade 5/6 boys team winning the local T20 competition at both the local and divisional level. Our sporting program is complemented by a range of additional coaches that work with the students through the year as part of the federal government's Sporting School's initiative.

Grade 3/4 and Grade 5/6 students participated in beach-based water safety programs where the students had the opportunity to learn to surf whilst staying safe in the water. This event is always a highlight for our students.

In 2023, Koo Wee Rup Primary School continued to connect with local community groups. The KWR Men's Shed continued to run a mentorship program with small groups of students and the Cranbourne Botanic Gardens and Western Port Biosphere supported us with the revegetation of our school's bandicoot habitat.

The Fathering Project continues to be a key piece of work for us here at Koo Wee Rup Primary School in an effort to engage our students' dads and father figures more deeply in their education. We ran events each term in 2023 that included karate, tabloid sports and an inflatables afternoon.

Financial performance

Koo Wee Rup Primary School finished the 2023 year in a strong financial position. Due to staffing shortages, a small staffing surplus will be carried into the next year. Koo Wee Rup Primary School commits to expending the Student Resource Package funding for the school year it is provided. In 2023 this saw the school run with 16 classes for the first time, ensuring small manageable class sizes across the school.

The school invested significant funding for the refurbishment of a portable classroom to convert it into a library for the benefit of all students; a government grant was later applied for awarded, meaning the committed funds will be available for a future playground following completion of the school's gymnasium.

As part of the school's commitment to providing students with 1:1 electronic device access, the school continued to invest heavily in Chromebook computers. This ensured that all students from Grade 1 to Grade 3 had their own device. The roll-out will continue in the following year.

Our Parents and Friends group ran a number of fundraising activities throughout the 2023 school year with the highlight being the annual Colour Explosion. All funds raised in 2023 are being put towards a new playground for the school following completion of the gymnasium.

Equity funding is utilised in a number of ways to ensure equal access for all students. This included the purchasing of a range of student resources to support with emotional regulation, intervention supports including the language support program and to supplement the school chaplaincy program funding to provide access for all students requiring support.

For more detailed information regarding our school please visit our website at

<https://kooweerupps.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 345 students were enrolled at this school in 2023, 150 female and 195 male.

2 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).

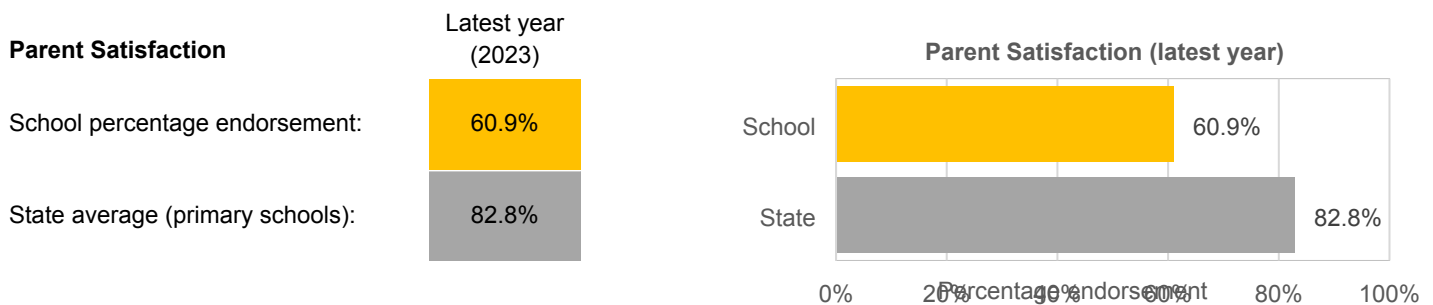
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

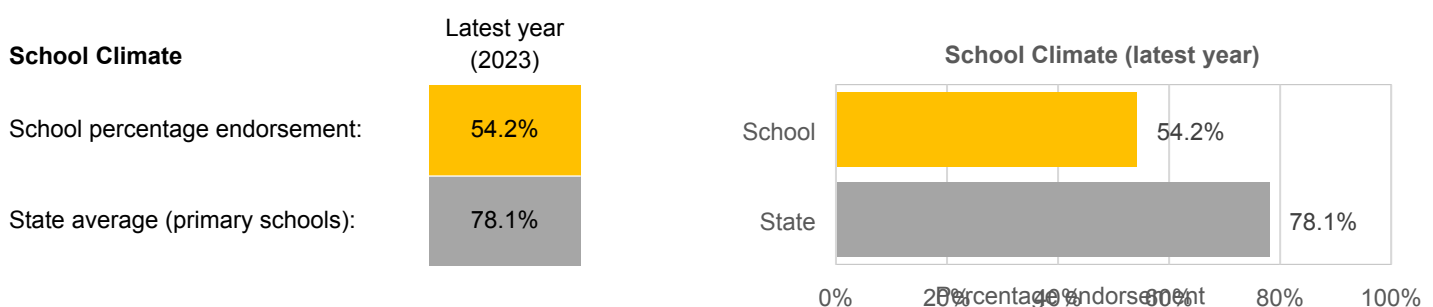


School Staff Survey

The 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:

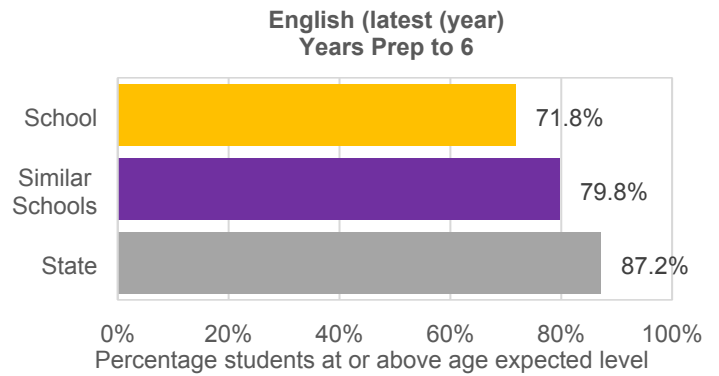
71.8%

Similar Schools average:

79.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

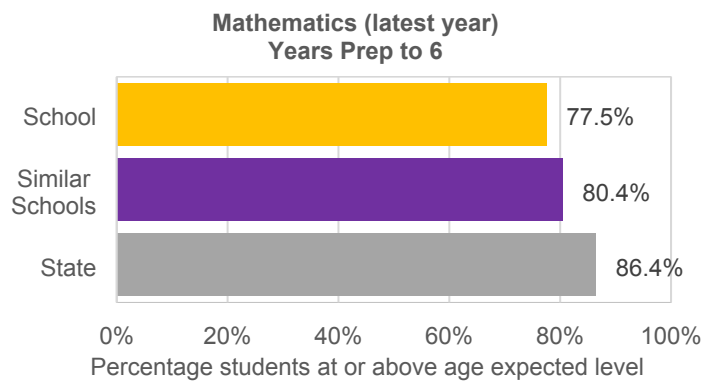
77.5%

Similar Schools average:

80.4%

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:

57.8%

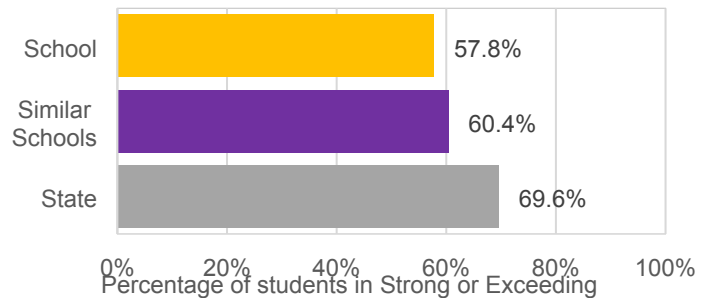
Similar Schools average:

60.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

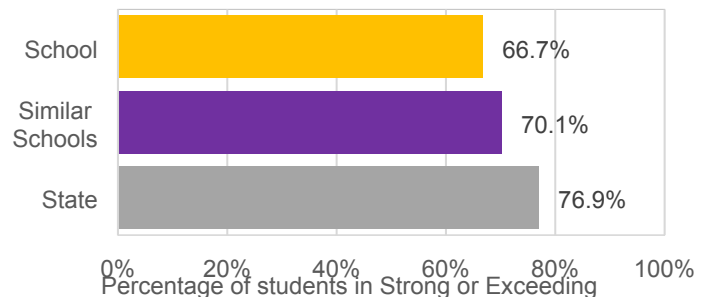
Similar Schools average:

70.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.8%

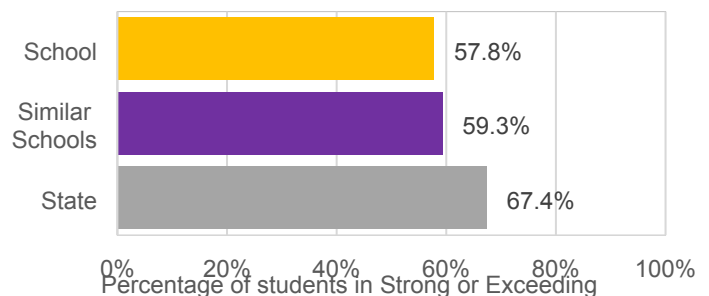
Similar Schools average:

59.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.3%

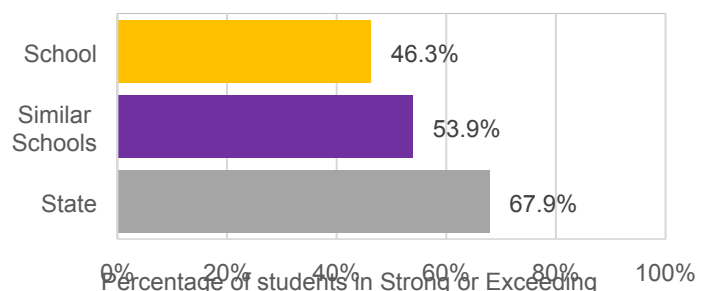
Similar Schools average:

53.9%

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:

72.5%

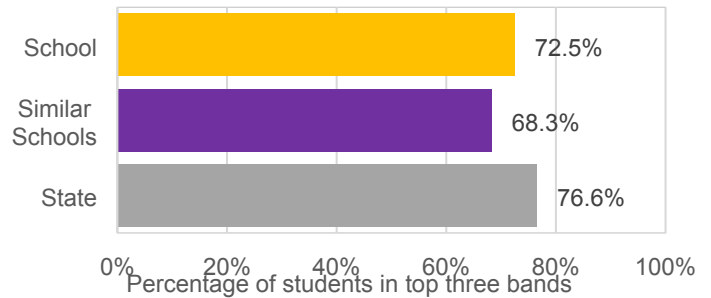
Similar Schools average:

68.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

59.3%

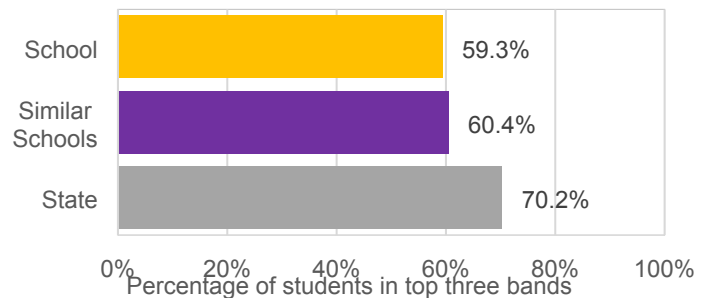
Similar Schools average:

60.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

58.3%

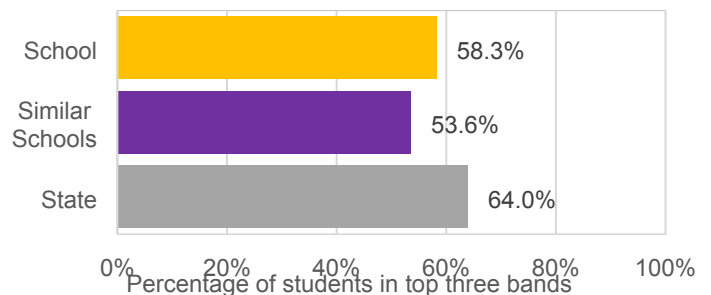
Similar Schools average:

53.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

31.5%

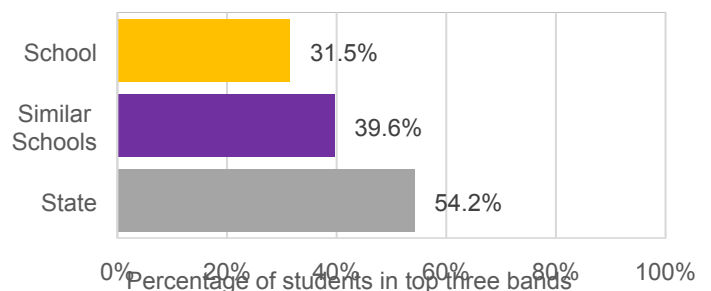
Similar Schools average:

39.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

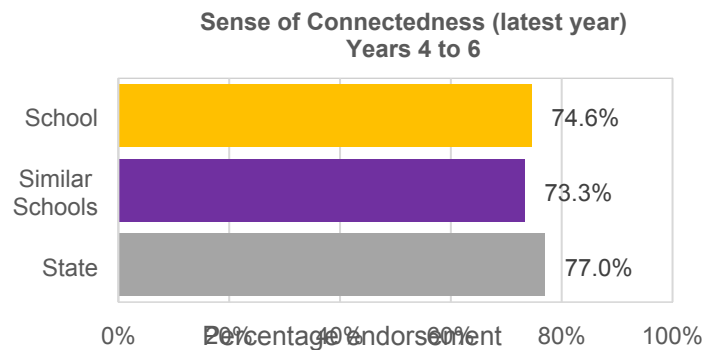
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	74.6%	72.0%
Similar Schools average:	73.3%	73.5%
State average:	77.0%	78.5%

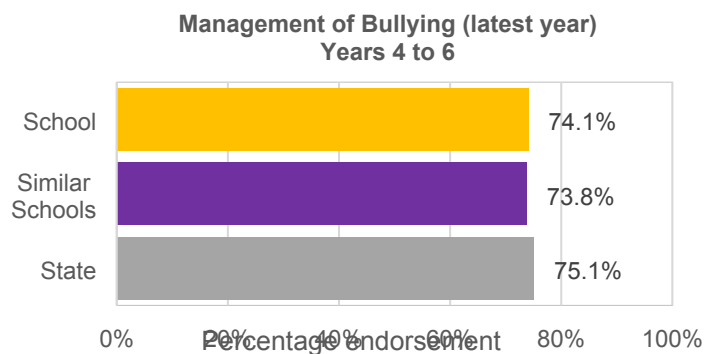


Student Attitudes to School – Management of Bullying

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:	74.1%	74.7%
Similar Schools average:	73.8%	73.6%
State average:	75.1%	76.9%



ENGAGEMENT

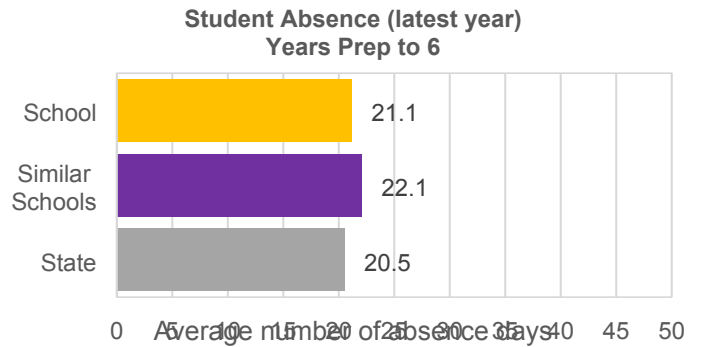
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.1	20.5
Similar Schools average:	22.1	20.0
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):	91%	89%	91%	92%	90%	89%	84%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,668,548
Government Provided DET Grants	\$505,967
Government Grants Commonwealth	\$2,736
Government Grants State	\$4,806
Revenue Other	\$106,461
Locally Raised Funds	\$141,718
Capital Grants	\$0
Total Operating Revenue	\$4,430,236

Equity ¹	Actual
Equity (Social Disadvantage)	\$216,024
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$216,024

Expenditure	Actual
Student Resource Package ²	\$3,443,623
Adjustments	\$0
Books & Publications	\$10,219
Camps/Excursions/Activities	\$99,747
Communication Costs	\$3,887
Consumables	\$61,218
Miscellaneous Expense ³	\$13,291
Professional Development	\$49,090
Equipment/Maintenance/Hire	\$56,233
Property Services	\$97,200
Salaries & Allowances ⁴	\$78,383
Support Services	\$72,755
Trading & Fundraising	\$26,927
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$298
Utilities	\$38,105
Total Operating Expenditure	\$4,050,974
Net Operating Surplus/-Deficit	\$379,262
Asset Acquisitions	\$504

- (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	\$623,392
Official Account	\$23,885
Other Accounts	\$0
Total Funds Available	\$647,277

Financial Commitments	Actual
Operating Reserve	\$87,542
Other Recurrent Expenditure	\$49
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$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	\$87,591

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.