

2021 Annual Report to The School Community



School Name: Canterbury Primary School (3572)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 10 March 2022 at 10:50 AM by Carly Pluck (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2022 at 06:39 PM by Dani Armstrong (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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').

About Our School

School context

Canterbury Primary School is located in Canterbury, approximately 16 kilometres east of Melbourne CBD.

Our school vision is to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and to make a positive contribution to the world in which they live. Our school values (respect, responsibility, integrity and resilience) guide the decisions and behaviours of all members of our school community. In addition our learner dispositions (curiosity, creativity, self-efficacy, self-regulation, resilience and collaboration), which were developed in collaboration with students, staff and parents, and launched in 2021, provide all community members with a shared language of learning, outlining the characteristics or attitudes that we aim to foster in all learners.

At Canterbury Primary School, our moral purpose is to engage students through authentic, relevant, and contextualised learning experiences. We believe that finding opportunities to enhance student voice, agency and leadership will improve student engagement, wellbeing and achievement outcomes. Students from Prep to Year 6 have a say in what they learn, how they learn and how they will be assessed. Teachers are skilled in planning learning experiences that engage students through their own interests, while still addressing student needs, skills, dispositions and relevant curriculum standards. We believe that learning requires purpose, context, and audience.

At the time of February 2021 census, a total of 619 students were enrolled, which included 288 female students and 331 male students. 18% of students had English as an additional language, 1% were Aboriginal or Torres Strait Islander and no students were located overseas.

Our workforce comprised 45.06 full-time equivalent (FTE) staff members. This included 1 Principal, 1 Assistant Principal, 3 Learning Specialists, 34 teaching staff, 5 specialist teachers (Music, Art, Mandarin and PE), 4 integration aides, 2 Business Managers, 2 administration staff, 1 First Aid Officer, 1 librarian and 1 grounds/maintenance person. No staff are Aboriginal or Torres Strait Islander.

Canterbury Primary School falls into the lowest socio-economic band value, which is based on the school's Student Family Occupation and Education index (SFOE), taking into account parents' occupations and education. The Student Family Occupation and Education is a measure of 'context' which speaks about the demographic of the school community. SFOE scores range between 0 and 1.0 and are converted to bands based on a quartile approach (low, low-medium, medium, high). A 'low' score represents high parent education level and high socio-economic advantage.

Framework for Improving Student Outcomes (FISO)

In 2021, our Annual Implementation Plan (AIP) focused on supporting the 2021 Priorities, as determined by the Department of Education in response to the pandemic. All Victorian government schools worked towards common Key Improvement Strategies (KIS), which were:

- Learning, catch-up and extension priority
- Happy, active and healthy kids priority
- Connected schools priority

Despite ongoing disruption caused by school closures in 2021, we had success in each of the above areas, which has allowed us to gain momentum as we progress into 2022. Some highlights in relation to the above KIS include, but are not limited to:

- Participation in a School Review during Term 2 and subsequently the endorsement of a new 4-year School Strategic Plan, helping to guide our school towards ongoing improvement.
- A school-wide Instructional Framework was reviewed, refined, implemented and monitored throughout the

year. This provided staff with a common language and supported teacher planning, lesson structure and most importantly, student learning experience regardless of age or classroom.

- Delivery of a professional learning series for teaching staff on differentiation strategies.
- Implementation of a school-wide spelling program, which has significantly improved student outcomes from across the school and is reflected in 2021 NAPLAN Learning Gain Data, which is included in this report.
- Launch of the CPS Learner Dispositions, helping to develop, at a surface level, a shared language of what learning characteristics are most valued by students, staff and parents at Canterbury Primary School.
- Appointment of a substantive Principal and Assistant Principal.

Achievement

Students at Canterbury Primary School have continued to achieve high outcomes in areas of Literacy and Numeracy. Students have performed above similar schools and schools from across the state, which is reflected in both teacher judgements and NAPLAN Data, included in this report.

As mentioned above, a significant focus in 2021 was the implementation of a school-wide instructional framework, which helped to improve consistency and teacher collaboration. This ensured that all lessons, whether that be Literacy, Numeracy or Science, included common elements, such as learning intentions, success criteria, vocabulary, EAL considerations, differentiation, learner proficiencies and feedback. Once implemented, teacher workplans were monitored by the School Improvement Team and areas for improvement were identified, such as differentiation, which informed our professional learning calendar in Semester Two. This focus supported all teachers to develop an understanding of how you can differentiate the content, process, product or environment to better support our learners to engage and achieve. This learning will support our staff's participation in the Department's Professional Learning Communities training, which focuses on the collaborative design, use and analysis of assessment and data, which we are scheduled to begin in Term 3, 2022.

Additionally, we successfully delivered the Tutor Learning Initiative, which was funded by the Department of Education. This allowed us to identify students who were at-risk or had not made progress during 2020, and in response, target intervention efforts to best support their individual needs. Student learning goals were documented and tracked using Individual Education Plans, regular updates were shared with parents, and the use of common assessment tools, such as Progressive Achievement Tests (PAT) were used school-wide to monitor student achievement and growth.

In 2022, all Victorian Government Schools are required to have a focus on improving numeracy outcomes due to a decline in state-wide numeracy data, which is a decline we have also observed at Canterbury Primary School. Our response is to review our current Zoned Maths Program, which is how we teach the Number and Algebra curriculum and make improvements based on data gained through opinion surveys, learning walks, discussion and the analysis of planning documentation. At the time of writing this report, we have commenced our review of Zoned Maths, and will utilise our pupil-free day on April 26th 2022, to deliver professional learning for staff in response to findings and recommendations made by the panel.

Engagement

Students at Canterbury Primary School are highly engaged and connected to their school. Our attendance data improved through the second year of the Covid-19 Pandemic, given there were no extended family holidays planned, which is usually a common factor in our annual attendance data. Our Attitudes to School Survey data continued to reflect a high level of positive endorsement from students surveyed in Years 4 - 6. Of note, Stimulated Learning had a positive endorsement of 100% (similar schools 78% and state 79%), Community Connections had a positive endorsement of 91% (similar schools 80% and state 71%) and Student Voice and Agency had a positive endorsement of 92% (similar schools 65% and state 67%).

Given the restrictions and density limits in place during 2021, our school pivoted to weekly virtual assemblies hosted by our School Captains and Technology Ministers. This provided all community members with a regular opportunity to connect with each other and celebrate what was happening in classrooms. Our student leaders ran 'guess the teacher'

games, regular competitions and produced weekly student newsletters to further engage our students.

Authentic opportunities for student leadership were further explored and provided for students school-wide. For example, to coincide with our Makerspace/Colour Run Fundraiser in Term 4, 2 students from each class were nominated by their peers to join the Makerspace Advisory Group, assisting teacher and principal class staff to plan and spend money raised, which equated to approximately \$40,000. Our CPS Parliamentary Program continued, our Year 5 students refined Ministerial roles for 2022, and we plan to include Year 3 students in the Senate in 2022.

We worked closely with the Canterbury Parents' Association (CPA) to engage families throughout the year. Some examples include the delivery of modified fundraising activities (such as Lucy Liu cook at home kits), school holiday activity packs and a school-wide Where's Wally hunt, offered to all families on the first day of Spring, which was well-received by students, staff and parents. Further work to engage parents and carers will occur during 2022, acknowledging that there is some fatigue felt in the community after the last two years. While our 2021 Parent Opinion Survey only engaged 19% (approximately 40 parents) of responses, we did run a well-attended NAPLAN Forum (approximately 100 families) and have been successful in recruiting new parent members at both CPA and School Council for the year ahead.

Wellbeing

At Canterbury Primary School, we understand the pivotal role that wellbeing plays in a student's education. While it is always important to ensure that support strategies are varied and modified to suit individual needs and circumstances, this was particularly evident in 2021 as students, parents and staff continued to navigate the many parts of the year affected by Covid-19.

Some of the ways we supported student wellbeing during 2021 includes, but is not limited to:

- Developing a school-wide wellbeing framework, which we are currently seeking student and parent feedback on, before launching in Term 2 of this year. This framework aims to develop a shared language of what wellbeing programs, policies and processes exist at Canterbury Primary School, and was a key recommendation following our School Review in May of 2021.
- Writing Individual Education Plans for a range of student backgrounds and needs. We also explored other plans, to target behaviour, attendance and personal safety, depending on the child and the supports they required most. These plans were developed in partnership with our school's Health and Wellbeing Key Contact, assigned by the Department of Education.
- Adapting our camping program to ensure that all students in Year 2 – 6 could participate in a camping experience, even if it was just a sleepover at school.
- Purchased assistive technology, such as C-Pens, to better support students with learning difficulties.
- All staff participated in professional learning facilitated by psychologist, Sabina Read.
- Provided targeted support to year levels, such as Thursday playdates for Year 1 students, who had spent most of their schooling at home.
- Modified our specialist program, with Health lessons now taught by classroom teachers. This ensures a consistent approach, where teaching and support is responsive, relevant and targeted to specific needs.
- Engaged Sex Education Australia (SEA) to work with students in Years 3 – 6. These sessions are based on the curriculum and led by highly experienced facilitators, who also provide a parent information evening before the commencement of the program held in Term 3 each year.
- The Visiting Nurse Service attended during Term 4, which was offered to all families across the school.

In 2022, we have resourced additional teaching staff who have key responsibilities in student wellbeing and inclusion. We are closely monitoring our school-wide health program, seeking feedback on our wellbeing framework before implementation, and are exploring opportunities to engage psychologists and external professional learning providers to run parent forums and professional development for staff.

Finance performance and position

In 2021, Canterbury Primary School maintained a very sound financial position.

The Financial Performance and Position Report shows an end of year surplus of \$572,597. This reflects stable student enrolment figures and measured expenditure during the pandemic to ensure that learning programs and experiences, such as camps, could continue to the extent possible.

Canterbury Primary School was strongly supported by 'Locally Raised Funds', including a highly successful major fundraiser in Term 4, raising \$43,277, which was spent refurbishing our Makerspace.

During 2021, Canterbury Primary School Council entered into new agreements for cyclical external painting (provided through Programmed Maintenance Services), photocopy and print services (provided through Kyocera/Equigroup) and IT support (JB HiFi Commercial).

Our school received \$5,760 Equity Funding provided through the Department of Education (DET). This was used to support the professional learning needs identified in our Annual Implementation Plan, which included a focus on Individual Education Plans, restorative practices and childhood mental health. As part of our Student Resource Package, we also received DET funding to staff the Tutor Learning Initiative, totalling \$78,970.

Canterbury Primary School received Commonwealth Grants totalling \$7,576. This includes a carry forward Sporting Schools Victoria payment received in 2020, which was used to replace sporting equipment.

For more detailed information regarding our school please visit our website at
<https://www.canterburyyps.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 619 students were enrolled at this school in 2021, 288 female and 331 male.

18 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).

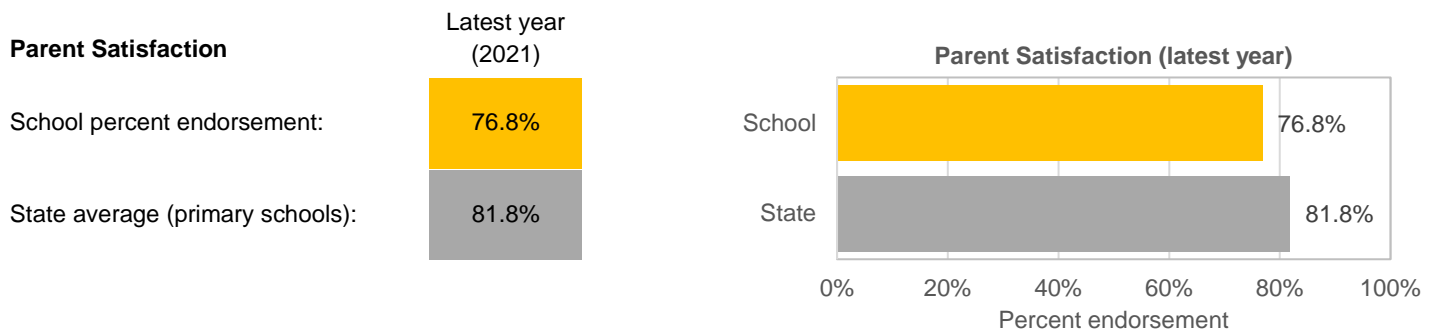
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

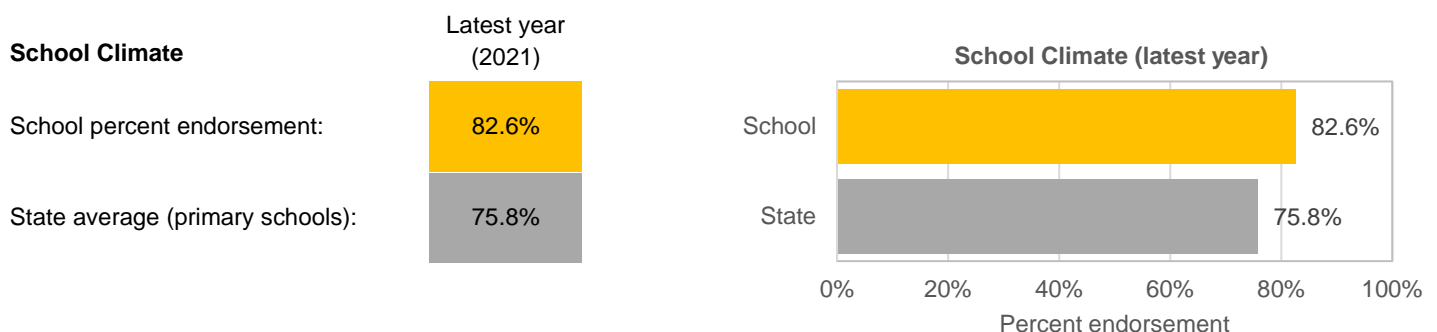


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

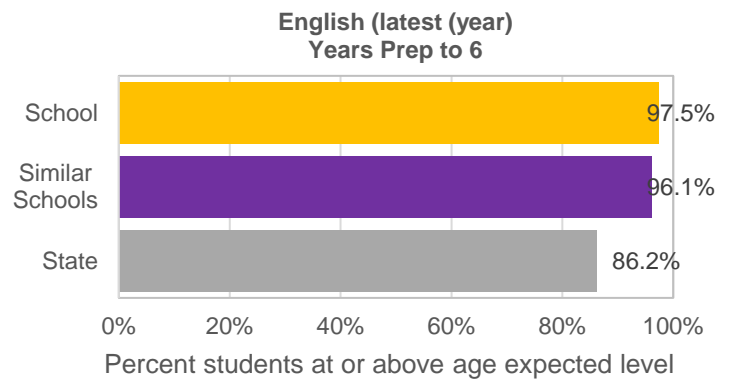
97.5%

Similar Schools average:

96.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

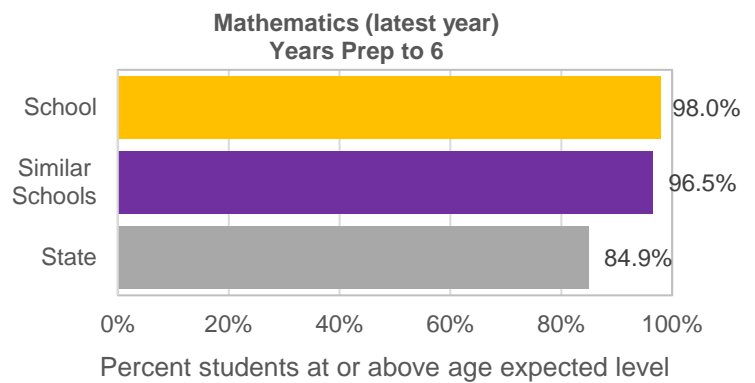
98.0%

Similar Schools average:

96.5%

State average:

84.9%



ACHIEVEMENT (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.

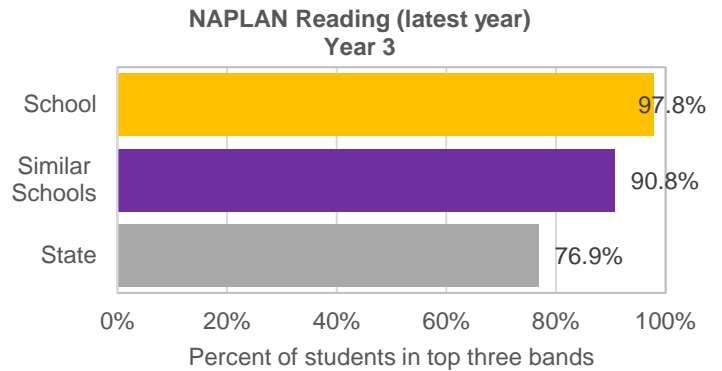
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

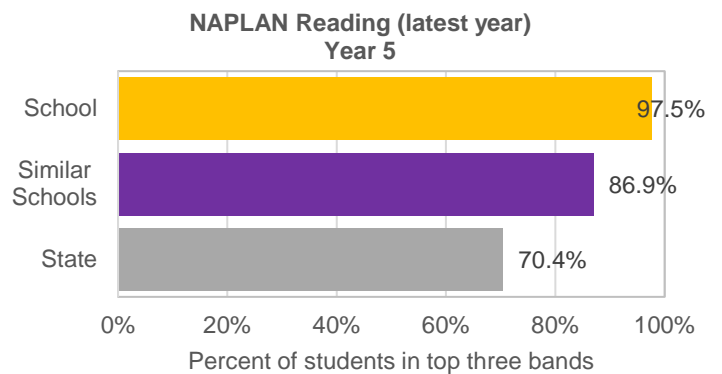
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	97.8%	96.7%
Similar Schools average:	90.8%	90.7%
State average:	76.9%	76.5%



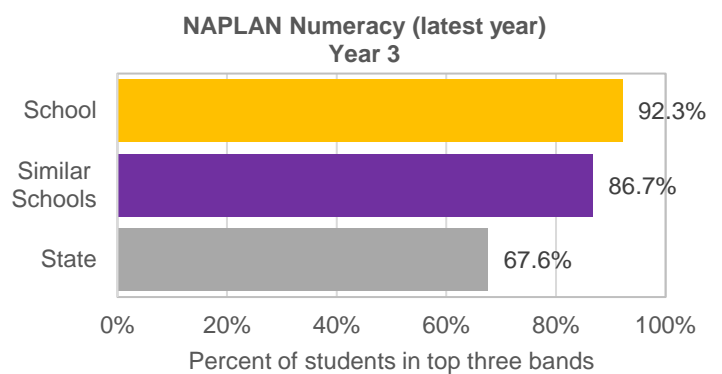
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	97.5%	91.6%
Similar Schools average:	86.9%	84.6%
State average:	70.4%	67.7%



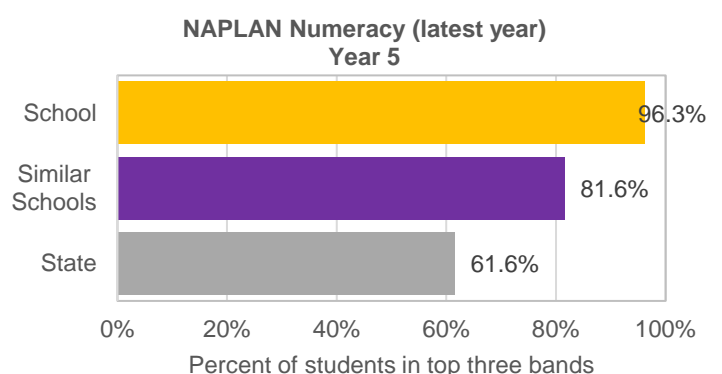
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.3%	93.7%
Similar Schools average:	86.7%	87.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	96.3%	90.4%
Similar Schools average:	81.6%	80.0%
State average:	61.6%	60.0%



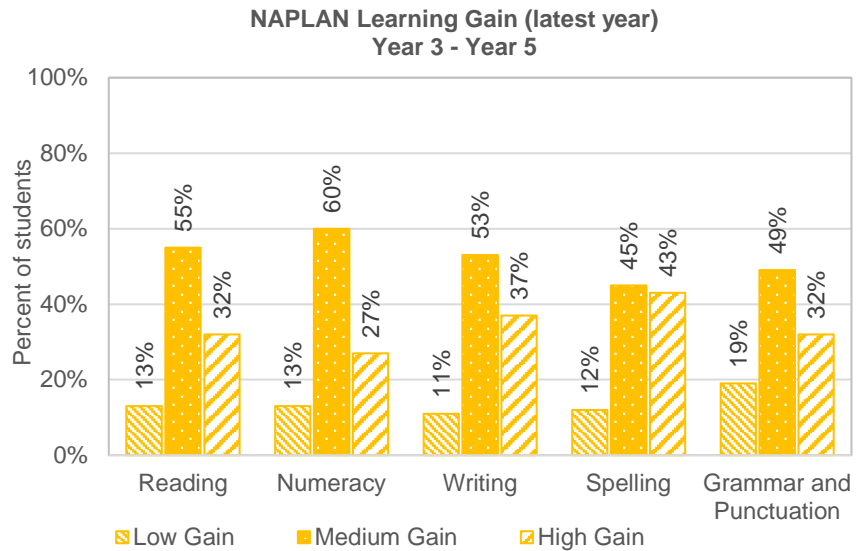
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	13%	55%	32%	30%
Numeracy:	13%	60%	27%	30%
Writing:	11%	53%	37%	30%
Spelling:	12%	45%	43%	28%
Grammar and Punctuation:	19%	49%	32%	29%



ENGAGEMENT

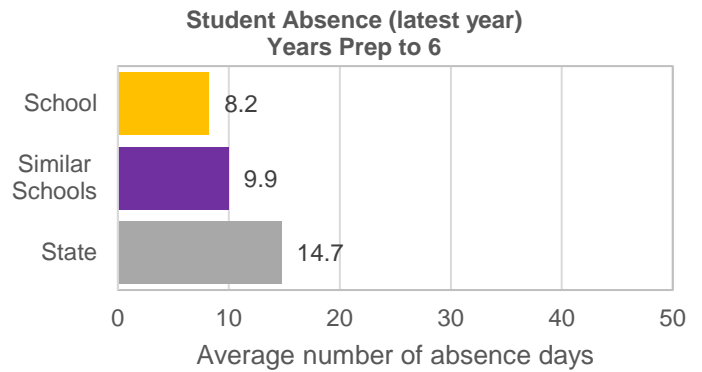
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.2	10.6
Similar Schools average:	9.9	11.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	96%	95%	97%	96%	96%

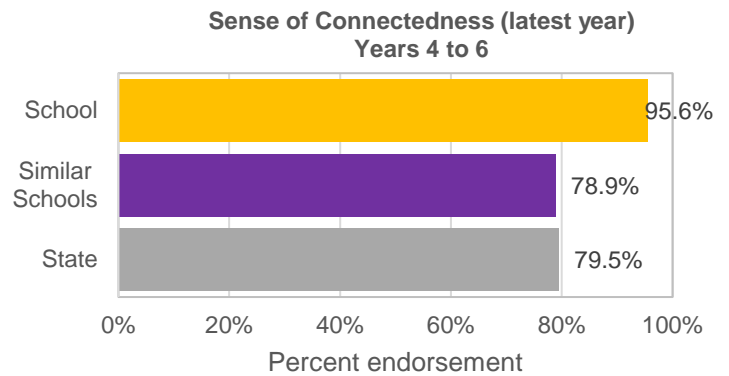
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	95.6%	95.8%
Similar Schools average:	78.9%	80.1%
State average:	79.5%	80.4%

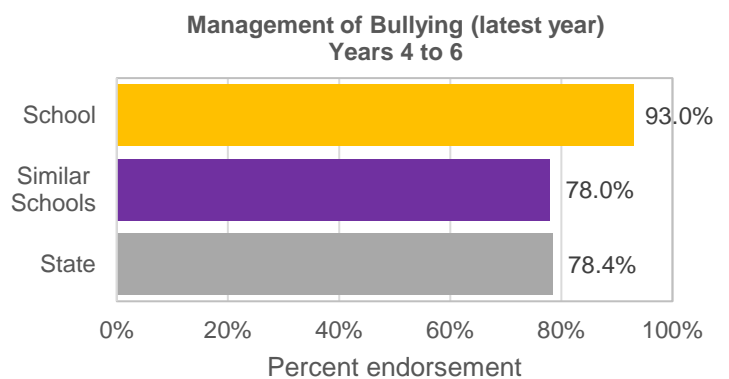


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	93.0%	94.4%
Similar Schools average:	78.0%	79.5%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$5,118,782
Government Provided DET Grants	\$424,115
Government Grants Commonwealth	\$7,576
Government Grants State	\$0
Revenue Other	\$4,132
Locally Raised Funds	\$647,743
Capital Grants	\$0
Total Operating Revenue	\$6,202,348

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,760
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,760

Expenditure	Actual
Student Resource Package ²	\$4,770,404
Adjustments	\$0
Books & Publications	\$15,542
Camps/Excursions/Activities	\$187,261
Communication Costs	\$3,884
Consumables	\$107,255
Miscellaneous Expense ³	\$24,177
Professional Development	\$18,365
Equipment/Maintenance/Hire	\$128,620
Property Services	\$61,478
Salaries & Allowances ⁴	\$79,157
Support Services	\$144,449
Trading & Fundraising	\$49,194
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,965
Total Operating Expenditure	\$5,629,752
Net Operating Surplus/-Deficit	\$572,597
Asset Acquisitions	\$0

(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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$948,785
Official Account	\$49,391
Other Accounts	\$80,172
Total Funds Available	\$1,078,348

Financial Commitments	Actual
Operating Reserve	\$133,963
Other Recurrent Expenditure	\$13,125
Provision Accounts	\$0
Funds Received in Advance	\$445
School Based Programs	\$151,648
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,600
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$160,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$477,781

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.