

# 2021 Annual Report to The School Community



**School Name: Beeac Primary School (0482)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 25 March 2022 at 11:39 AM by Andrew Rogers (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 28 March 2022 at 11:33 AM by Kate Kennedy (School Council President)

## How to read the Annual Report

---

### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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

#### Vision

Beeac Primary School aims to provide every student with a wide range of educational opportunities from Prep to Grade six with diverse learning experiences from a broad curriculum offering

We aim to develop each child by building on their existing learning; by empowering each child to take greater ownership for their learning and by aiming to engage each child in interesting, interactive and imaginative learning.

We recognise that learning is best fostered in a caring, nurturing and challenging environment in which students feel valued, enjoy their learning and are given guidance, choice and ownership.

The following values underpin the school's educational purpose..

- Striving for our personal best
- Developing lifelong learning skills
- Nurturing a spirit of enquiry
- Fostering confidence, persistence, independence

Additionally as educators, we touch hearts as well as minds. Beeac Primary School strives to be a school where co-operation, respect, kindness and a sense of fairness underpin teaching and learning.

#### Values

##### Respect-

I respect myself and others. I listen to others with an open mind.

I respect other peoples' opinions.

I am tolerant.

I respect school property and the property of others.

##### Learning-

I maintain a positive and curious mind.

I seek out new knowledge and ideas with enthusiasm.

I seek to continuously improve my skills.

##### Teamwork-

I willingly share ideas, resources and skills.

I am helpful and approachable.

I contribute positively to class and group activities.

#### Purpose

Beeac Primary School is a school community focused on the academic, social and emotional wellbeing of each of our students.

To do this we work closely in teams, generate ideas, and continually develop and renew our programs to achieve our purpose. As a community, we work in our interdependent partnerships with enthusiasm, a strong sense of commitment and a love of learning.

Together we provide an excellent range of high quality curriculum and extra curricula programs which put the focus firmly on our value of learning.

We are a well-resourced school that invests time and money on its staff. Our excellent facilities ensure the safety of all students and create an environment which caters for a range of learning opportunities.

The school community come from the surrounding townships of Beeac and Cressy. The parents of many of our children are employed in farming or a secondary industry related to farming. We have many families that have recently arrived in the area, but there is little ethnic diversity in our enrolment.

A mix of strong interdependent relationships amongst our staff and clearly documented processes are keys to the smooth operation of our small school. We have a consistency of approach in programs and welfare and strong accountability to our community and the Department of Education and Training.

#### Workforce composition

This school has 5.00 equivalent full-time staff: There are no Aboriginal and Torres Strait Islander staff. The staff consist of 1 principal class, 2.0 classroom teachers, 2.1 equivalent Integration Support Staff and 0.5 office staff. In addition to this composition, we have a full time library teacher based at our school. Her teaching load is shared between seven different schools.

### Geographic location

Beeac Primary School is located 20 kilometres north of the city of Colac. The school's main building is a classic red brick building with high ceilings and spacious classrooms. The school's facilities include a Building Education Revolution (BER) double classroom. All buildings have up to date heating. There are contemporary outdoor playground facilities

### Social characteristics and enrollment characteristics

According to this year's data our overall socio-economic profile can be defined as, "low-mid". A resurgence in enrollments in the last three years at the bottom end of the school has seen average class sizes change by at least two to three students at each year level. Our total school enrolment is 28 students in 2022.

We do not run any programs for overseas students.

---

## Framework for Improving Student Outcomes (FISO)

The three school goals that we focused on in 2021 were

- 1/ Curriculum planning and assessment
- 2/ Health and Wellbeing and
- 3/ Building communities

From each of these goals arose the following three key improvement strategies (KIS)

- 1/ Learning, catch-up and extension
- 2/ Happy, active and healthy kids priority
- 3/ Connected schools priority

The following describes some of the strategies that we used in each KIS

- 1/ Learning, catch-up and extension priority

Teachers focused more of their students teaching around the high impact teaching strategies of setting goals and explicit teaching. This was especially easy to do during remote learning when when much teaching involved directing small groups of students to complete specific tasks via Skype.

In addition, off site learning gave teachers the opportunity to access on line Department resources to progress their professional learning in the areas of teaching literacy and data and assessment practice. A PLC maturity matrix administered at the start and end of the year showed some movement in this area.

- 2/ Happy, active and healthy kids priority

We audited what was done in terms of student voice, and planned for ways for there to be more authentic learning for students. However the intention that students be empowered to have a democratic voice in the running of the communities in which they learn was stifled by waves of covid shut downs. In the end some SRP meetings, reading and writing conferencing and maths formative assessments were student led. We will work more on that this year.

- 3/ Connected schools priority

One bonus of covid for our community was that we did strengthen and embed the school-wide approach to communication with parents/carers/kin using the new ways to connect during remote and flexible learning. We reviewed our community communication apps and introduced more integrated approaches for our community. This led in turn to strengthen and adopt a school-wide approach to digital learning. This built staff capability to integrate digital learning.

Our earlier successful Brolga Community work continued to raise awareness of the environment in our community and involved us more closely with our community. We further leveraged this work to promote and strengthen student leadership and resilience strengths.

---

## Achievement

Considered by many to be school's core business we continue to shine with both our overall English and also our Maths results. The latest results in terms of percentage for 2021 teacher judgements show that our students performed for English very much higher than similar schools and indeed higher compared to the average for all schools across the State. A similar pattern also emerged for our Maths results. This was an especially gratifying set of results, because

most similar schools scored less well across the State last year. We continued to power ahead, and indeed scored better in this area than we did with our already mentioned excellent English results.

A break down however for our NAPLAN results suggests that our Year 3 Reading results need to improve. Whilst we need to investigate the data more closely these results are based on the results of five students, and because of the small sample size, it could be claimed that it is hard to generalise the data.

Nevertheless there is room for future improvement and in our 2022 AIP we have identified that we will seek an improvement in the areas of reading (from 81% to 100%), writing (from 84% to 100%) and numeracy (95% to 100%) Perhaps the most important innovation at our school was the successful introduction of our individual tutor program which targets high need students. This has been further enhanced with the introduction of individual education plans for these students. Our internal testing shows that we have achieved especially well with our lower achieving students in the areas of English and Maths, we believe because of this targeted work.

We had less than 10 PSD students.

---

## Engagement

Student non-attendance was an apparent issue for our school in 2021. Part of the apparent problem involved the way that we communicated during off-site learning and subsequently recorded attendance with our students. Many other schools set work at the start of an off site learning week and then met up again briefly at the end of the week. Non-attendance would have been minimal for those schools that had students who logged on at the start and the end of each week's learning cycle. By contrast, our timetable required every student to sign on every day for a set session of teacher directed learning using HITS based teaching. Daily, and indeed half daily, tracking for some students gave us a very accurate, but not always flattering, record of which students were really attending. In addition, for those children that we deemed to be at risk of falling behind, we offered school based teaching in small intensive learning groups. This year as we return to somewhat more normal times, we are seeing more of our reluctant attenders returning regularly, and addressing the challenge of student absences. A major strategy has been that learners enjoy the regularly paced and scheduled core learning sessions, especially in the areas of Maths and English. This makes attendance easier for those at risk of not attending.

We continue to have some irregular attenders who are taking time to leave behind their bad habits. We are finding it hard to win back support from the parents from these families. One on one discussions with parents has helped to address their anxiety. In addition, our chaplain has been meeting regularly to lend an ear and give support where needed.

We have assisted one family with switching to enrolling to Virtual School, Victoria, which was a preferred solution to home-schooling. Planned excursions to the snow and Melbourne Arts Centre will no doubt also win back some hesitant participants.

Where necessary, in the short term we continue to work with families and offer alternative timetables with shortened days, tailor made timetables and modified timetables.

---

## Wellbeing

Our student attitude to school survey results over a 3 year period for Grades 4, 5 and 6 students indicate that we scored well in the areas of managing bullying and in the areas of student voice and agency. Both are areas that we had identified as needing improvement in our AIP. PD using Russell Quaglia and also the teaching of respectful relations had assisted in producing these good results. Teacher led discussions with families whose children were struggling helped us support students at risk of dropping out of school. We organised food parcels for all families using school breakfast clubs funding.

Because covid forced us to deliver much of our teaching and learning via remote learning, we were unable to develop or track as much of this area as we would have liked. When ever possible we did involve our students in excursions away from the school, as a way of keeping our students happy, healthy and active. This included a whole school excursion to Deans Marsh for the annual inter-schools Cross Country competition, a grades 3-6 over night camp with other schools to Roses Gap, and a whole school overnight sleep at our school using tents for our older students. The teaching of PE and Sport focused on using Sporting Schools funding, and with the assistance of outside coaches, this

program delivered a number of Sporting activities.

Waterwatch, bird counts, and more brolog information was developed for part of the time. Perhaps the most successful of our ventures in improving wellbeing centered around the development of Facebook as a tool to connect with our local community. Open to everyone, we have given and received many open communications each week about what the school is doing and how our parents are responding to our offering.

Our AIP goals for 2022, include the following: increase percentage of positive responses in the student attitudes to school survey in the areas of student voice and agency- from 70% to 75%, sense of school connectedness- from 68% to 82% and sense of confidence- from 80% to 84%

By the end of the year, we had been notified that we had been successful with our application for chaplaincy in 2022. This and the fact that our chaplain is teaching respectful relations to each of our year levels bodes well for achieving our future wellbeing goals in 2022.

---

### Finance performance and position

In 2021 we had a bank balance of \$62,667. However, part of this funding is held for the recurrent costs of our MARC library program, and is not available to be spent by our school. We are the base school which holds these funds for a service which is shared between eight different schools. Part of the funding in this area is set aside each year whilst we save up sufficient funds to buy a new replacement MARC library van. This cycle of saving and spending usually has a three year cycle. In addition we successfully applied for a Creative Victoria grant at the end of last year. These funds were held at the school, and so will be reflected in this summary. However they were carried forward to 2022 and fully expended by mid term 1. In addition there were other grant balances, which at the end of last year had also not been expended. Covid prevented some of the projects from being completed. This funding too was held at the end of the year, although the grant spending had all been committed.

Although our bank balance looks better than it really is, the funding for our school has remained in surplus for a further year due to the good management of our School Council. The school did not receive any additional funding from the Commonwealth government.

**For more detailed information regarding our school please visit our website at**  
<https://beeacps.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 33 students were enrolled at this school in 2021, 15 female and 18 male.

NDP percent of students had English as an additional language and 0 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).

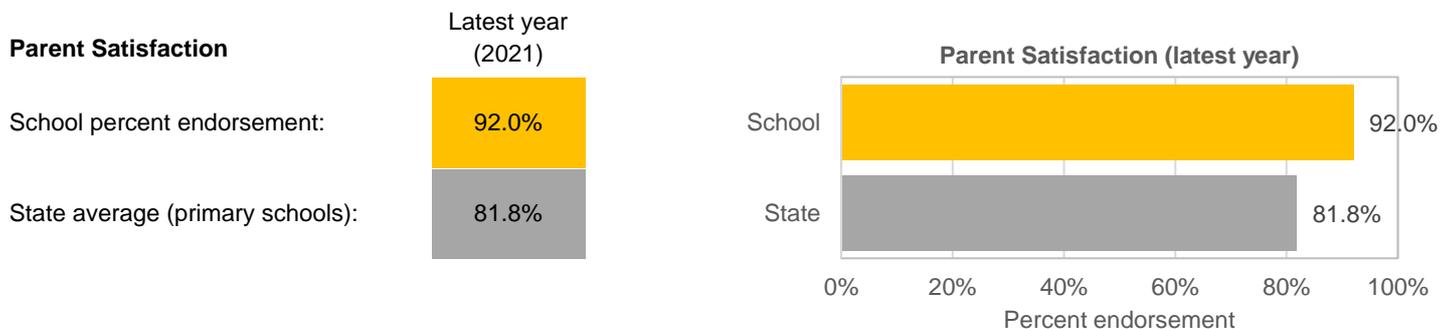
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The 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.

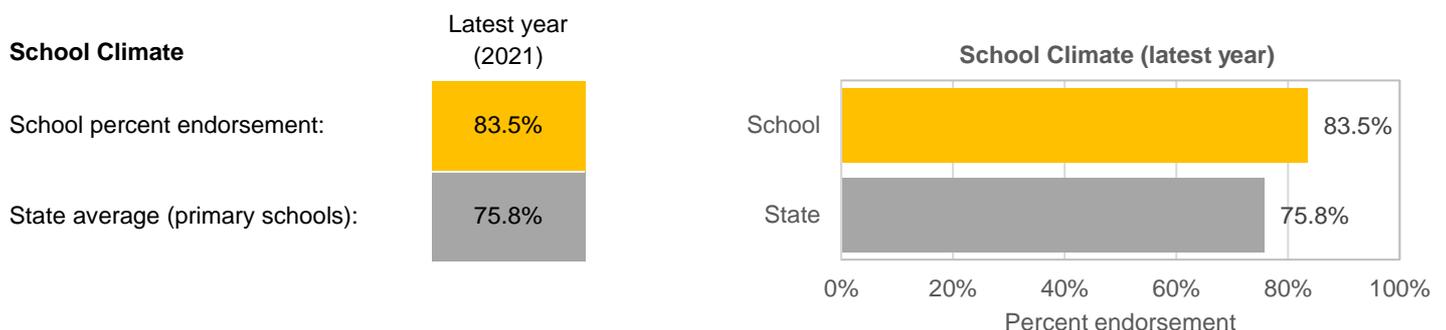


### School Staff Survey

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:

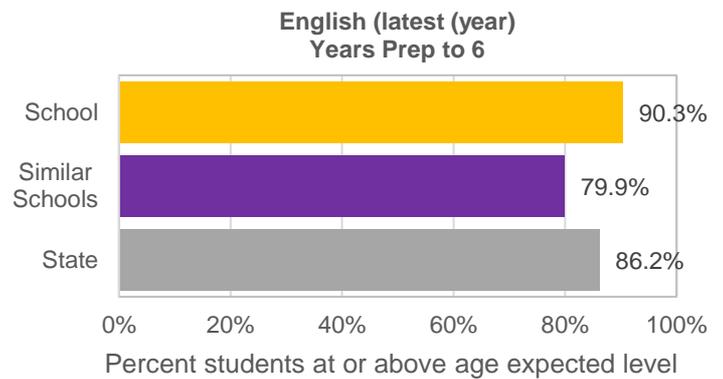
90.3%

Similar Schools average:

79.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

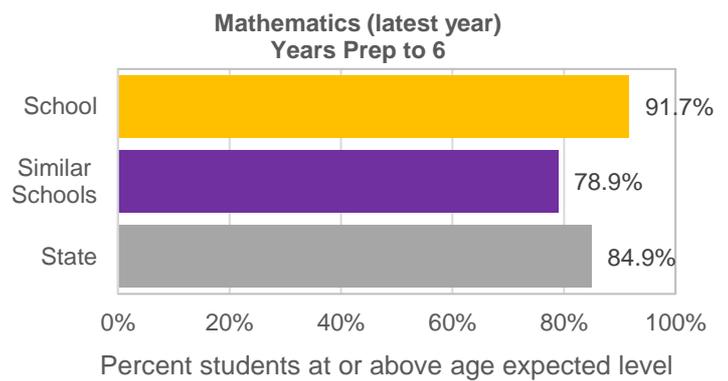
91.7%

Similar Schools average:

78.9%

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.

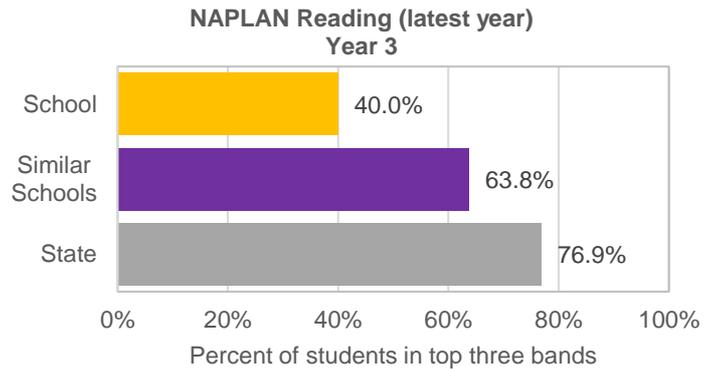
**NAPLAN**

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.

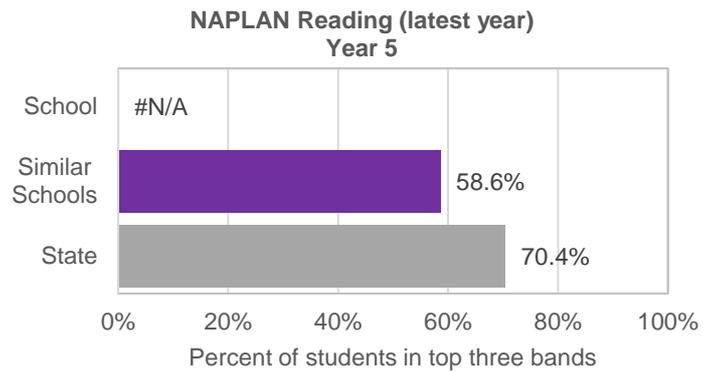
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	63.6%
Similar Schools average:	63.8%	62.8%
State average:	76.9%	76.5%



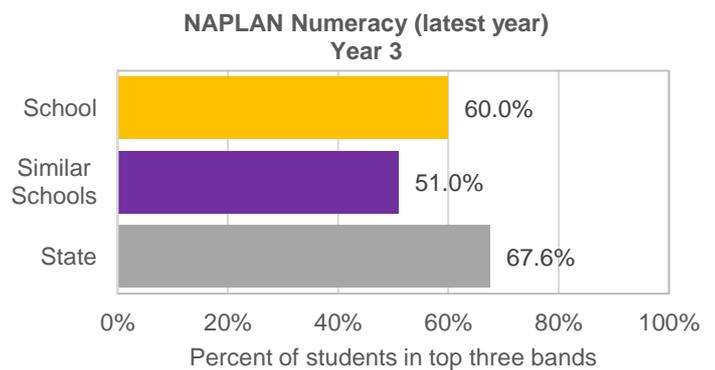
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	55.6%
Similar Schools average:	58.6%	58.2%
State average:	70.4%	67.7%



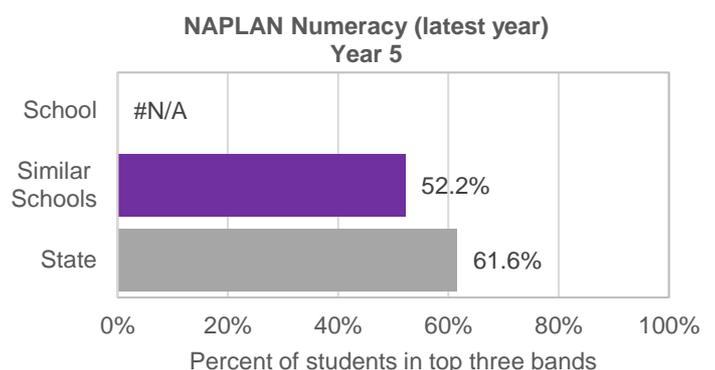
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	54.5%
Similar Schools average:	51.0%	57.6%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	55.6%
Similar Schools average:	52.2%	45.5%
State average:	61.6%	60.0%



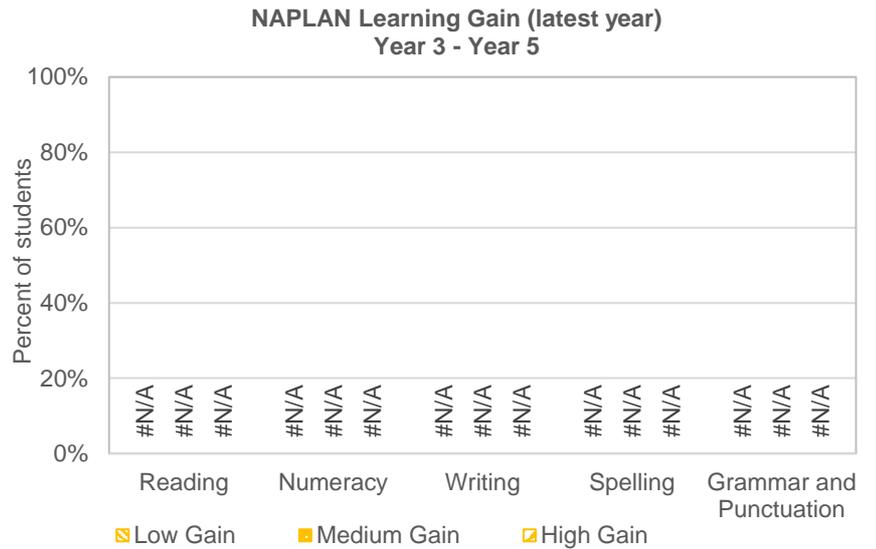
**ACHIEVEMENT (continued)**

**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:	NDP	NDP	NDP	25%
Numeracy:	NDP	NDP	NDP	22%
Writing:	NDP	NDP	NDP	15%
Spelling:	NDP	NDP	NDP	21%
Grammar and Punctuation:	NDP	NDP	NDP	12%



## ENGAGEMENT

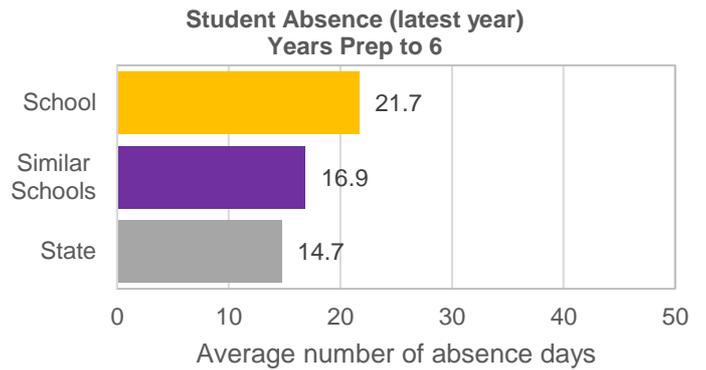
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.7	15.7
Similar Schools average:	16.9	16.2
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):	81%	NDP	86%	96%	NDP	90%	92%

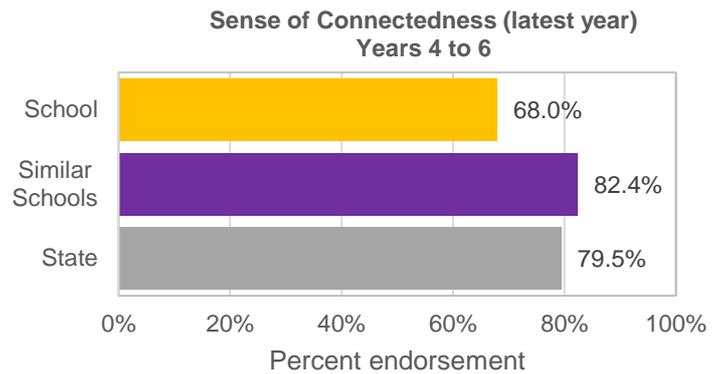
## WELLBEING

**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:	68.0%	82.0%
Similar Schools average:	82.4%	80.9%
State average:	79.5%	80.4%

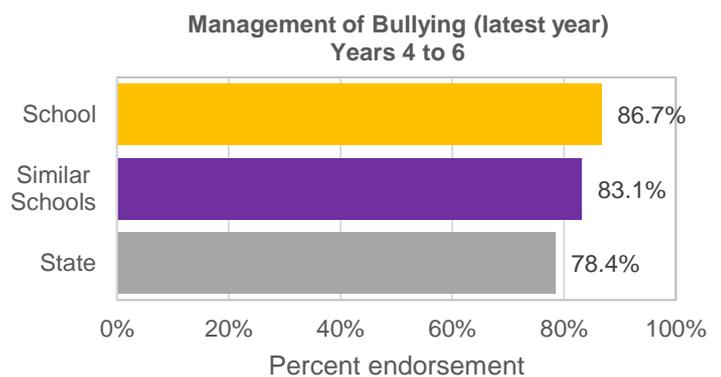


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	86.7%	88.6%
Similar Schools average:	83.1%	82.4%
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	\$720,472
Government Provided DET Grants	\$218,876
Government Grants Commonwealth	\$5,800
Government Grants State	\$57,572
Revenue Other	\$31,939
Locally Raised Funds	\$19,764
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,054,422</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$44,952
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$44,952</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$629,301
Adjustments	\$0
Books & Publications	\$4,937
Camps/Excursions/Activities	\$13,254
Communication Costs	\$1,369
Consumables	\$15,579
Miscellaneous Expense <sup>3</sup>	\$13,146
Professional Development	\$5,477
Equipment/Maintenance/Hire	\$18,333
Property Services	\$53,382
Salaries & Allowances <sup>4</sup>	\$72,785
Support Services	\$50,471
Trading & Fundraising	\$5,544
Motor Vehicle Expenses	\$3,736
Travel & Subsistence	\$0
Utilities	\$7,440
<b>Total Operating Expenditure</b>	<b>\$894,753</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$159,669</b>
<b>Asset Acquisitions</b>	<b>\$70,353</b>

- (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	\$42,542
Official Account	\$20,125
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$62,667</b>

Financial Commitments	Actual
Operating Reserve	\$42,893
Other Recurrent Expenditure	\$0
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
<b>Total Financial Commitments</b>	<b>\$42,893</b>

*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.*