

# 2024 Annual Report to the School Community

School Name: Tooradin Primary School (1503)



- 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 21 March 2025 at 02:58 PM by Jess Szalek (Principal)

- As executive officer of the school council, I attest that this 2024 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 01 April 2025 at 11:07 AM by Jess Szalek (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Tooradin Primary School is a proud government school dedicated to delivering a dynamic, inclusive, and personalised educational experience within a nurturing atmosphere that cultivates critical thinking, creativity, cooperation, and autonomy. Situated approximately 66 kilometres south east of Melbourne CBD, our school has a rich legacy of providing outstanding education to families in Tooradin and its neighbouring areas. We are deeply ingrained in the local community and are committed to maintaining high standards of academic excellence and holistic development. Tooradin Primary School is a positive and inclusive learning community. We believe every child can achieve their personal best and every teacher can teach like a champion. Tooradin Primary School remains steadfast in its commitment to providing an enriching educational journey for every student. With the unwavering support of our dedicated staff, engaged School Council, and supportive community, we are confident in our ability to uphold our tradition of excellence and continue making a positive impact on the lives of our students.

In 2024, our school welcomed 296 students distributed across 14 classrooms. Our workforce comprised a Principal, 1 Assistant Principal, 1 Teaching Learning Specialist, 1 Acting Learning Specialist, 4 Specialist Teachers, 1 Tutor Learning Teacher, 1 Speech Therapy Assistant, 1 Art Therapist and 6 Education Support staff. Additionally, we employed two office staff members.

The school has expansive playgrounds and sporting facilities, with classes having access to outdoor learning areas. We enhance our core curriculum with specialist programs in Visual Art, Stephanie Alexandra Kitchen Garden, STEAM, DigiTech, Physical Education and Italian. We provide our students with inquiry based learning embedded in technologies, the humanities and science. Our school embraces evidence-based approaches to education, with teachers working collaboratively to develop their practice in level-based Professional Learning Communities that are dedicated to achieving optimal learning results for all students.

Tooradin Primary School provides a dynamic learning environment that develops student leadership skills. Our SRC, buddies program and student leadership team enable students to develop leadership skills, and we provide multiple opportunities for students to develop voice and agency in their learning and leadership. Our students have opportunities to engage in breakfast club before school and lunchtime clubs which include, lego, art, writing, construction, sports, choir and dance clubs.

Tooradin Primary School prioritises creating a safe and supportive atmosphere with a strong focus on achieving high standards of student learning outcomes. We have implemented a variety of programs tailored to enhance student engagement, challenge high achievers, and provide additional support to those who require it. Our continuous investment in resources ensures seamless integration of digital technology across all curriculum domains, empowering students to explore, analyse, communicate, and innovate. Collaboration between staff, School Council, families, and the wider community is instrumental in ensuring equitable access to quality education for all students.

At Tooradin Primary School, we are dedicated to nurturing confident learners, responsible leaders, and respectful community members. Our students are encouraged to strive for personal excellence in both academic and socio-emotional domains, guided by the principles embodied in our school values: Respect, Responsibility, Teamwork, and Care. Through a holistic approach to

education, we aim to foster well-rounded individuals who are equipped to thrive in an ever-evolving world.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Student engagement and learning are a high priority at Tooradin Primary School. Our teachers work in PLT's (Professional Learning Teams) using real time student data to develop targeted lesson plans aligned to the Victorian Curriculum 2.0. Utilising our staff sub schools and priority teams, we are working towards ensuring all students are learning with a low floor/high ceiling approach that both enables and extends learning at point of need.

Our students are at the centre of our core business. Rich teaching and learning opportunities have been provided by a very dedicated and committed staff which open new learning and opportunities. Tooradin Primary School is now outperforming similar schools in Numeracy. We have also had an increase in academic performances based on Teacher judgements in 2024. Teacher judgement of student achievement in English for students working at or above the expected level was 82.9%. Teacher Judgement in Mathematics for students working at or above the expected level was 85.3%, which is the same as similar schools. This is a direct result of a clear line of focus from the Annual Implementation Plan (AIP) to our Professional Learning plan, meeting schedule and coaching programs.

Tooradin Primary School Staff collaborate with families to create SMART goals to cater for student's specific needs through the development of Individual Education Plans. A range of programs and opportunities are provided at Tooradin Primary School ranging from transition programs, student leadership positions, sporting programs, graduation events, school camps, whole school concert performances, Italian days, Harmony Week celebrations, buddy programs, lunchtime clubs, breakfast club, choir, dance groups, excursions, and a plethora of sporting opportunities.

The school has continued to have a dedicated focus on reading instruction and numeracy. This included the continued implementation of a structured phonics program. Students who required additional support were clearly identified from their NAPLAN results and received ongoing support through the Tutor Learning Initiative; this was privileged time given throughout the year.

### Wellbeing

Tooradin Primary School has a strong respectful relationship program which is reflected in our school wide SEL (Social and Emotional Learning) program. The Resilience, Rights and Respectful Relationships program is taught explicitly across the school, and all students engage within the program to develop their interpersonal, social and emotional capabilities. Supported by our "I Belong at TPS" 3 week program at the beginning of the year, our the Zones of Regulation program our Art Therapist and Breakfast Club, Tooradin Primary School continued to provide

students with targeted health and wellbeing supports through the year. The Wellbeing Program at Tooradin Primary School during 2024 has proven to be extremely valuable.

The wellbeing team met with parents as needed to discuss any supports that the school could put in place to help their children. In 2024 our student connectedness to school data is at the 86.3% which is 10.5% above the state average and 15% above similar schools. The Tooradin Primary School Wellbeing Priority Team focused on developing and documenting a whole school approach to social and emotional learning.

As well as designing and implementing a Wellbeing framework this outlined our priorities in Wellbeing at Tooradin Primary school and detailed aspects critical to creating a positive climate for learning. Our Wellbeing Priority Team created our Tooradin Primary School Social Emotional Learning Continuum which provided staff across the school with a clear framework for teaching SEL, incorporating Resilience, Rights and Respectful Relationships and the Zones of Regulation. This was successfully implemented and staff expressed their confidence in teaching SEL with this guidance. Professional development was provided throughout 2024 in Disability Inclusion and holistic wellbeing to continually build staff knowledge and confidence.

The 2024 Attitude to Schools Survey (AtoSS) results in 'management of bullying' remained high with 87.4% positive endorsements in this factor, 12% above the state average and 16% above similar schools. We will continue to focus on Wellbeing in our AIP as prioritised by DET including the introduction of School Wide Positive Behaviour Support and implementation of Positive Classroom Management Strategies.

## Engagement

Student engagement is promoted at Tooradin Primary School through programs that encourage student participation in learning as well as student voice. Through our student leadership programs and student agency approach, this has supported students goal setting within the classroom. Student leadership is further supported through programs such as: student representative council, school and house captains, I sea I care Marine Ambassadors, bus captains, sports captains, student-led assemblies, student led sports days and student involvement in local community organisations. In 2024, the school continued to offer its lunchtime clubs providing all students with opportunities to connect with other like-minded students at break times from across different age groups and year levels.

The school has a strong well established Prep/6 buddies program, providing leadership opportunities for the Year 6 children and support in the transition to school for the Prep children. We aim to maximise the learning opportunities for our students with opportunities like camps, excursions, sports days, swimming sports, incursions, guests speakers and performers, and assemblies which have all contributed to connecting and preparing for 2025 and beyond. In 2024, we maintained a streamlined system of communication and learning for our families. PLTs continued to work across cohorts to increase connection across teams.

Our welfare support in 2024 continued to feature an art therapist service for our most vulnerable children. Tooradin Primary School continued to develop a common language with staff around social and emotional learning, connectedness to school, inclusion and belonging at a classroom and a whole school level. Our whole school approach to wellbeing facilitates and provides the best learning climate for all our children at every age and stage. Tooradin Primary School

absence rates are similar to state and similar schools. We do have families that take frequent holidays which does effect our data.

## Other highlights from the school year

The school continued to develop the whole school events that included Athletics Day, Cross-Country, Footy Day, our school swimming program, Italian Day, Book Week, Grandparent Days, speech competitions, "Everyone's an Author" Writing project across 3 schools, our annual School Concert and Christmas concerts. Academic, wellbeing, sporting achievements and high student effort were celebrated at the weekly whole school assemblies where guests, friends and families were invited to join us. Curriculum programs were further enhanced, and students had the opportunity to learn through real life experiences beyond the classroom.

In 2024 the school continued its camps programs with the Year 3 – 6 attending 2 night / day camps. Our students are at the centre of our core business and rich teaching and learning opportunities have been provided by a very dedicated and committed staff, that are open to new learning and opportunities. Academic achievement has increased with significant gains in the areas of Year 3 and 5 Numeracy. We provided a swimming and water safety program across the school with Lifesaving Victoria running a session to educate our senior students learning through games and activities at Smiths Beach in Philip Island.

Our School community are looking forward to the new playground, amphitheatre, outdoor classroom, sandpit and climbing playground that our inclusion grant money from 2023 will fund in 2025. The appointment of an Assistant Principal has provided guidance, support and further learning to our students, staff and families. This has resulted in upskilling staff and families, accessing supports and applying for funding through Disability Inclusion. At the end of the year we were able to look back with pride at increased knowledge and skill both within our students and staff, with a clear plan for 2025 on how we can continue to grow and build the learning environment and sense of community at Tooradin Primary School in the future.

## Financial performance

Tooradin Primary School is committed to providing an educational experience that supports learning for the 21st century for all students. There is a strategic approach to program budgets, revenue and expenditure – which is closely monitored to ensure funds are being used for maximum impact on student learning, as well as maintaining a safe educational setting for all students.

Locally raised funds continue to support the delivery of a comprehensive curriculum program. The Finance Committee of School Council, supported by the Business Manager, have shown diligence to, and applied the appropriate governance processes to maximise student learning and engagement opportunities as well as planning for future building and maintenance programs. Tooradin Primary School concluded the year 2024 in a strong financial state.

We were pleased to announce that the use of the \$230,000 grant from the Inclusive Schools Fund in late 2023 has been allocated towards the construction of an outdoor amphitheatre classroom beneath our current shade sails. Additionally, we plan to install two new playgrounds, a sandpit, and paint game lines on the asphalt. Equity funding supported the hiring of our art therapist

counsellor, who provides services to both individual students and groups, as well as offering support to parents and teachers.

For more detailed information regarding our school please visit our website at <https://www.tooradin.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 296 students were enrolled at this school in 2024, 133 female and 163 male.

1 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

#### Overall Socio-Economic Profile

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

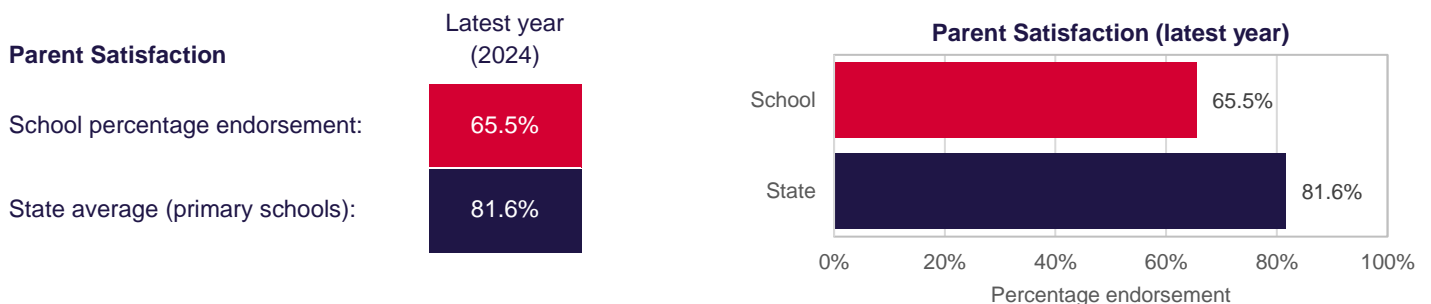
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - 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.



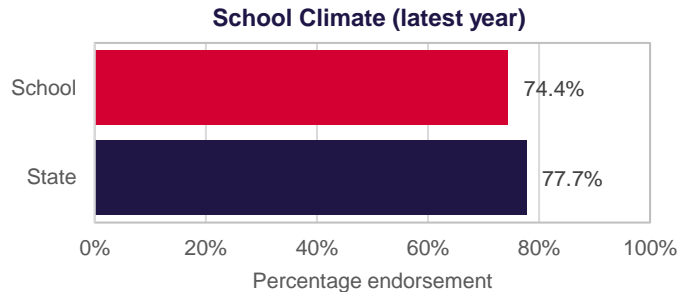
### School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	74.4%
State average (primary schools):	77.7%



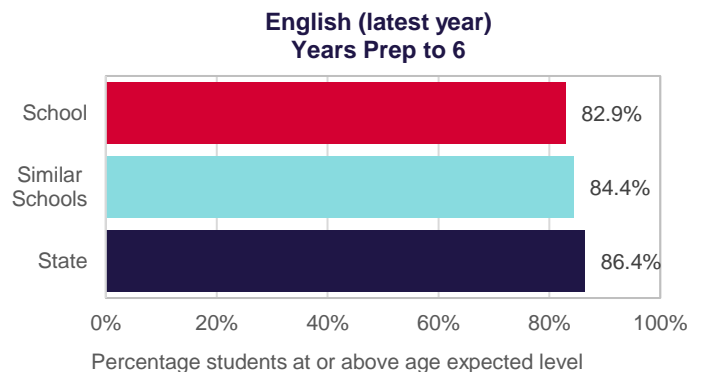
## LEARNING

**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.*

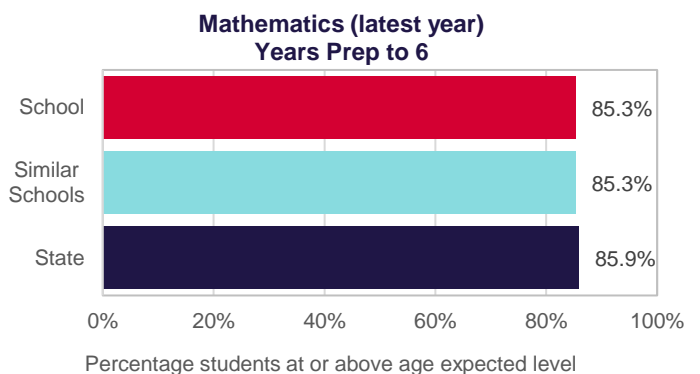
### Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	82.9%
Similar Schools average:	84.4%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	85.3%
Similar Schools average:	85.3%
State average:	85.9%



## 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.

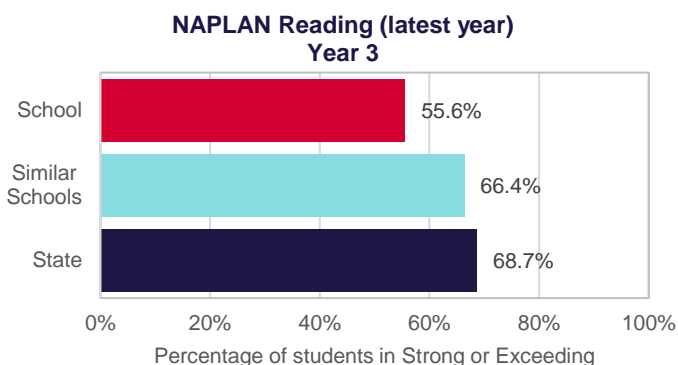
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

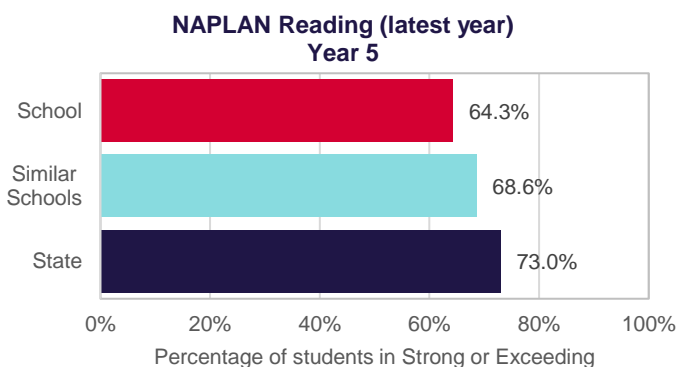
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.6%	64.8%
Similar Schools average:	66.4%	65.7%
State average:	68.7%	69.2%



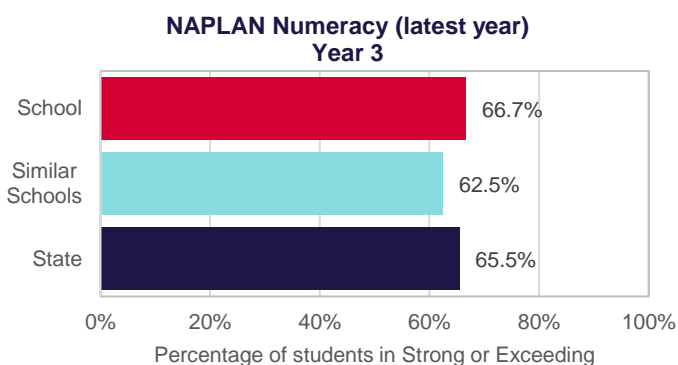
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.3%	74.4%
Similar Schools average:	68.6%	69.8%
State average:	73.0%	75.0%



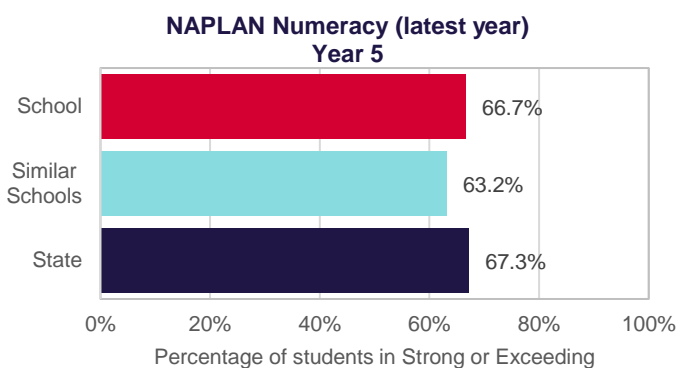
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	60.2%
Similar Schools average:	62.5%	63.4%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	75.6%
Similar Schools average:	63.2%	61.4%
State average:	67.3%	67.6%



## 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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

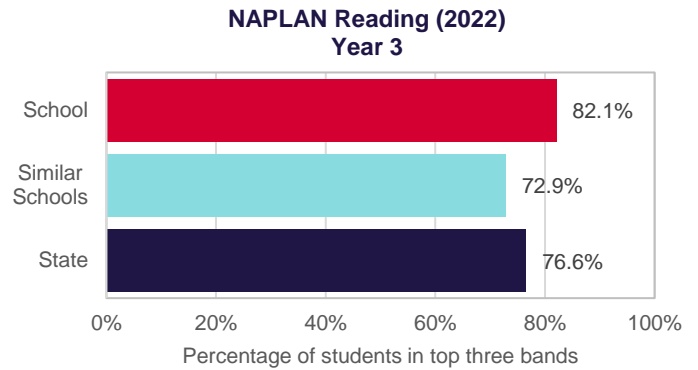
82.1%

Similar Schools average:

72.9%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

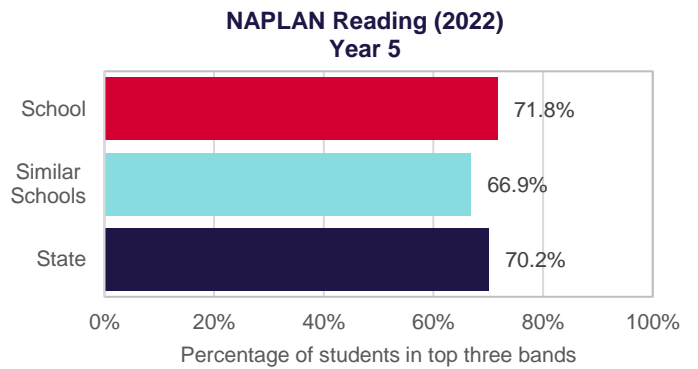
71.8%

Similar Schools average:

66.9%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

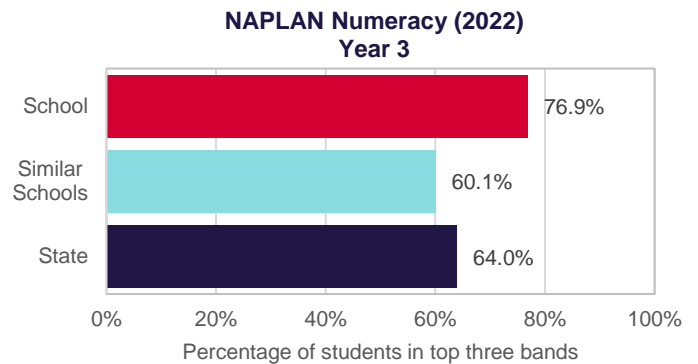
76.9%

Similar Schools average:

60.1%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

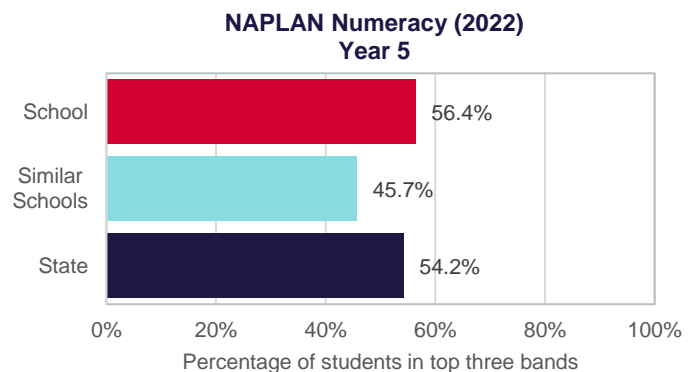
56.4%

Similar Schools average:

45.7%

State average:

54.2%



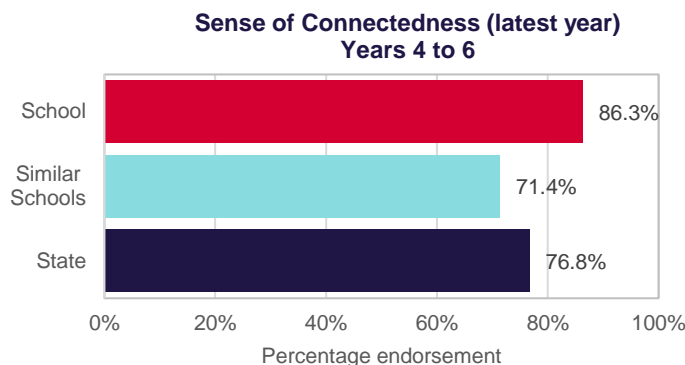
## WELLBEING

**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).

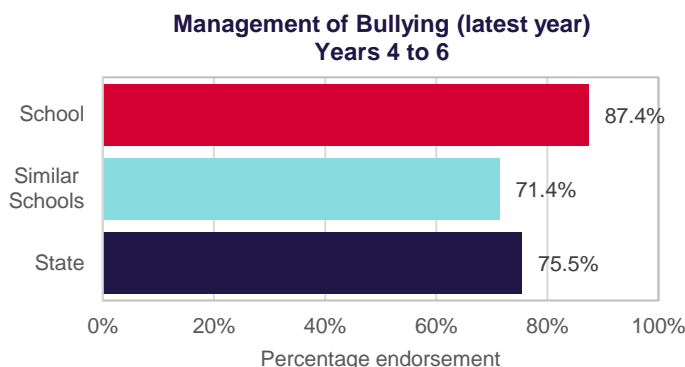
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	86.3%	90.5%
Similar Schools average:	71.4%	73.3%
State average:	76.8%	77.9%



### 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 (2024)	4-year average
School percentage endorsement:	87.4%	92.1%
Similar Schools average:	71.4%	73.7%
State average:	75.5%	76.3%



## ENGAGEMENT

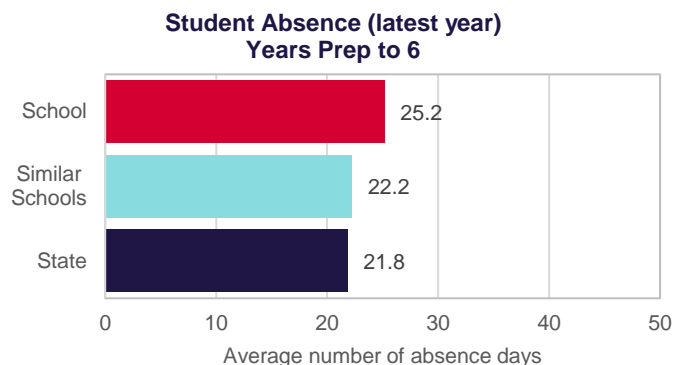
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School average number of absence days:	25.2	22.7
Similar Schools average:	22.2	20.7
State average:	21.8	20.1



### 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 (2024):	89%	88%	88%	88%	86%	85%	87%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,168,306
Government Provided DET Grants	\$298,402
Government Grants Commonwealth	\$1,000
Government Grants State	\$0
Revenue Other	\$11,746
Locally Raised Funds	\$166,787
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,646,242</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$63,971
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$63,971</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,117,796
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$105,671
Communication Costs	\$3,651
Consumables	\$46,458
Miscellaneous Expense <sup>3</sup>	\$9,096
Professional Development	\$7,145
Equipment/Maintenance/Hire	\$36,667
Property Services	\$45,146
Salaries & Allowances <sup>4</sup>	\$100,282
Support Services	\$127,575
Trading & Fundraising	\$26,160
Motor Vehicle Expenses	\$346
Travel & Subsistence	\$0
Utilities	\$18,007
<b>Total Operating Expenditure</b>	<b>\$3,644,000</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,242</b>
<b>Asset Acquisitions</b>	<b>\$0</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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$136,596
Official Account	\$22,732
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$159,327</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$87,701
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$130,246
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>\$217,947</b>

*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.*

