

# 2023 Annual Report to the School Community

School Name: Ballarat Primary School (Dana Street) (0033)



- 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 08 March 2024 at 02:48 PM by Ryan Oliver (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

To be attested by School Council President

# 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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Ballarat Primary School, or "Dana Street" as it is known locally, is a vibrant, inclusive and nurturing school environment, committed to providing the very best learning and wellbeing opportunities for all students. We are committed to preparing our students to be resilient, respectful and valued members of the community. 2023 was the final year of our Strategic Plan, with our Strategic Review being set for Term 3, 2024. Our confirmed 2023 enrolment was 257, with 121 female, 135 male students and 1 student identifying as non-binary, which was slightly less than the 260 of the previous year. On recommendation from the Department of Education, our school is on a trajectory to reduce enrolment numbers to 225. The class structure was set as a 12 class structure, with the 5/6 Team opting into a Team Teaching Classroom. Our staff profile was predominately full time staff, with some part time. In 2023, our school introduced a 4th Specialist Subject, Performing Arts, to cater for Enterprise Agreement requirements. Our other Specialist Classes remained the same; Physical Education, Visual Arts and Japanese Language. A total of 24.98 FTE staff members made up the staffing profile for 2023. A total of 0 staff employed at the school identify as Aboriginal or Torres Strait Islander. This included a Principal, Assistant Principal, Classroom Teachers and Non-Teaching Staff. The school received a small allocation of Equity Funding, which it committed to engaging a Teaching and Learning consultant, who was instrumental in supporting the development of our Inquiry Learning Program. Other equity funds have been earmarked for ICT infrastructure upgrades and for staffing. Dana Street Primary School's Student Family Occupation and Education (SFOE) was 0.2783, which put the school in the "Low - Medium Band" category, reflective of the diverse ranges of needs in our community. 15 of our children were EAL (English as an Additional Language), and 6 were of Aboriginal or Torres Strait Islander background. In 2023, our school transitioned to the Disability Inclusion Profile system and away from the Programs for Students with Disabilities. There were a total of 7 students funded on the Program for Students with Disabilities at the beginning of the year, and three successful Disability Inclusion Profiles were submitted to the Department of Education. There were also a number of students in informal kinship care and 2 students in formalised Out of Home Care (OOHC). Our school continued its involvement in the Mental Health and Wellbeing Leaders (Coordinator) Pilot, which saw the continued employment of a 0.6 staff member, who supported the leadership team to boost staff capacity to monitor and respond to a variety of wellbeing needs. Structurally, the school diversified and distributed its leadership teams through the implementation of Wellbeing, Literacy, Numeracy and Inquiry Leadership Teams. Our Teams worked to improve vital areas of our school operations across the course of the year.

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

### Learning

At Dana Street Primary School, we have continued to focus the majority of our collective efforts towards refining and enhancing the quality differentiated teaching of Literacy, Numeracy and Inquiry. In Literacy, our school began the year embedding our Structured Literacy Practice across all classrooms. We consolidated our F-2 Phonics program, further building on the successes of the end of 2022. Morphology work began in 3-6 classrooms with support from Leadership and our Literacy Specialist. Our PLC inquiry cycled allowed staff to build capacity in using new assessment platforms (DIEBELS), which saw a renewed focus on oral reading fluency. Fluency Pair work also became part of our daily instructional practice. Our Literacy Team provided valuable Teaching and Learning development for all staff throughout the year, and Learning Walks also occurred to gather and provide whole school feedback. Our Numeracy Team also provided Professional Development and support across the year. Staff refined our teaching and learning of the four mathematical proficiencies (fluency, understanding, problem solving, reasoning). Staff also began to refine our Rich Assessment Tasks. Our Numeracy Leaders worked with Professor Jo Boaler, on the importance of open ended numeracy tasks and problem solving. Our Inquiry Team continued to work alongside our consultant, Andrea Hillbrick, who assisted our team in completing our two-year Inquiry Throughline Document. This document details our two year plan of Inquiry Learning across the school. Our school continued its involvement in the Tutor Learning Initiative, which saw the employment of a Literacy tutor (0.6) and Numeracy tutor (0.4). This program continued to be a pivotal support for students in Tier 3 (higher needs). Student learning data was analysed and students identified to participate in the program. Student involvement in the TLI program was also determined through collaboration within Units. Our NAPLAN results were positive, with many data sets worth celebrating. In Reading, our Grade 5 data was the strongest it has been in some time, with the overwhelming majority of students achieving either "Strong" or "Exceeding". These results were similar for Grade 5 students across Writing and Numeracy. Notably, no student was under the national minimum standard for Writing, in Grade 5. Grade 3 data indicates the need for further supports for some of our students. Whilst our Grade 3 data was not as strong as our Grade 5, we either achieved similar, or above the network average (Ballarat City

Public Schools) for Reading, Writing and Numeracy. School achievement data indicates that we are slightly below state and similar schools results in English, and equal to similar schools and above the state average. This is according to teacher judgements. Growth data for NAPLAN was not available for the 2023 reporting period, due to the transition to a new reporting format in NAPLAN testing. Students who not making expected growth were tracked through our school's baseline data tool.

## Wellbeing

Dana Street Primary School continued to maintain Student Wellbeing as a core focus, with a number of refined processes and supports being developed over the 2023 school year. Our school refined the use of our Education Support Staff and continued to offer a number of personalised and individual wellbeing programs for our most vulnerable students. Riding for the Disabled and weekly cooking sessions were pivotal in ensuring our students had more positive experiences, and we also began an interoception program, which had huge positive effects on students involved. Our 2023 Attitudes to School Survey indicated that there was a 79.9%% positive endorsement from students in terms of Sense of Connectedness, which was very slightly below the previous year, but still above the similar schools and state averages. Our Managing of Bullying response was 80.4%, which also outperformed that of the similar schools and state means, with a notably small reduction of 0.5% from the previous year. Our overall parent satisfaction was 94.4%, which was a significant increase from thre previous year and a very positive result for our school. This was well above the state average of (82.8%). Our school also provided a Breakfast Program in partnership with Foodbank Victoria for students in need. The Breakfast Club operated once a week. Our school collectively supported community by donated non-perishable goods to the reverse advent calendar program, and staff personally donated goods to identified families. The continued employment of our school wellbeing officer and therapy dog was invaluable in supporting the wellbeing of a number of vulnerable students in 2023. Our Federation University Psychology in Schools Program operated throughout the year where 16 students were able to receive a number of individual sessions with clinically supervised psychologists. The school utilized PSD and DIP funding to employ Education Support staff to provide individual and targeted support to our students. The progress of these students was regularly monitored and tracked against Individual Learning Plans; with feedback to families and other relevant agencies through termly SSG meetings.

## Engagement

Dana Street Primary School continues to concentrate on providing an inclusive, stimulating and engaging environment for all students, where attendance is actively promoted, leadership is nurtured, and effort and resilience strongly encouraged and supported. Dana Street Primary School has continued its commitment to providing students with a number of positive engagement strategies, in order to foster positive relationships between them, teachers and the wider school community. Our school continued the employment of a Mental Health and Wellbeing Coordinator (Leader); a different individual in the role from the previous year. Our MHAWL prioritized the engagement of key students through regular check-ins with particular students and families during the course of the year. Our 2023 attendance data shows a reduction in the total amount of absences per student; 20.5 down from 23 the previous year. This is the same value as the state average and 0.5 days more than similar schools. This number remains higher than ideal; however, a number of external factors, including isolation requirements affected this over the course of the year. 38% of students had 20 or more days away from school in 2023, which is also a reduction from 46% the previous year. Our teaching and learning continued to focus on individual student goals, which were tailored at each students level. This enabled us to better engage our students. Individual Goals and Student Support Group meetings occurred throughout the year for students on the Program for Students with Disabilities or Disability Inclusion, Out of Home Care, Aboriginal and Torres Straight Islander students, and students identified with significant high or low achievement, placing them at risk of disengagement. Allied health professionals, family members and staff were frequently part of discussions, strategy development and goal design. A number of lunchtime clubs were offered throughout the year for students during breaktimes. These included Lego Club, David Attenborough Club, Library Club and Japanese Club. Some of our senior students intermittently coordinated various sport clubs at lunchtime across the year.

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## Other highlights from the school year

A particular highlight from the year was the School Production, held at the local Ballarat Civic Hall. Our whole school became involved for an evening show, which saw a number of students given the opportunity to shine in leading cast roles, or supporting with stage management or technical assistance. The Production will now become a biannual event at our school, alternating with the Art Show.

One of our students fabulously competed in the State Swimming competition where she received first place in the 50m backstroke and 3rd in the 50m butterfly event. This was such a fantastic achievement for her and our school.

## Financial performance

At the conclusion of 2023, Dana Street Primary School remains in a sound financial position. The school remains in surplus due to money being brought forward from previous school years. Some of this surplus will be used to forward plan for the reduction in staff over the next few years, as we work towards reducing enrolments to the prescribed 225 amount. The school received a total of \$44,785 in equity funds which were used to engage a teaching and learning consultant to support our Inquiry Learning program. Other equity funds were used for ICT infrastructure and for releasing staff for professional development in key areas for school improvement. Our school council undertook Financial Training throughout the year and the executive spent considerable time refining our financial processes. The school has taken care to present monthly finance details at all School Council meetings. All funds held by the school as at 31.12.2022 were reported and certified by School Council at the December 2023 meeting, with the Financial Commitment Summary being presented, with a total operating reserve of \$89,892

Draft

# 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 257 students were enrolled at this school in 2023, 121 female and 135 male.

7 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).

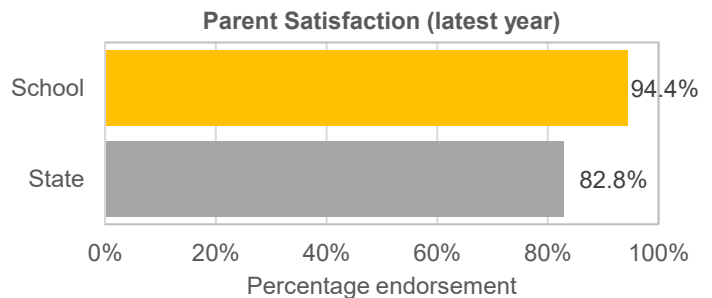
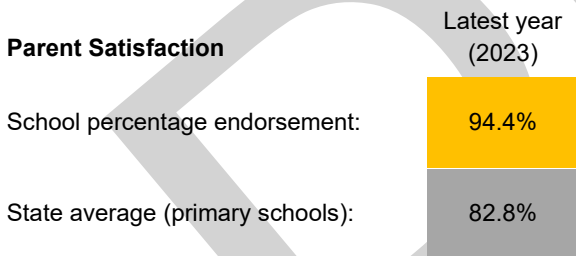
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

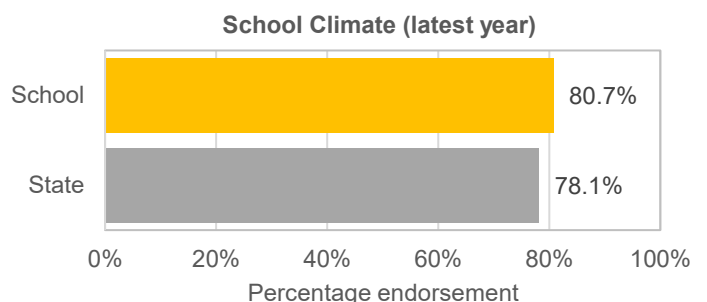
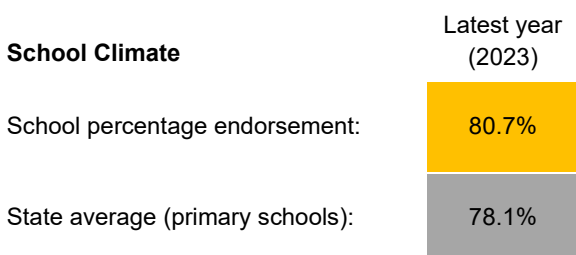


### School Staff Survey

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.



## 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.

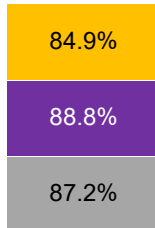
#### English Years Prep to 6

School percentage of students at or above age expected standards:

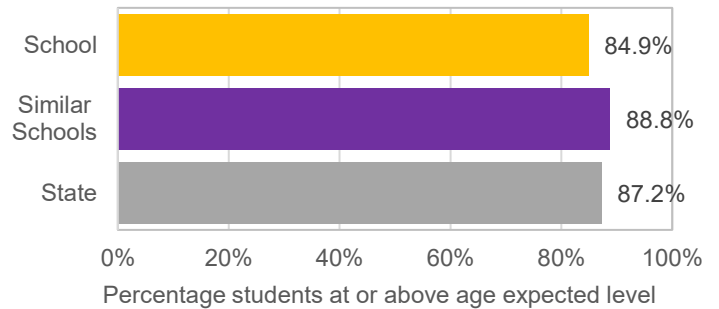
Similar Schools average:

State average:

Latest year  
(2023)



#### English (latest year) Years Prep to 6



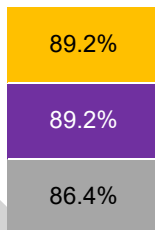
#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

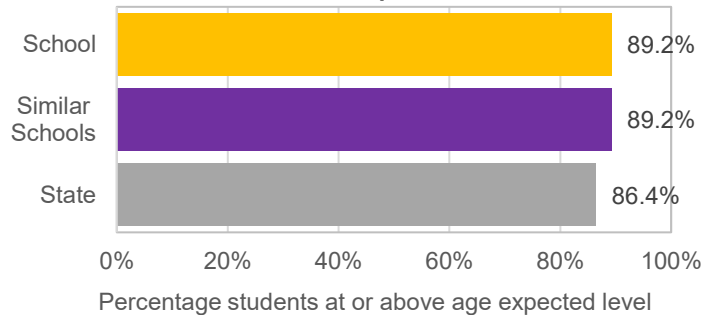
Similar Schools average:

State average:

Latest year  
(2023)



#### Mathematics (latest year) Years Prep to 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

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.3%

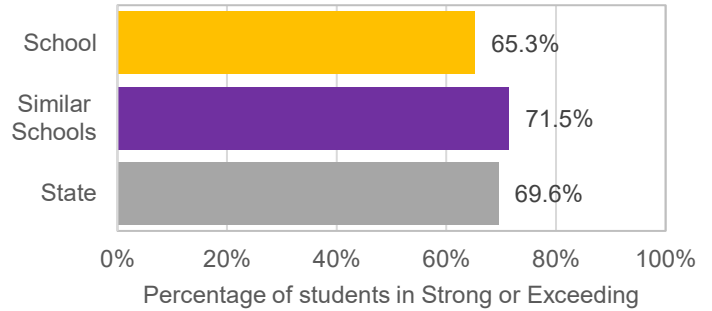
Similar Schools average:

71.5%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.9%

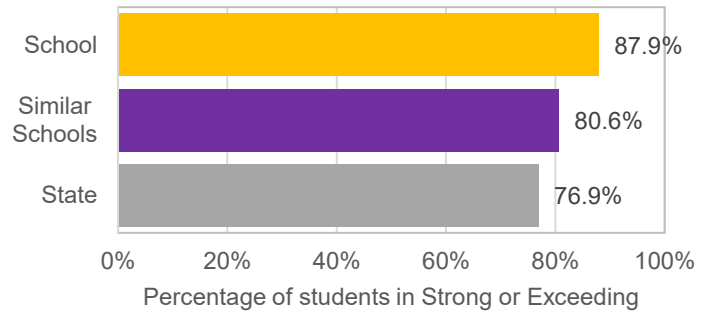
Similar Schools average:

80.6%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.3%

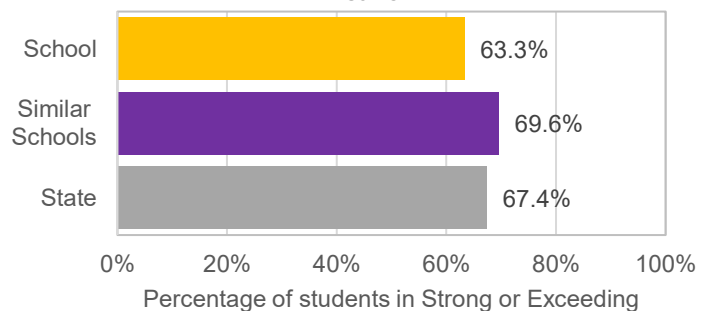
Similar Schools average:

69.6%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.8%

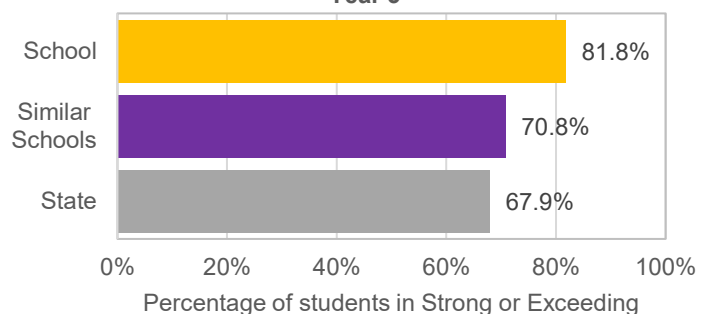
Similar Schools average:

70.8%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## LEARNING (continued)

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

### NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

89.7%

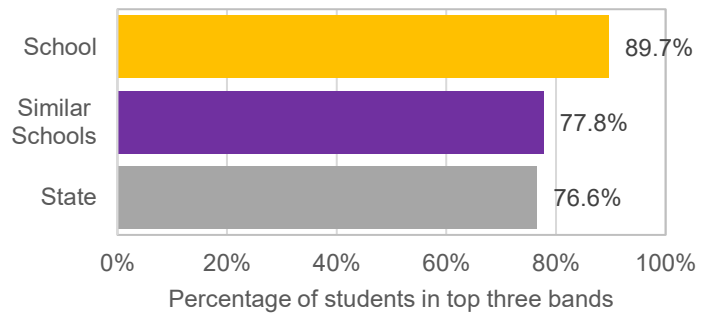
Similar Schools average:

77.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

85.2%

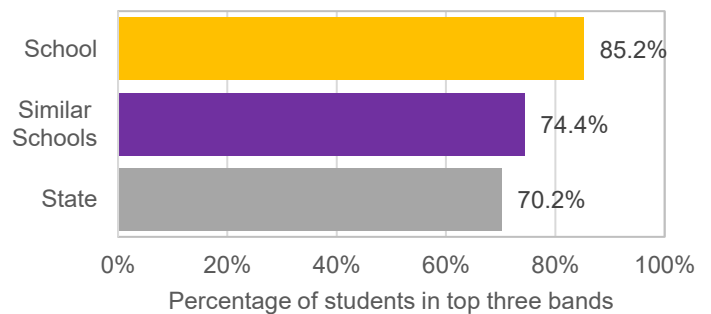
Similar Schools average:

74.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

64.5%

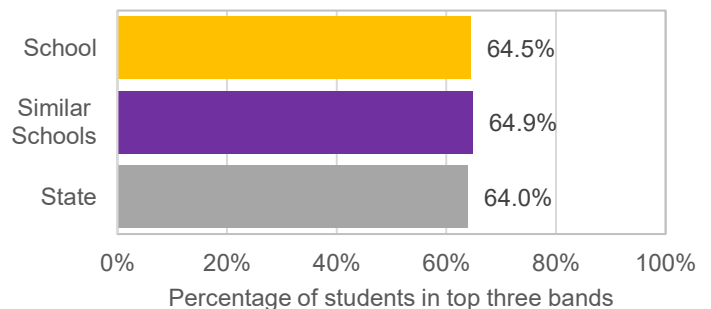
Similar Schools average:

64.9%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

65.4%

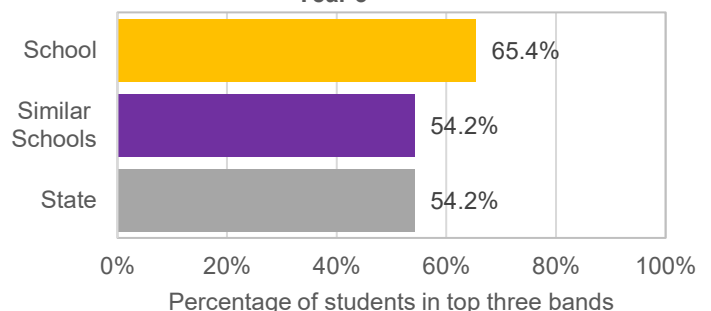
Similar Schools average:

54.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

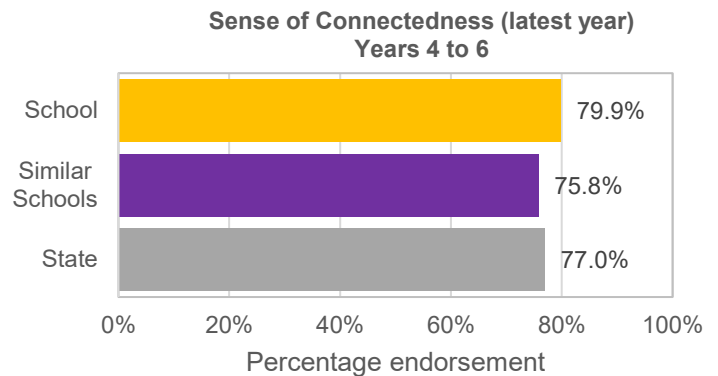
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	79.9%	81.3%
Similar Schools average:	75.8%	76.3%
State average:	77.0%	78.5%

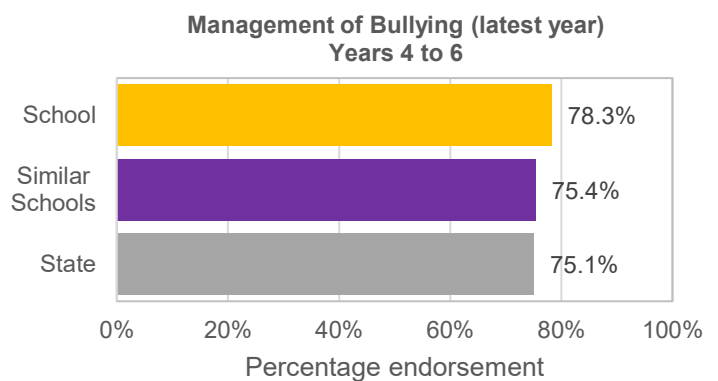


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.3%	80.4%
Similar Schools average:	75.4%	76.2%
State average:	75.1%	76.9%



## ENGAGEMENT

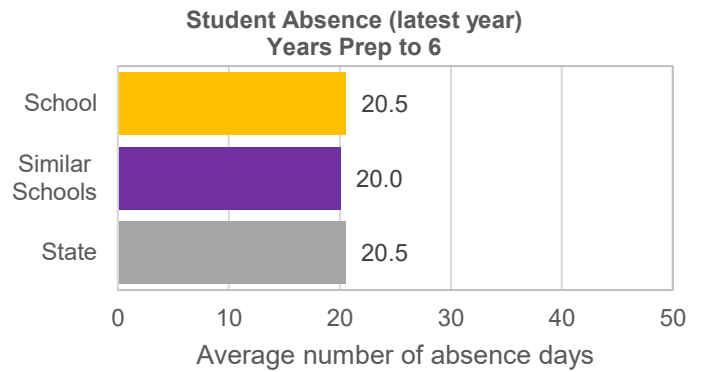
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.5	17.4
Similar Schools average:	20.0	17.7
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	91%	88%	90%	90%	90%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,995,139
Government Provided DET Grants	\$492,693
Government Grants Commonwealth	\$23,115
Government Grants State	\$0
Revenue Other	\$17,525
Locally Raised Funds	\$71,710
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,600,181</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$44,785
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$44,785</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,748,547
Adjustments	\$0
Books & Publications	\$1,467
Camps/Excursions/Activities	\$64,755
Communication Costs	\$1,582
Consumables	\$53,801
Miscellaneous Expense <sup>3</sup>	\$11,166
Professional Development	\$20,824
Equipment/Maintenance/Hire	\$20,521
Property Services	\$99,814
Salaries & Allowances <sup>4</sup>	\$213,171
Support Services	\$63,164
Trading & Fundraising	\$7,264
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,043
<b>Total Operating Expenditure</b>	<b>\$3,333,119</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$267,063</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 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$180,660
Official Account	\$24,799
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$205,459</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$89,892
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>\$89,892</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.*