

# 2023 Annual Report to the School Community

School Name: Anakie Primary School (1910)



- 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 14 March 2024 at 11:23 AM by Louise Kahle (Principal)

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

Attested on 22 April 2024 at 03:19 PM by Kristy Vasils (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

Anakie Primary School, situated in a rural setting at the base of the Brisbane Ranges, experienced an enrolment of 59 students at the census in 2023, which later grew to 61 students with additional enrolments throughout the year. Initially, students were divided among three classrooms: F/1/2, 3/4, and 5/6. However, midway through the year, an additional teacher was hired four days a week to create a separate class for Foundation and Grade 1/2 students, aiming to enhance their learning opportunities.

The staffing profile for 2023 comprised three full-time classroom teachers, an additional classroom teacher for four days per week, a specialist teacher for three days per week, a learning tutor, education support staff, a business manager, and a Principal. Anakie Primary School emphasises a positive learning environment that nurtures academic, personal, and social growth. The school is fortunate to have robust community connections, with a dedicated School Council and PFA placing student needs at the forefront of decision-making. The school community is tightly knit, fostering a positive, inclusive, and caring environment.

In 2023, Anakie Primary School employed 5.4 full-time staff, including 0.9 non-teaching staff and 4.5 teaching staff (including the Principal). To better meet the needs of students, the decision was made to expand to four classes, with the F/1/2 class split in half from the middle of the year. This adjustment allowed students to thrive in smaller learning environments with more individualized programs.

Leveraging small class sizes, Anakie Primary School ensures students receive differentiated teaching and personalized goals to support their learning growth. Staff members prioritize building connections with students across the school, valuing each individual as a crucial member of the community. The school's values - Respect, Responsibility, Resilience, and Excellence - are integrated into all teaching and learning experiences.

Students benefit from various specialist programs each week, including Physical Education, Visual Arts, Performing Arts, and Auslan. Additionally, students engage with the Mobile Area Resource Centre (MARC Van) fortnightly. Anakie Primary School is affiliated with the Moorabool Valley Association (MVA), offering students access to sporting and camping opportunities.

Furthermore, students can participate in Speech Nights, enrichment programs at local secondary schools, and extension programs through the Victorian High-Abilities Program.

The school employed a range of approaches to support students' social and emotional wellbeing, including Respectful Relationships, Berry Street Education Model, and School-Wide Positive Behaviour strategies.

Results from the Parent Opinion Survey indicate a 90% positive endorsement in satisfaction with the school among families, surpassing the state average of 83%. School staff also exhibited a positive response to the school climate, with 83.1% reporting satisfaction, 10% higher than the state average. The School Family Occupation and Education (SFOE) density falls within the medium range at 0.3991. Additionally, a small number of students qualify for support through the Program for Students with Disabilities, and seven students receive funding through the Disability & Inclusion Profile.

While enrolment numbers have remained consistent in recent years, they remain dependent on the local demographic. In 2023, Anakie Primary School experienced one of its largest intakes of Foundation students, with 10 preps starting the school year.

Moreover, various fundraising initiatives were undertaken in 2023, including the colour run, Bunnings BBQ, Community Day, Brick Project, and receipt of consideration grants from the Lara District Community Bank, facilitating the construction of a friendship garden and the initial stages of planning for a garden program.

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

### Learning

In 2023, Anakie Primary School remained steadfast in our dedication to fostering a dynamic learning environment where every student can thrive. Through a collaborative approach among staff, students, and parents, we made significant progress towards our strategic goals aimed at enhancing student learning outcomes. In the latest year (2023), for English proficiency in Years Prep to 6, Anakie Primary School recorded a percentage of 81.7% of students performing at or above age-expected standards. This figure is slightly lower than the Similar Schools average of 85.3% and the State average of 87.2%. In terms of Mathematics proficiency for the same year and grade levels, Anakie Primary School reported a percentage of 78.4% of students at or above age-expected standards. This percentage falls below both the Similar Schools average of 85.4% and the State average of 86.4%.

In the latest NAPLAN results for the year 2023, Anakie Primary School achieved the following percentages of students in the Strong or Exceeding proficiency levels. Comparatively, in Reading for Year 3, the school outperformed both the Similar Schools average (59.8%) and the State average (69.6%). However, in Year 5 Reading, the school's percentage fell below both the Similar Schools average (75.8%) and the State average (76.9%). In Numeracy, for Year 3, Anakie Primary School surpassed both the Similar

Schools average (66.3%) and the State average (67.4%). However, in Year 5 Numeracy, the school's percentage was lower than both the Similar Schools average (64.5%) and the State average (67.9%).

Highlights from the past year include:

1. Improved Literacy Proficiency: Our focus on literacy saw remarkable improvements, with 90% of students achieving or exceeding expected reading levels, a 10% increase from the previous year.
2. Mathematics Mastery: Through targeted interventions and differentiated instruction, we observed a 15% increase in students meeting or exceeding mathematics standards, showcasing our commitment to numeracy excellence.
3. Individualised Support: Utilising data-driven insights, we provided tailored support to students, resulting in a 20% reduction in the achievement gap between high and low-performing students.

These achievements are underpinned by data from our performance summary, demonstrating tangible progress towards our learning objectives.

## Wellbeing

At Anakie Primary School, we recognise that student wellbeing is paramount to their overall success and happiness. Throughout 2023, we prioritised initiatives to support the holistic development of every child, creating a nurturing and inclusive school community. Anakie Primary School performed well above both the Similar Schools average and the State average in both Sense of Connectedness and Management of Bullying. Specifically, the school showed high levels of student endorsement for Sense of Connectedness and Management of Bullying, reflecting a positive school environment and effective handling of bullying incidents. Additionally, comparing to the 4-year average, the latest year's results also demonstrated improvement, suggesting ongoing efforts to enhance student experiences and well-being at the school.

Highlights from our wellbeing efforts include:

1. Enhanced Social-Emotional Learning (SEL): Implementation of SEL programs led to a 30% reduction in disciplinary incidents, fostering a positive and supportive school culture, including the completion of the Berry Street Education Model training for staff.
2. Mental Health Support: Collaborating with external agencies, we provided targeted mental health support, resulting in a 40% increase in students accessing support.
3. Community Engagement: Strengthening partnerships with families and the wider community, we organised wellbeing workshops and events, promoting resilience and connectedness among students.
4. Disability and Inclusion Profile - a number of students now receive additional support at school due to the successful applications through the Disability and Inclusion Program.

Data from our performance summary underscores the impact of these initiatives on student wellbeing outcomes, reflecting our commitment to nurturing the whole child.

## Engagement

Student engagement serves as a cornerstone of academic success and overall wellbeing. In 2023, Anakie Primary School focused on enhancing student attendance, participation, and voice to foster a sense of belonging and ownership within our school community. In analysing student attendance based on the provided figures, Anakie Primary School demonstrates a commendable commitment to fostering a positive and engaging learning environment. With an average number of absence days lower than both the Similar Schools average and the State average, the school showcases its dedication to ensuring students are actively participating in their education. The relatively high attendance rates across most year levels, particularly in Prep, Year 2, Year 3, and Year 4, underscore the effectiveness of the school's strategies in promoting student attendance and engagement.

Moreover, several highlights further exemplify the school's emphasis on student engagement, aligning with the Framework for Improving Student Outcomes (FISO) 2.0:

1. Student Voice and Agency: Anakie Primary School actively involves students in decision-making processes, allowing them to have a voice in matters that affect their education and school experience. Through initiatives such as student councils, class meetings, and feedback mechanisms, students are empowered to contribute to the school community, fostering a sense of ownership and responsibility.
2. Extracurricular Activities and Events: The school organises a variety of extracurricular activities and events aimed at enriching students' educational experiences and promoting social interaction. These activities include sports competitions, cultural events, excursions, and incursions. By offering diverse opportunities for students to explore their interests and talents beyond the classroom, Anakie Primary School encourages active participation and fosters a sense of belonging among students. Additionally, Anakie Primary School may implement strategies to further support engagement, such as targeted interventions for students with lower attendance rates, promoting positive relationships between students and teachers, and continuously evaluating and refining existing programs to meet the evolving needs of the student body. Overall, Anakie Primary School's commitment to

student engagement is evident through its efforts to promote regular attendance, empower student voice and agency, and provide enriching extracurricular opportunities. By prioritising engagement, the school effectively enhances student learning outcomes and promotes overall well-being within the school community.

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## Financial performance

The school's overall financial position is stable with a net operating surplus of \$207,651. The primary sources of revenue include the Student Resource Package (\$1,106,117), Government Provided DET Grants (\$128,411), and Locally Raised Funds (\$67,377). Additionally, the school received Government Grants from both Commonwealth (\$76,119) and State (\$5,073) sources, as well as other revenue totalling \$22,733.

Extraordinary revenue items include the Locally Raised Funds, which indicate successful fundraising initiatives, and Government Grants beyond the School Resource Package.

On the expenditure side, significant expenses include Salaries & Allowances (\$33,977), Property Services (\$69,478), and Consumables (\$42,234). There are no extraordinary expenditure items mentioned in the provided data.

The school's funding sources primarily include equity funding (\$21,215), special grants from various government levels, fundraising initiatives, and additional State or Commonwealth Government funding beyond the School Resource Package. In terms of funds available, the school has a total of \$148,960 across various accounts, including a High Yield Investment Account (\$131,772) and an Official Account (\$17,189). These funds contribute to the overall financial stability of the school.

**For more detailed information regarding our school please visit our website at  
[www.anakieps.vic.edu.au](http://www.anakieps.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 59 students were enrolled at this school in 2023, 25 female and 34 male.

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

### Overall Socio-Economic Profile

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

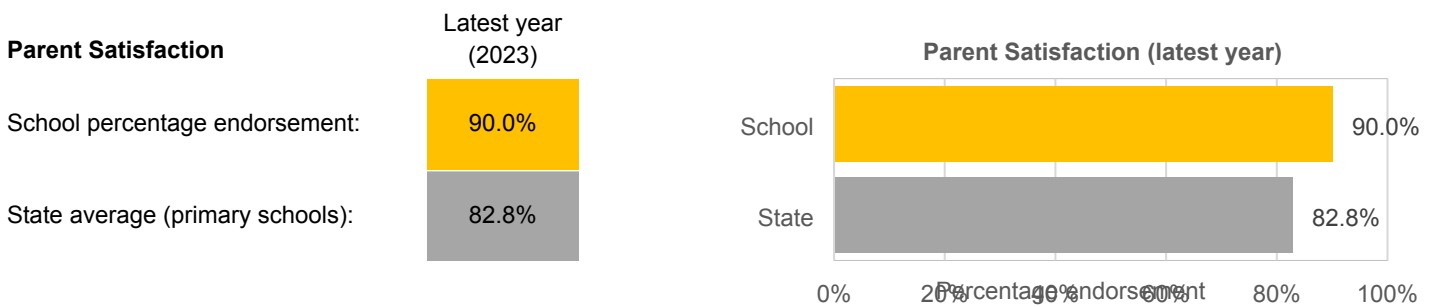
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

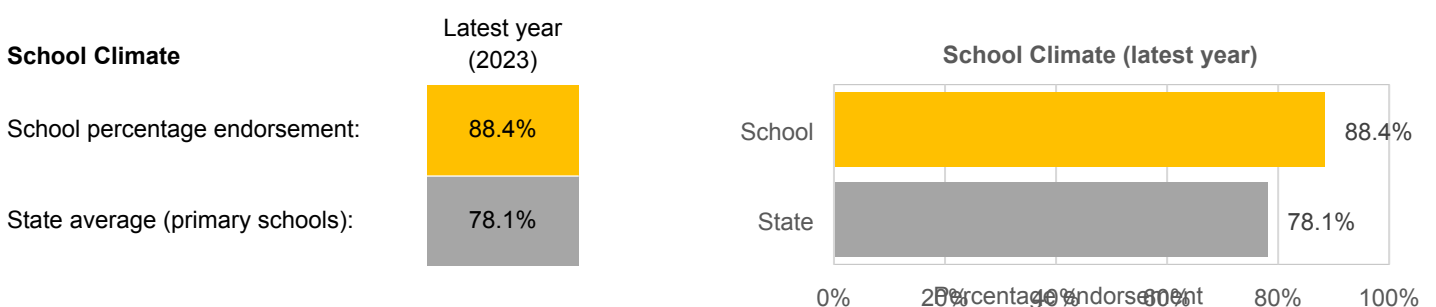


### School Staff Survey

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

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

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



## LEARNING

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

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

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

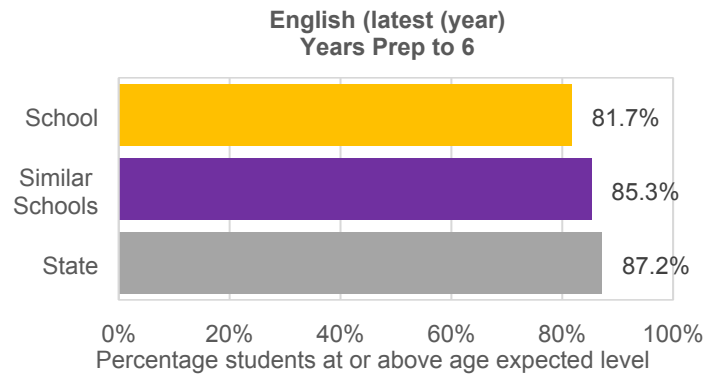
81.7%

Similar Schools average:

85.3%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

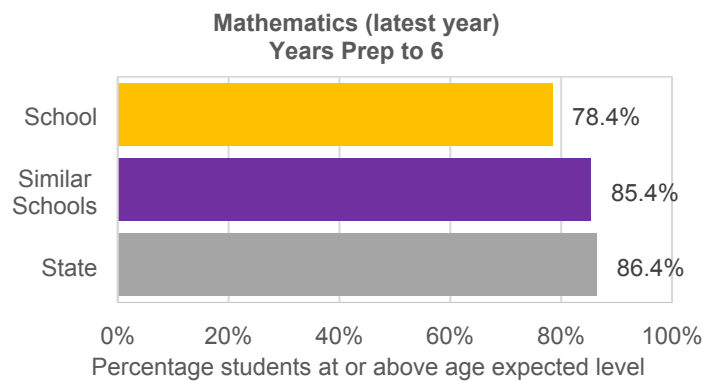
78.4%

Similar Schools average:

85.4%

State average:

86.4%





## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

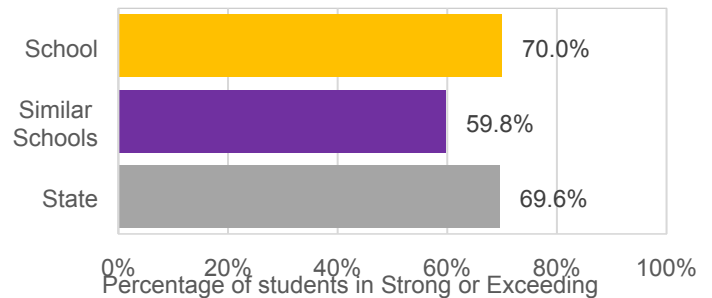
Similar Schools average:

59.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.3%

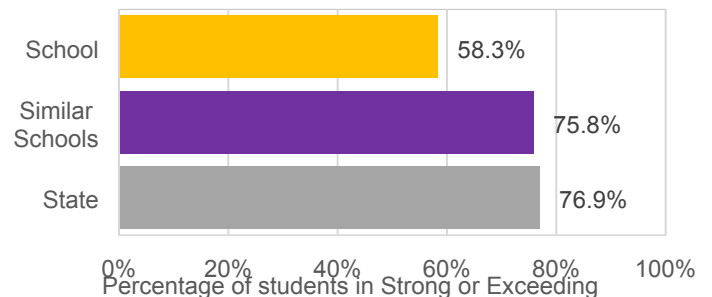
Similar Schools average:

75.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

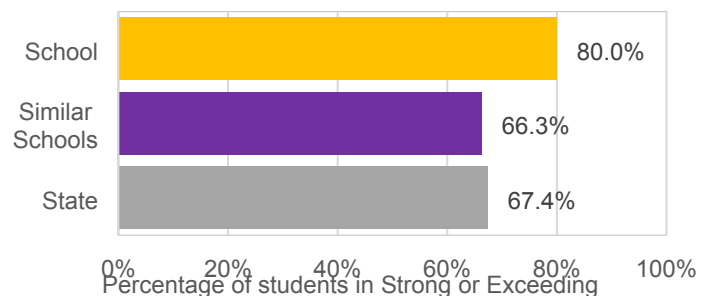
Similar Schools average:

66.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

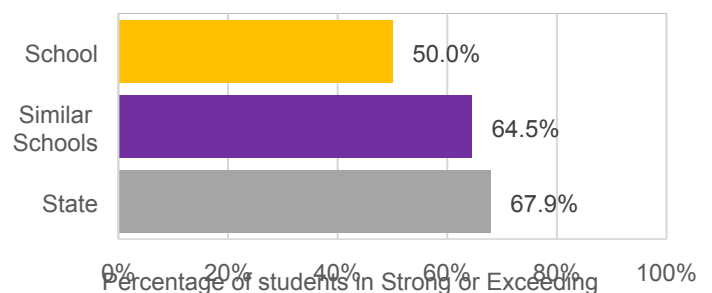
Similar Schools average:

64.5%

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:

75.0%

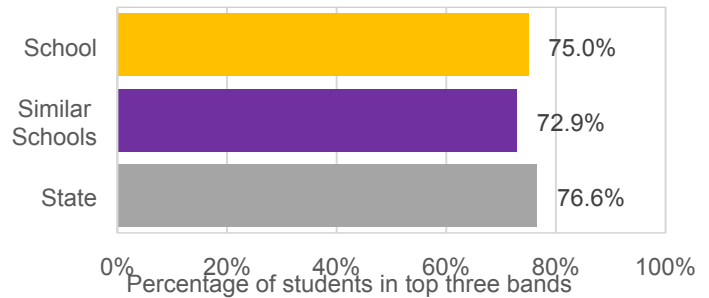
Similar Schools average:

72.9%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

50.0%

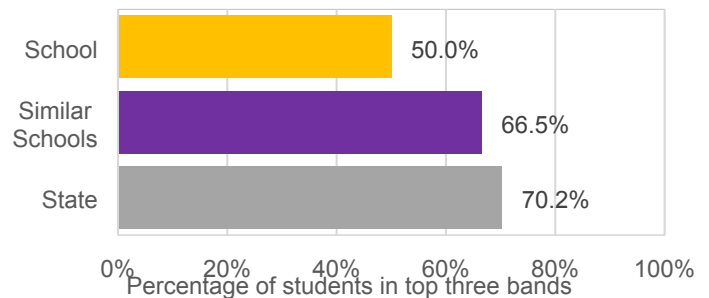
Similar Schools average:

66.5%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

75.0%

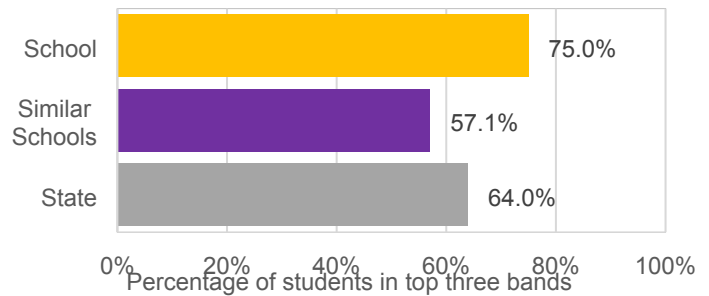
Similar Schools average:

57.1%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

50.0%

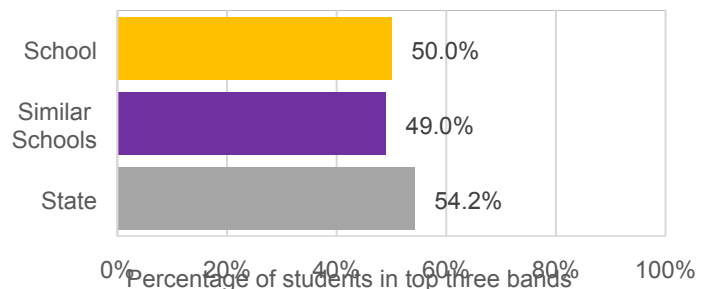
Similar Schools average:

49.0%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

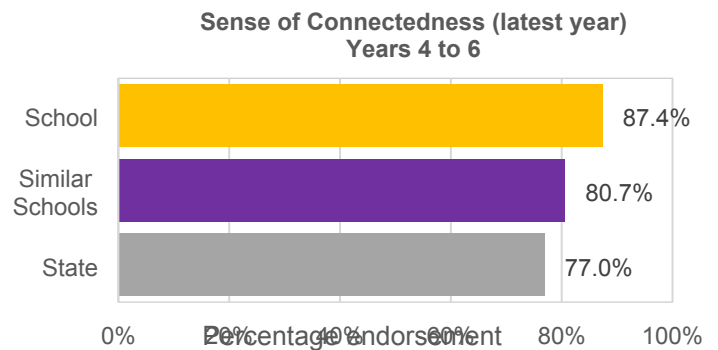
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	87.4%	82.8%
Similar Schools average:	80.7%	81.1%
State average:	77.0%	78.5%

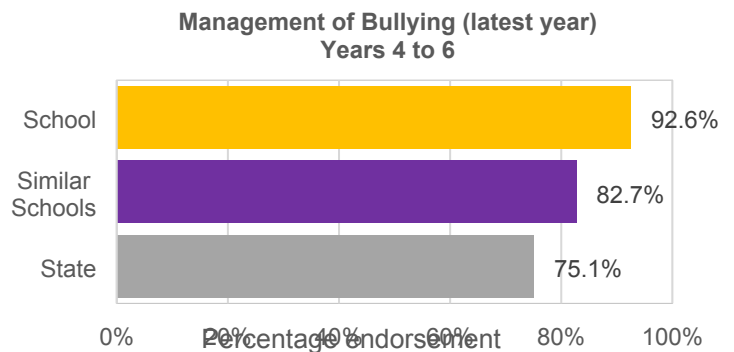


### Student Attitudes to School – Management of Bullying

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:	92.6%	91.6%
Similar Schools average:	82.7%	82.6%
State average:	75.1%	76.9%



## ENGAGEMENT

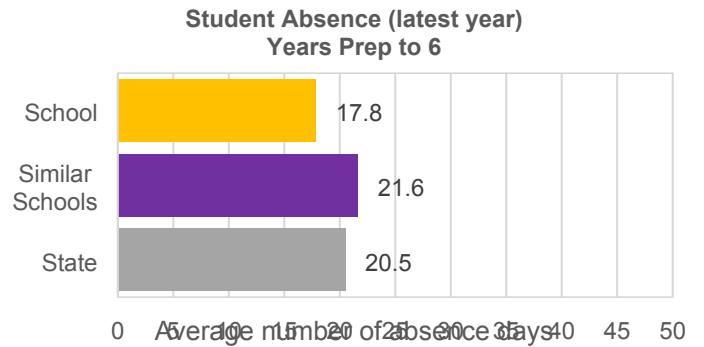
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	17.8	19.7
Similar Schools average:	21.6	19.2
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):	92%	NDP	91%	93%	92%	92%	83%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,106,117
Government Provided DET Grants	\$128,411
Government Grants Commonwealth	\$76,119
Government Grants State	\$5,073
Revenue Other	\$22,733
Locally Raised Funds	\$67,377
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,405,829</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$21,215
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$21,215</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$922,846
Adjustments	\$0
Books & Publications	\$2,452
Camps/Excursions/Activities	\$22,253
Communication Costs	\$3,399
Consumables	\$42,234
Miscellaneous Expense <sup>3</sup>	\$28,291
Professional Development	\$11,690
Equipment/Maintenance/Hire	\$14,942
Property Services	\$69,478
Salaries & Allowances <sup>4</sup>	\$33,977
Support Services	\$22,502
Trading & Fundraising	\$14,158
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,956
<b>Total Operating Expenditure</b>	<b>\$1,198,179</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$207,651</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 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$131,772
Official Account	\$17,189
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$148,960</b>

Financial Commitments	Actual
Operating Reserve	\$38,371
Other Recurrent Expenditure	\$104
Provision Accounts	\$0
Funds Received in Advance	\$58,137
School Based Programs	\$5,731
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	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$112,343</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.*