

# 2024 Annual Report to the School Community

School Name: Elwood Primary School (3942)



- 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 20 March 2025 at 07:51 PM by Nicole Richards (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 20 March 2025 at 07:51 PM by Nicole Richards (Principal)

# HOW TO READ THE ANNUAL REPORT

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

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

## 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

We are an inner bayside school located in the City of Port Phillip, established in 1917 with students drawn from within our neighbourhood boundary.

The school is in a quiet, residential area close to other facilities such as public transport, beaches and shopping villages. The school forms part of the Elwood Learning Hub, an education precinct which includes "Poets Grove Maternal Health, Childcare and Kindergarten Centre", Elwood Primary School and Elwood College.

One of our core strengths is the value placed on Relational Teaching and Learning and community. Parents and staff work in partnership to support each child's learning journey and parental involvement in the many aspects of school life is highly valued. Our school markets provide a strong sense of connectedness and are a major source of fundraising for our school. The mix of creative and performing artists in the community also supports and enhances the school's learning and teaching programs.

Elwood Primary has a student population of approximately 650 with 29 classes from Prep to Grade 6. There has been significant development of the school's internal and external facilities in recent years. We enjoy spacious playgrounds including a park, half soccer pitch, cricket pitches and nets, asphalted basketball, volleyball and bat tennis courts, creative play areas, a Play Pod and sandpits. Classrooms have all been modernised and refurbished with information and communication technology integrated into all learning and teaching programs. Our programs reflect our priority focus on the wellbeing of students and are designed to assist in developing skills for life-long learning. The values which form the basis of the school's actions are: empathy, resilience, respect, integrity and responsibility.

Programs are based on the belief that our students have the ability and the right to learn and we ensure that the environment is friendly, calm and orderly, safe, and responsive to the community's diversity. We celebrate success in all areas of student achievement. We specifically focus on high quality programs with a clear commitment to student achievement in English and Mathematics as well as all other Victorian Curriculum areas.

Professional learning is a key strategy for the school with a literacy and numeracy coaching model in place. The school is focused on personalising its curriculum to further meet student needs and abilities. The Stephanie Alexander Kitchen Garden Program encourages pleasurable food education. Students in Grades 3 and 4 experience first-hand the links between growing, harvesting, preparing and sharing fresh, seasonal produce. This program is a key driver in the ethos of the school and helps facilitate our strong community links.

Specialist teaching areas include Music and Performing Arts, Visual Arts, Physical Education and Sport, STEM, Library/ICT, Indonesian as our LOTE, Tutor Learning Initiative and Enhancement. Outside School Hours Care program and School Holiday programs are operated on the school site by TeamKids.

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

### Learning

In 2024, Elwood Primary School's Annual Implementation Plan focused on the implementation of Key Improvement Strategies related to the FISO dimension of: **Priorities goal** of continued focus on student learning - with an increased focus on numeracy.

Key Improvement Strategies were identified and were the core focus of all teaching and learning. KIS included: **Learning** - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Reflection on progress has shown an increase in content knowledge of reading which has influenced how teachers assess and plan and is strongly linked to data. The use of data to inform teaching has improved as evidenced by regular collation of various data sets which are unpacked in team meetings, including moderation at both team and whole school level.

Staff undertook training in Professional Learning Communities and were supported in a PLC 2 year unit focused on Reading knowledge. The PLC was also linked to expert coaching from identified consultants and attended Victorian Teaching Academy training. These staff continue to develop their capacity in this area and help drive the next steps.

The 2024 School Performance Report; the Learning domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, and Teacher judgement growth for English and Mathematics, shows our **Learning Performance Group's current level as HIGH** and Change Level of Improved.

Reading data shows 78% of students in Strong or Exceeding NAPLAN (Year 3) and 87% of students in Strong or Exceeding NAPLAN (Year 5) Over the two year average, Elwood Primary School children are working **well above Similar School** averages and **significantly above State**. Our average being 80% and the State at 69%.

Numeracy data shows 85% of students in Strong or Exceeding NAPLAN (Year 3) and 90% of students in Strong or Exceeding NAPLAN (Year 5) Again, Elwood Primary School students **performing well above Similar Schools** at 81% and significantly above the State at 66%.

The school continued to utilise local networks to support our AIP. Staff growth and capacity was also enhanced by all staff having access to professional learning related to EPS Numeracy approach and our commitment to ongoing, continuous reporting.

### Wellbeing

In 2024, Elwood Primary School's Annual Implementation Plan focused on the implementation of Key Improvement Strategies related to the FISO dimension of: **Priorities goal** of continued focus on student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.

Key Improvement Strategies were identified and were the core focus of all teaching and learning. KIS included: **Wellbeing** - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Reflection on progress has shown teachers and students know and live the school values and know how to explain it in actions. Teachers are using the values through restorative practices and we have consistency across the school. EPS planned and timetabled lessons specific to the Year level with a fortnightly focus on the Values. The Values are communicated and visible through assemblies, newsletters, class emails and Seesaw. Student celebrations are also highlighted through awards. Students are initiating recognition of values in programs such as Investigations. We have seen a significant decrease in social conflict in the yard and decrease of students sent to Leadership for behaviour follow up, as teachers are more confident to address and deal with this themselves.

The 2024 School Performance Report; The Wellbeing domain measures performance on a set of Attitudes to School Survey factors related to emotional awareness, managing bullying, school connectedness, stimulated learning and student voice; and the school's attendance rate, shows our **Learning Performance Group's current level as HIGH.**

Attitude to School Survey shows 86% of positive endorsement in School connectedness (Years 4-6) and 87% of positive endorsement in Stimulated learning (Years 4-6).

84% of positive endorsement in Managing bullying (Years 4-6) and 74% of positive endorsement in Student voice and agency (Years 4-6).

All measures are **well above** similar school comparison and **significantly above** State.

Health and wellbeing supports such as access to a school employed psychologist for families, students and staff, school employed Speech Pathologist and additional support programs were continued priorities for staff, students and their families.

Elwood PS have built upon these supports through accessing Story Dogs, Occupational Therapy sessions and visiting teacher services, particularly for students with English as an Additional Language.

Elwood Primary School is focused on and committed to a continued positive learning environment for all students, families and staff.

## Engagement

Elwood Primary School students are engaged and connected to their school, teachers and each other. We are proud to be recognised as a leading school in supporting students and their families in building their resilience, engagement and relationships. The work undertaken by the school and by the Learner Agency Team to promote student voice opportunities within the school has strengthened. Learner Agency at EPS has continued to promote personalised and effective student learning, allowing for increased opportunities for students to have a say in their curriculum content and the delivery of that content.

Elwood Primary School continues a high engagement and involvement/participation in partnership and connection with the Elwood Primary School Community.

Our positive attendance rate continues to be outstanding - well above both similar and network schools with only 6% of our students being absent for 20 or more days.

**90% of our students have 0 days absent for 2024** and only 10% of our students are absent for 0.5 to 9.5 days. Showing more evidence of our students feeling connected to their school and learning. Again, **Elwood Primary School is performing significantly ahead of both Similar schools and State averages.**

## Other highlights from the school year

Other highlights for the 2024 year have been the highly successful and extremely well attended Learning HUB Art Show. A night full of creative and visual arts celebrations highlighting and showcasing the Visual Arts in curriculum and the partnerships between our school and parents/families and Poet's Grove Maternal Health and Kindergarten.

All events that are unique to Elwood Primary School were held - including Grade 1 Dinner, Grade 2 Sleepover, all camps for all Grades 3-6 with the new work agreement and conditions in place, giving teachers their allocated time in lieu and keeping within budget.

Elwood Primary School also hosted various Fathering Project events throughout the year alongside Poet's Grove and all were extremely well attended. Elwood Primary school were also selected to be the showcase school for Story Dogs promotions. We also hosted many schools both within and outside of the Network; visiting our curriculum and extra curriculum programs, sharing our expertise in Relational Teaching and Learning.

Another highlight was Elwood Principal - Nicole Richards - being invited by the Victorian Principal's Association as a key note speaker at their 2024 Annual Conference. Key notes on community connection and parent engagement was the focal theme.

Elwood Primary School was nominated for two ResourceSmart School Awards and also selected to host the launch of the Australian school-wide NABERS system – the National Built Environment Rating System – for both energy efficiency and for water.

Parliamentary Secretary for Education Nina Taylor, the Mayor of the City of Port Phillip, Louise Crawford, The Hon Josh Wilson MP Assistant Minister for Climate Change and Energy and Federal Member for Macnamara Josh Burns and a cast of many attended Elwood Primary as we were presented with our 5 star ratings!

We also celebrated our successful grant application from Bendigo Bank with thanks to Andrew (parent and School Council member) and Jeremy (parent and School Council President). The grant of \$99,200 will be used to transform our Junior School Playground.

The Elwood Community are extremely supportive of these initiatives and working with the teachers and staff at Elwood Primary School to ensure these unique events and what makes Elwood such a great school continues into the future years.

## Financial performance

Elwood Primary School maintained a very sound financial position throughout 2024. The school's 2024 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities.

The AIP Curriculum Learning Goals were met through the planned budget allocations, along with additional funds to provide our school with Learning Specialists in Maths, Learning Specialist in Learner Agency and Learning Specialist High Achievers, a dedicated Assistant Principal for Disability Inclusion Profiles, the ongoing support of Teaching and Learning Coaches and smaller class sizes, particularly in the Junior School and Foundational year.

The Disability Inclusion Profile funding (\$84,000), along with additional funds for Tier 1 and Tier 2 (\$370,000) committed by the school, enables us to provide an inclusive, equitable learning program - enhanced by Education Support Staff, outside providers and resources such as Elwood PS employed Speech Therapist, Elwood PS employed Psychologist, Story Dogs and Therapy Dog, Occupational Therapy classes and visiting teacher service.

Elwood Primary School's total operating expenditure was approx \$8 million with State providing around \$6.5 million - we managed a small deficit in our budget with only \$19K in Equity Funding and around only 70% of families making a contribution to Curriculum and/or other. In light of this , Elwood PS still managed to report a sound financial position, but are cautious entering into the next financial year.

**For more detailed information regarding our school please visit our website at  
<https://www.elwoodprimary.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 643 students were enrolled at this school in 2024, 303 female and 339 male.

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

### Overall Socio-Economic Profile

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

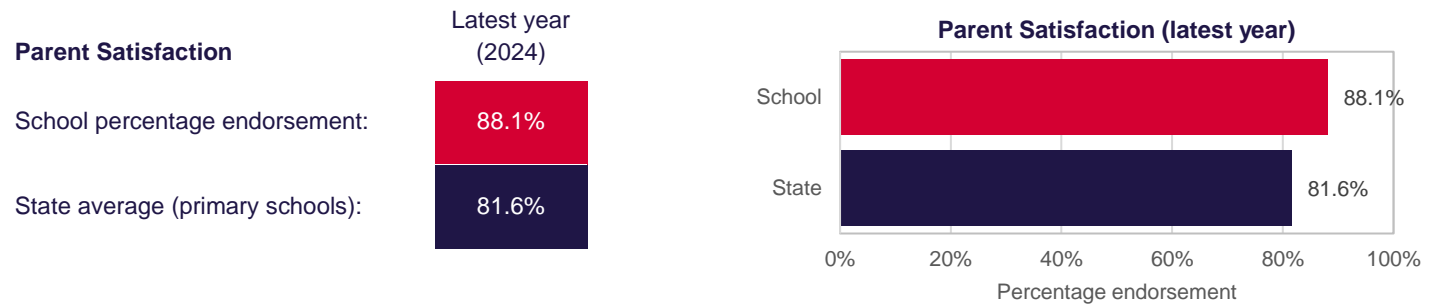
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

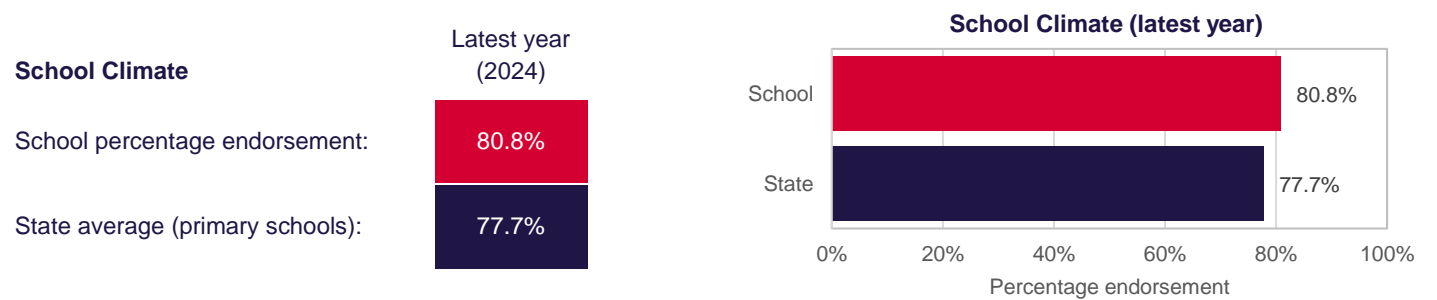


### School Staff Survey

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.



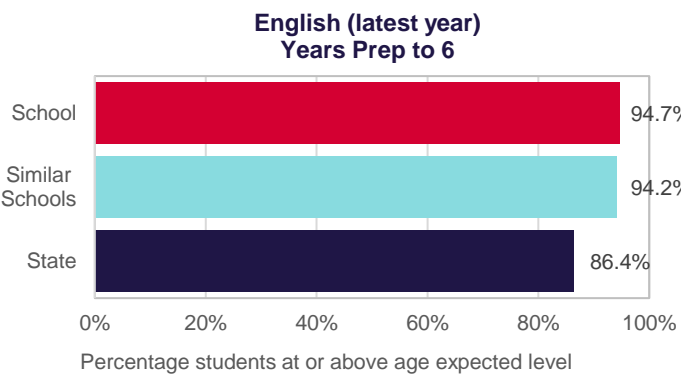
LEARNING

**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.

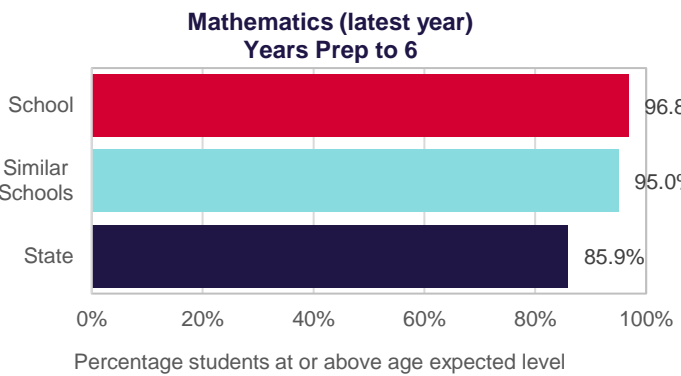
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.7%
Similar Schools average:	94.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.8%
Similar Schools average:	95.0%
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.

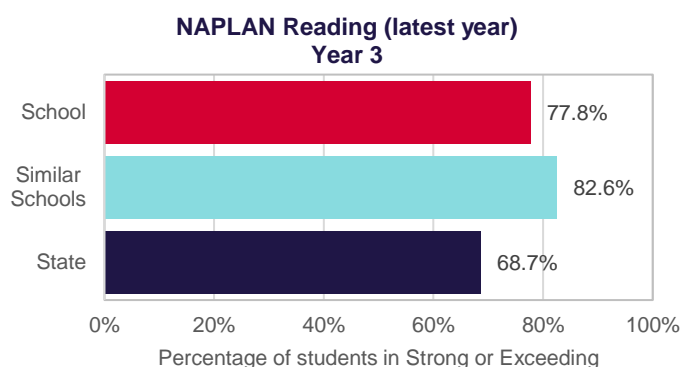
### NAPLAN

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.

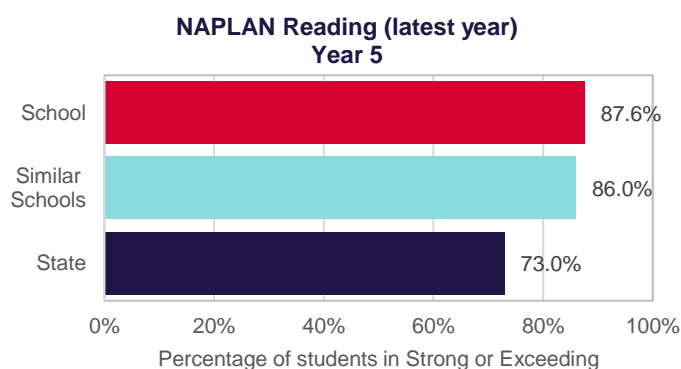
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	80.8%
Similar Schools average:	82.6%	82.7%
State average:	68.7%	69.2%



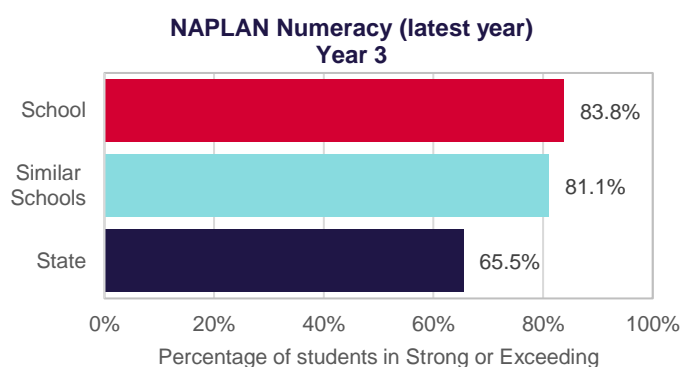
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.6%	85.1%
Similar Schools average:	86.0%	87.5%
State average:	73.0%	75.0%



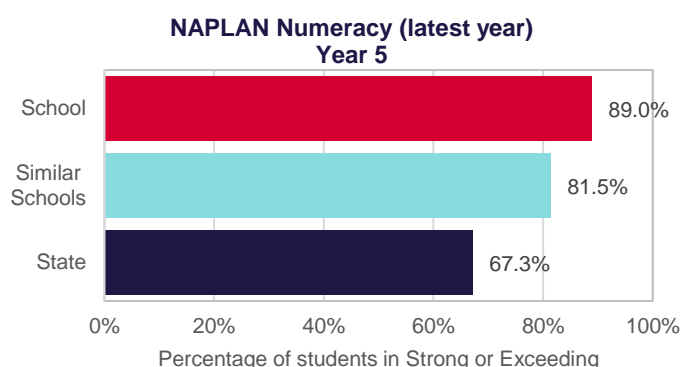
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.8%	84.4%
Similar Schools average:	81.1%	81.7%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.0%	87.6%
Similar Schools average:	81.5%	81.4%
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:

88.7%

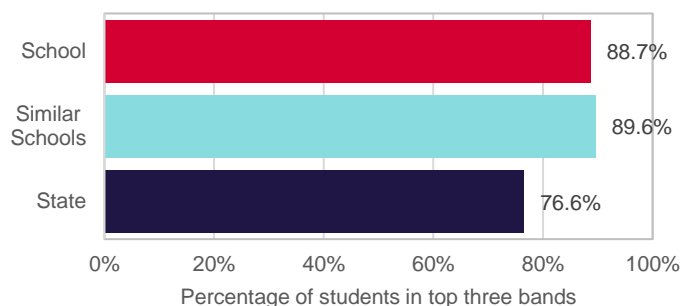
Similar Schools average:

89.6%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

90.9%

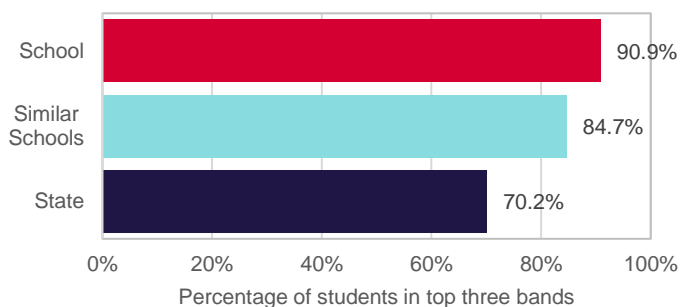
Similar Schools average:

84.7%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

77.4%

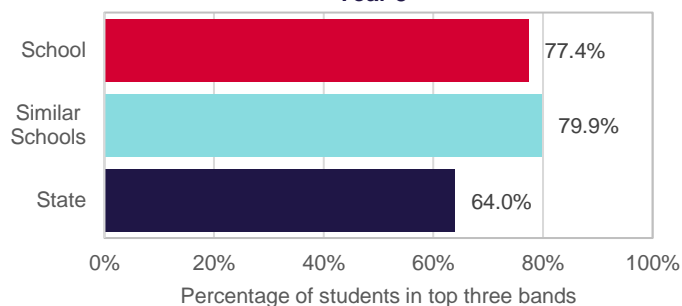
Similar Schools average:

79.9%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

80.7%

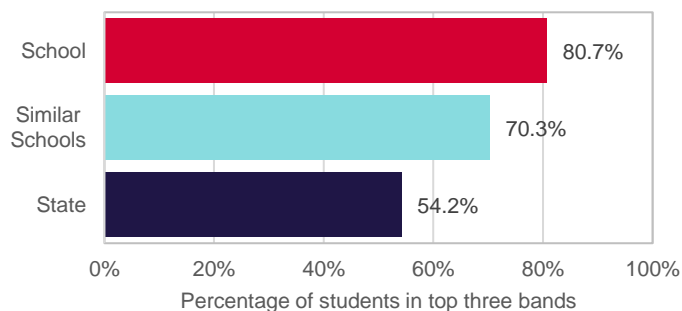
Similar Schools average:

70.3%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

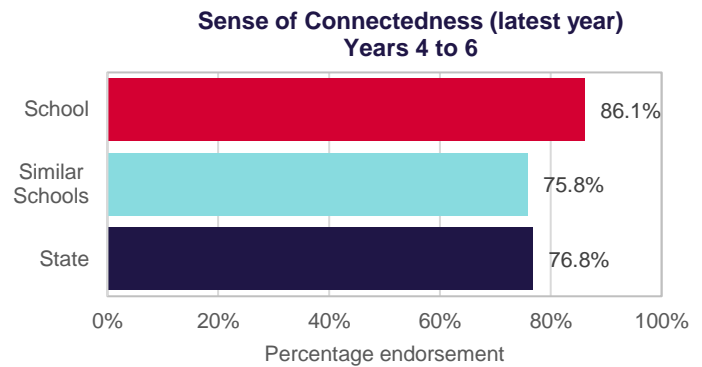
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School percentage endorsement:	86.1%	87.4%
Similar Schools average:	75.8%	76.2%
State average:	76.8%	77.9%

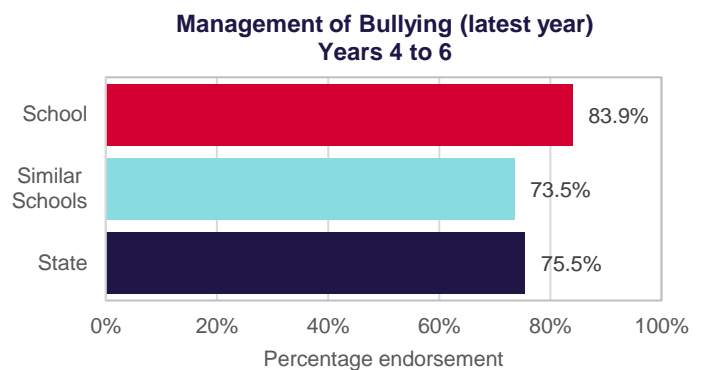


### Student Attitudes to School – Management of Bullying

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:	83.9%	86.6%
Similar Schools average:	73.5%	74.0%
State average:	75.5%	76.3%

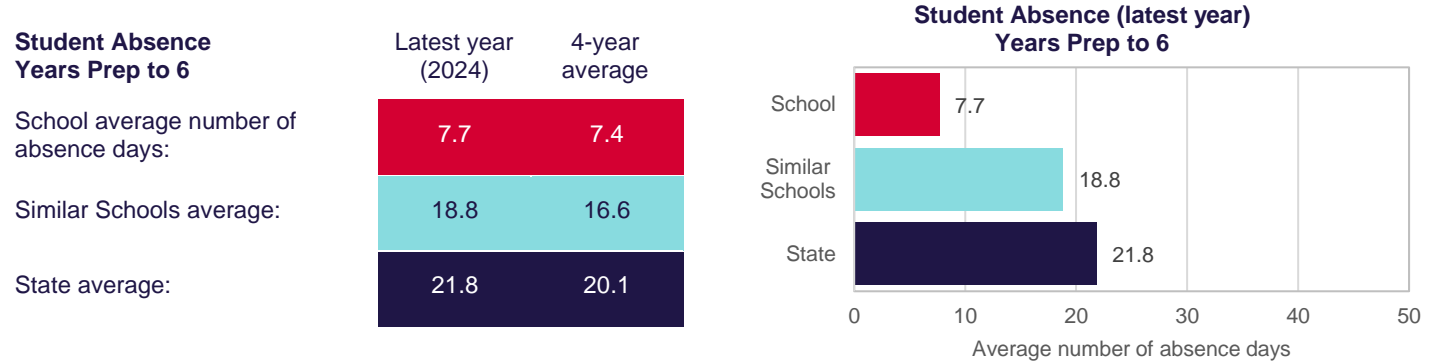


ENGAGEMENT

**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.



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):	96%	96%	96%	96%	96%	96%	96%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,266,195
Government Provided DET Grants	\$514,473
Government Grants Commonwealth	\$28,660
Government Grants State	\$0
Revenue Other	\$64,020
Locally Raised Funds	\$1,012,376
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,885,724</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$19,266
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$19,266</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,508,500
Adjustments	\$0
Books & Publications	\$14,871
Camps/Excursions/Activities	\$278,313
Communication Costs	\$12,690
Consumables	\$175,953
Miscellaneous Expense <sup>3</sup>	\$28,424
Professional Development	\$34,552
Equipment/Maintenance/Hire	\$117,527
Property Services	\$111,952
Salaries & Allowances <sup>4</sup>	\$521,522
Support Services	\$245,504
Trading & Fundraising	\$101,093
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,275
<b>Total Operating Expenditure</b>	<b>\$8,205,176</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$319,452)</b>
<b>Asset Acquisitions</b>	<b>\$63,251</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	\$522,515
Official Account	\$37,788
Other Accounts	\$77,838
<b>Total Funds Available</b>	<b>\$638,141</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$283,501
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$6,203
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$119,948
Asset/Equipment Replacement < 12 months	\$38,534
Capital - Buildings/Grounds < 12 months	\$164,428
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>\$612,615</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.*