

# 2022 Annual Report to the School Community

School Name: Briar Hill Primary School (4341)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2023 at 02:24 PM by Bridy Fitzpatrick (Principal)

- This 2022 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 05 May 2023 at 04:10 PM by Nick Black (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

### Vision and Values

At Briar Hill Primary School, we believe in providing an inclusive, progressive, and supportive environment where all students can reach their full potential. Our vision is to inspire individuality in every student by embracing their unique differences and nurturing their talents through a progressive Steiner Influenced Curriculum. Our alternative approach allows us to provide a rich and engaging Victorian Curriculum taught through the Steiner Influence, inspiring learning through the Head, Hearts and Hands. This unique and different model of education allows citizens of Melbourne an alternative influence in the Northern Suburbs. The Briar Hill Primary School Community believes that holistic education entwines the gifts brought by the head, heart and hands of every person. We aspire to create an educational environment that supports our students, and the school community, in a lifelong journey of self-development, discovery and growth.

### School Size and Structure

Briar Hill Primary School caters to students from Kindergarten to Grade 6, with a total enrolment of 227 students. We have a dedicated team of 28 teaching staff, including classroom teachers and specialist teachers in Physical Education, Visual Arts, Culture and Environment and Languages Other Than English (LOTE). Our school also has a range of support staff, including Administrative staff, Education Support staff. As part of the Steiner Influenced Curriculum we employ a Stephanie Alexander trained staff member, a drama person, a gardener and a craft expert.

### Geographic Location and Social and Enrolment Characteristics

Briar Hill Primary School is located in the heart of Briar Hill, a vibrant and diverse suburb in Melbourne's North-East. The school is situated in a leafy, residential area with easy access to public transport, community services, and local businesses. Our student population comprises students from a range of cultural and social backgrounds, giving the school a rich and diverse cultural tapestry. We have several Aboriginal students and pride ourselves in creating a school inclusive of all cultures with a strong emphasis on supporting and celebrating our first people through our connections with local Elders and our Culture and Environment Programs. We also support students with a range of additional needs and have a satellite classroom with Diamond Valley SDS which is an inclusive model within the school.

Briar Hill Primary School is committed to providing a range of innovative and engaging programs for our students. As part of our commitment to Sustainability and Environmental education, we have implemented a range of initiatives such as a community garden, an outdoor classroom, and a waste recycling program. We also have a strong focus on Wellbeing and Mental Health, with a dedicated Wellbeing Coordinator and a range of wellbeing programs and support services for students and families. Additionally, the school has a strong focus on democratic decision-making, and we encourage active participation and leadership roles for our students. We pride ourselves in building a strong culture of student voice through feedback in every classroom, regular class meetings, open door policy to the principal and student run school assemblies.

In conclusion, Briar Hill Primary School is a vibrant and progressive school that values diversity, inclusion, and excellence. We are proud of our dedicated staff, engaged student body, and supportive parent community. This Annual Report provides an overview of our achievements, challenges, and future directions, and we look forward to continued growth and success in the years ahead.

### School structure, staffing and leadership:

- We have an Acting Principal, a learning specialist and a newly appointed leading teacher in welfare who make up our leadership team
- We have a junior school and a senior school curriculum leader
- Our learning specialist also leads a well established transition program connecting with our local kindergartens
- We have an inclusive education model with Diamond Valley SDS school who are a part of our school community

### Social and enrolment characteristics:

- Our enrolments in prep have consistently increased over the past 3 years with a steady enrolment of 2 prep classes (this is the maximum the school can take due to size)
- We have 18 funded students and employ 11 student support staff for students with significant additional needs (social, emotional, developmental and academic).
- A large proportion of Briar Hill Primary School Students come from outside the school zone
- We support a large number of students who identify or are from LGBTIQ+ families

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

### Learning

Our goals set out in our School Strategic Plan from 2020-2024 included the following goals;

**To improve literacy and numeracy outcomes for all students**

The following key improvement strategies were set as part of this goal.

- develop and embedding an agreed instructional model across the school
- build teacher knowledge of curriculum and the continuum of learning to support planning for differentiated teaching
- implement evidence based literacy and numeracy teaching to ensure individual learning needs of all students are met
- implement the PLC inquiry cycle to improve whole school approach to teacher practice and collaboration

Our data is showing reasonably consistent trends over the past 3 years taking into consideration the 2 year impact of Covid. Despite this we are committed to action and have implemented all key improvement strategies with a strong emphasis in 2023 on building staff capacity in differentiation through peer observations and feedback to build professional relationships and allow teachers to build capacity for whole school improvement. Some of the changes in data may be attributed to increased knowledge in staff on assessment and reporting, therefore showing teachers are making better informed decisions with curriculum and reporting as their knowledge continues to increase through professional development, they are able to make better informed judgements. In 2019 45% of students were at the expected level for Reading and Viewing and in 2021 54% of students were at level, in the same comparative years students working above level went from 44% to 32% which may or may not be attributed to the pandemic. Our data for students working below level in the same comparative years in 2019 was 11% and 14% in 2021. This data is supported strongly with students who have additional needs and individual learning plans.

In Numeracy our data shows an improvement in students working above their level in Measurement and Geometry. In 2019 17% of students were above the expected level compared with 21% in 2022. In Number and Algebra we have seen a slight decrease in data from 33% to 28% for the same comparative years. We are continuing to work hard in this space with a strong focus on differentiated teaching which is driven through a strong focus in professional development for teachers and peer observations in the classroom. A clear instructional model has been embedded across the school to ensure teachers are teaching to the point of need.

**To improve engagement in learning for all students (including improved attendance)**

The following key improvement strategies were set as part of this goal

- develop a whole school understanding of, and approach to, student agency in learning
- further embed the Steiner influence through a whole school approach to inquiry learning
- develop and embed a whole school strategy to increase student attendance

Briar Hill Primary School has made a whole school commitment to improving whole school attendance through a PLC which looks at a personalised approach to improving school attendance. In 2021 unapproved absences sat at 13 and currently sits at 3.8. This has been a community approach with raising awareness and working closely with parents, implementing individual attendance plans for students and seeking student voice to better understand personal situations. We have put names to faces and know every student and their needs around attendance. In 2022 31% of students had 30+ days off and in 2023 we have 0%. This is a credit to our hard working community, our committed families who work with us and our continued efforts with student voice in our school.

**Wellbeing**

Briar Hill Primary School has been committed to improved student outcomes in the space of well-being before and of course since the unprecedented times of the pandemic. Like all school we have seen an increase in student needs and family needs since the pandemic and have prioritised student well-being across all grades. Some of the improvement strategies we have seen in this space include the implementation of a whole school approach to social and emotional learning with a commitment to no less than 2 hours of classroom teaching time committed to student health and well-being. As part of this initiative, we have implemented classroom meetings once a week as a student check in tool, well-being surveys conducted termly to improve student data across classroom cohorts and student feedback boxes. We have also employed a teacher/counsellor to work with small groups across the school and have a art therapist attending one day a week to support students. The school improvement team launched the Social / Emotional scope and sequence and we have appointed a new respectful relationships leader.

To improve student attendance across the school the welfare leader meets regularly with students and their families to help improve attendance and engagement and we are running special groups to support families further. This includes groups meetings for

families who have children with disabilities and LGBTIQ+ families. We seek the contribution of professionals from our regional office and within our community to further support these groups. We recently secured funding for the I am Mindful program which saw 22 students take part in small group activities to build mindfulness and coping strategies independently. This was highly successful. To improve student connectedness and engagement we have lunch clubs run by our integration staff. These include wire clubs, drawing club, singing club, yoga club and dance club.

We have appointed student leaders - Kindness Leaders to lead the Kindness Framework and support us to develop school awareness and ensure the Kindness Framework is always live in our school and included in all parts of the school, classroom, playground, school assemblies and our community.

Briar Hill Primary School has a well-established welfare program and work closely with our SSS staff to ensure students have a referral pathway. We have strong links with the professionals working with our students and over the past 2 years we have implemented an open door policy for specialists working with the students. When additional support is required we link with agencies such as Orange Door, Out of Home Care, Koori Engagement Support Officers, Child First DFFH, Berry Street and other agencies.

## Engagement

Briar Hill Primary School continues to work hard in the area of student engagement. Our attendance results speak for themselves showing a dramatic increase in school attendance. This is a direct outcome of listening to the needs of the students who had chronic attendance concerns and putting the student's voice at the forefront. Students know what students need and this is evident in the individual conversations we have had with every child as part of their individual attendance and engagement plans. We developed a school motto around attendance with our school leaders which is "We show up and everybody counts." We addressed the concern as a whole school approach and talked about our responsibility to ourselves and each other. This has been a great part of checking in with those that are away, because those that are away matter. We have a whole school approach to ensuring students know that they matter and this means noticing when they are not here.

Our 2022 'stimulated learning' data shows that we are above similar schools and the same as state. Our school will continue to focus on differentiated learning to improve student engagement across the school and this has already started with professional engagement of teachers in learning walks, peer observations (teachers observing each other) and feedback. Our teacher / student relations data for 2022 shows 92% of children believe their teacher has high expectations for their success. This is above like schools and in line with state data.

Briar Hill Primary School prides itself in a curriculum that focuses on the whole child. Other ways we develop and support engagement is through school camps and special days. We have a strong sense of community and connectedness in our Chai Fridays, Working bees, Community Groups and Culture and Environment Days. Our Junior School Council is pivotal in this space running special days for the students to enjoy and take part in. A recent day that was lots of fun included students dressing up as teachers and teachers dressing up as students. We also had our diversity dash. In addition to this we run lunchtime clubs in wire art, yoga, singing, dance, drama and drawing.

The Steiner elements of the school program offer a rich and engaging program for students. From years 3-6 every class take part in a staged classroom production linking to their main lesson. Students at BHPS also take part in craft lessons once a week, singing lessons, a Stephanie Alexander cooking program and gardening. These programs have excellent levels of participation.

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## Other highlights from the school year

### CAMP

During 2022 we continued to bring our school community together through our grade 5/6 and grade 3/4 camps. Our 5/6 students began the year heading to Allambee Camp in Allambee Reserve with a strong focus on building resilience, teamwork and of course re-building connections after a disruptive two years. During this camp students were challenged to set outside of their comfort zone to complete a range of team activities as well as to challenge themselves with a giant swing, billy-carting, tree climbing, abseiling and vertical challenge.

In Term 4 our 3/4 students headed to PGL Campaspe Downs Adventure Camp. The focus at this camp was on continuing to develop students' love for the outdoors and for nature, while also with working with teachers/group leaders to facilitate specific learning outcomes including resilience, independence and relationship building. During this camp students took part in a range of activities including canoeing, rock climbing, flying fox, laser tag, areoball and hut building.

### SPORT

In 2022 our 5/6 students continued to take part in weekly inter-school sports in terms 2 and 3. With a huge success of our mixed netball team making the finals for the first time. All of our students continued to develop their sportspersonship, teamwork and resilience during our training and games.

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## Financial performance

Briar Hill Primary School maintained a sound financial position in 2021 with a surplus of 78,998.

In 2021 new furniture was purchased for four of the junior school classes and small group teaching tables. These were to support the differentiated learning model at the school. Briar Hill Primary School will continue to upgrade furnishings into 2023 including a planned upgrade of library furniture to make the space useful for our students with additional needs and create more quiet access spaces in the school. A new kitchenette and toilet was installed in the multi purpose room for school events and this will allow our school to rent the building to community groups and private function organisers.

The school council are committed to fundraising events such as an annual School Fair, Chai Fridays and Winter Festival Night. The proceeds from these events goes to school improvements.

**For more detailed information regarding our school please visit our website at [www.briar-hill-ps.vic.edu.au](http://www.briar-hill-ps.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 208 students were enrolled at this school in 2022, 94 female and 114 male.

3 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).

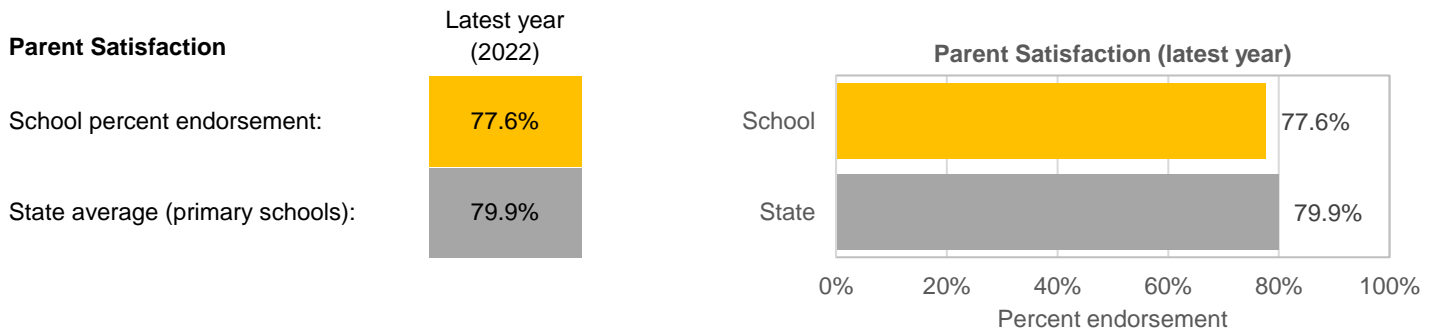
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

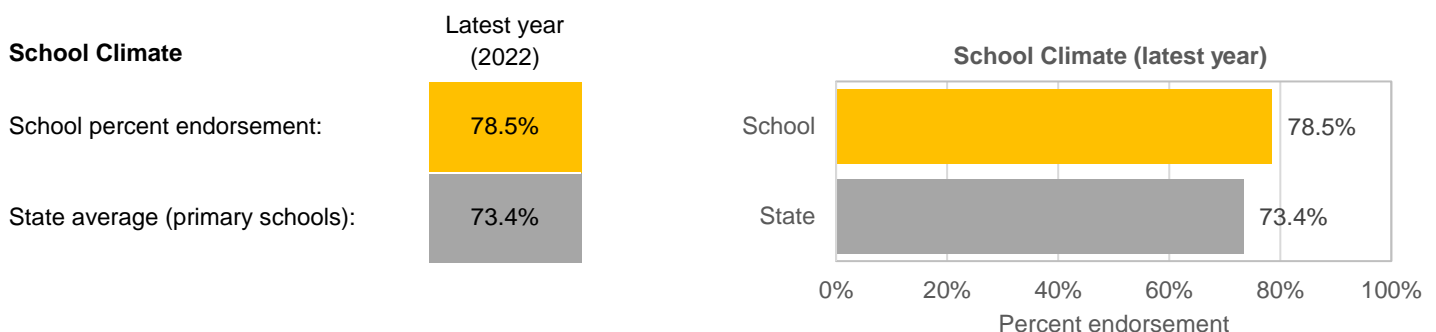


### School Staff Survey

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

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

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





## LEARNING

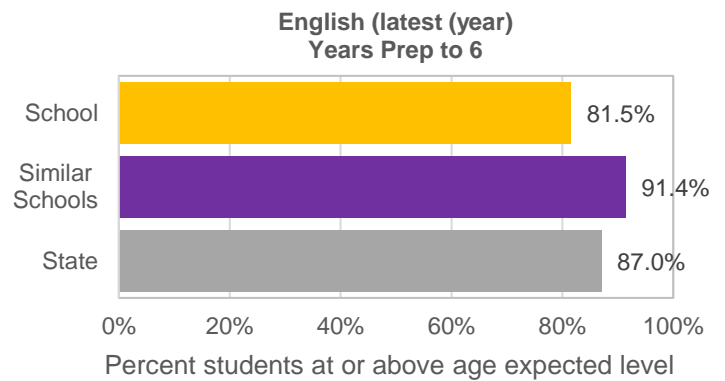
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

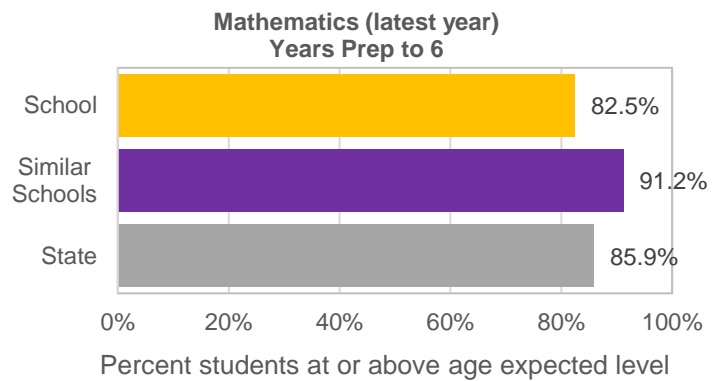
#### English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	81.5%
Similar Schools average:	91.4%
State average:	87.0%



#### Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	82.5%
Similar Schools average:	91.2%
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.

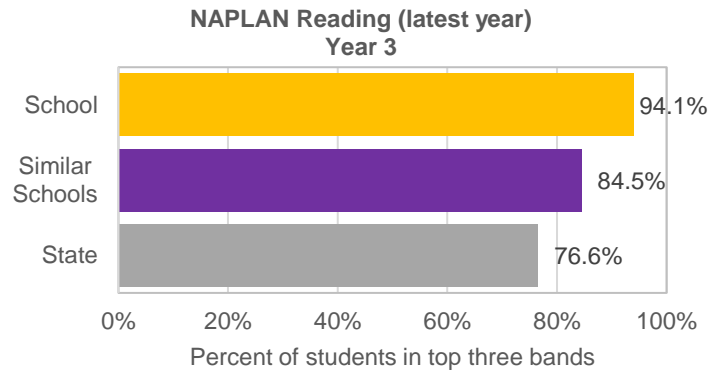
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

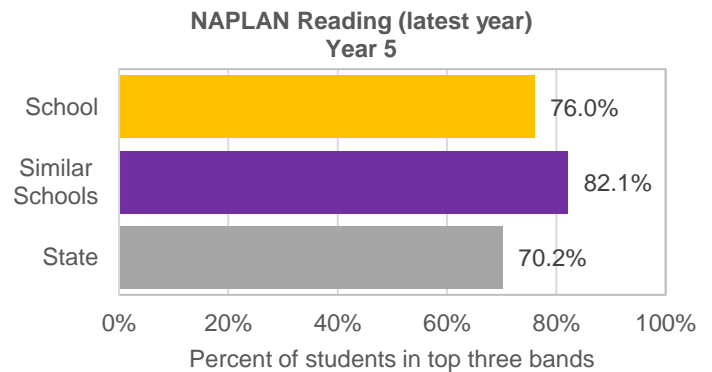
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.1%	87.7%
Similar Schools average:	84.5%	85.1%
State average:	76.6%	76.6%



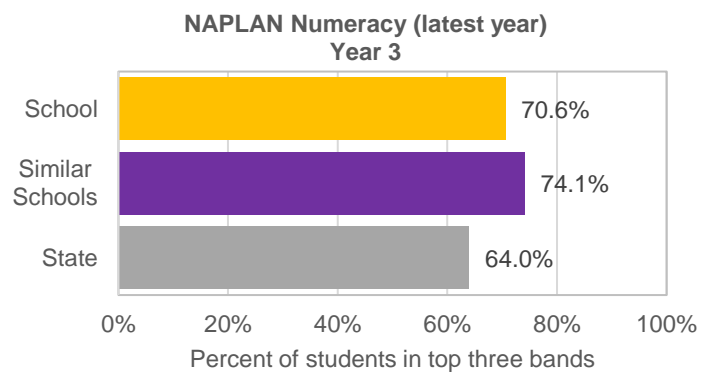
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.0%	80.3%
Similar Schools average:	82.1%	79.8%
State average:	70.2%	69.5%



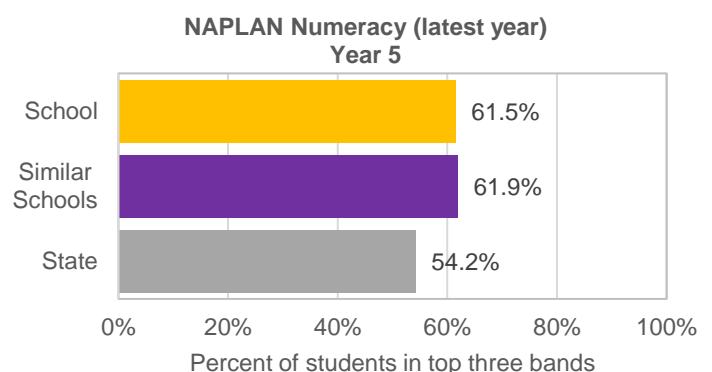
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.6%	78.9%
Similar Schools average:	74.1%	76.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.5%	68.9%
Similar Schools average:	61.9%	67.3%
State average:	54.2%	58.8%



## WELLBEING

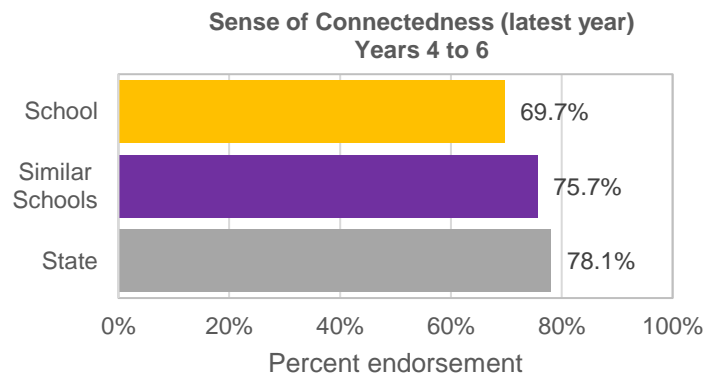
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.7%	74.4%
Similar Schools average:	75.7%	76.6%
State average:	78.1%	79.5%

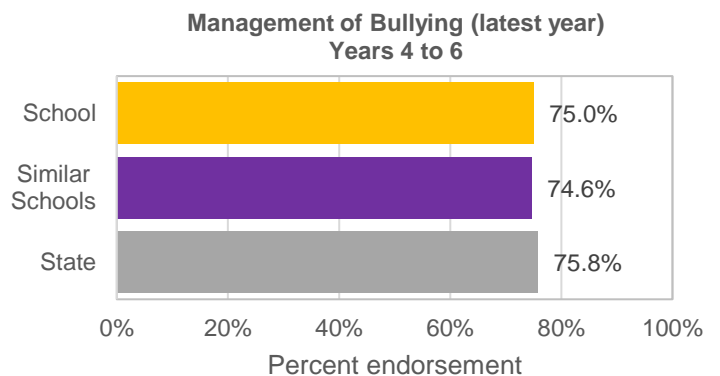


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.0%	76.6%
Similar Schools average:	74.6%	76.9%
State average:	75.8%	78.3%



## ENGAGEMENT

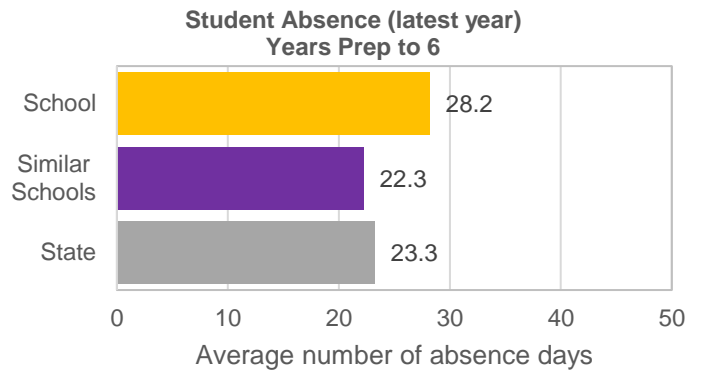
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	28.2	23.5
Similar Schools average:	22.3	15.2
State average:	23.3	17.0



### 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 (2022):	87%	87%	85%	88%	86%	84%	83%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,020,954
Government Provided DET Grants	\$298,885
Government Grants Commonwealth	\$8,013
Government Grants State	\$0
Revenue Other	\$2,677
Locally Raised Funds	\$234,475
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,565,004</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,683
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$9,683</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,923,509
Adjustments	\$0
Books & Publications	\$696
Camps/Excursions/Activities	\$66,967
Communication Costs	\$4,460
Consumables	\$49,216
Miscellaneous Expense <sup>3</sup>	\$4,484
Professional Development	\$2,267
Equipment/Maintenance/Hire	\$24,390
Property Services	\$73,707
Salaries & Allowances <sup>4</sup>	\$215,157
Support Services	\$114,053
Trading & Fundraising	\$11,858
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$543
Utilities	\$17,106
<b>Total Operating Expenditure</b>	<b>\$2,508,415</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$56,588</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$50,790
Official Account	\$7,962
Other Accounts	\$20,236
<b>Total Funds Available</b>	<b>\$78,988</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$78,988
Other Recurrent Expenditure	\$17,809
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>\$96,797</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*