

2022 Annual Report to the School Community

School Name: Tulliallan Primary School (5553)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 27 April 2023 at 10:11 AM by Kathryn Sharp (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 27 April 2023 at 10:55 AM by Mrs Seremetidis (School Council President)

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).

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)

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.

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.

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

School context

Tulliallan Primary School is a Public Private Partnership school developed under the Learning Communities Victoria Consortium situated in the high growth suburb of Cranbourne North. At the end of 2022, the school had been open for six years for Prep to Year 6 students.

In 2022 our mission was to continue the establishment of a high performing school that embraces excellence, respect, community and engagement. We have a collaborative team approach with students, staff and parents working together for the academic and social and emotional development of all students to prepare them for their future as global citizens. Teachers and students work collaboratively in Year Level Communities from Prep to Year 6 and Specialist Learning Communities to cater for the individual needs of all students via explicit and flexible learning options. We commit to having a shared responsibility for the success, wellbeing and safety of all students.

Our school's vision is to develop happy, resilient and responsible students who demonstrate positive social skills and empathy towards others. All students are provided with a comprehensive education with diverse opportunities to develop skills to achieve their personal best. Our students and community embrace a partnership of lifelong learning to be able to contribute as citizens in the community and in the future complex and changing world.

All of our school community are expected to follow our school values of Respect, Relationships, Responsibility and Resilience. Our School's SFOE – Family, Occupation and Education Index is 0.3282.

In 2022 our school enrolment was 1395 students from rich and diverse backgrounds (60% of the student population had English as an additional Language background) and staff consisting of 106.512 EFT including 3 Principal class, 83.681 teaching staff, 22.831 Educational Support staff, (1 ES part time Student Health and Wellbeing Coordinator, 5 ES in our office, 1 First Aid Officer and 15 ES were student aides). Our school is experiencing significant high growth in enrolment and by the end of the year our enrolment increased to approximately 1440 students. In 2023 we will begin our year with 1479 students. All staff are registered with VIT and Educational Support Staff have relevant qualifications and WWCC documents as required by the Department of Education for employment.

Our school was structured into Year Level Learning Communities with a Year Level Leader and Leadership staff member overseeing each year level and by the end of the 2022 year we had approximately 210 students in each year level from Prep to Year 2, 230 students in year 3, 215 students in year 4, 185 in year 5 and 148 students in Year 6.

The specialist subjects offered were Mandarin Language, Physical Education, Music and Performing Arts and STEM. Students accessed these subjects once per week.

2022 will be remembered as the year that we were able to come back face to face to schooling leaving remote learning behind. Resettling students into routine, monitoring student academic achievement levels as well as a focus on wellbeing was essential. Once restrictions were lifted, we returned to school events loved by the families and connected the school community. The 2022 Parent Satisfaction Survey result was 81.9% which is greater than the state average of 79.9%. This endorsement represents the percent of positive responses from those parents who completed the survey. In relation to the School Staff Survey, the school climate percentage endorsement was 79.6%, which is again higher than the state average of 73.4%. It is very pleasing that throughout 2022 these measures are both higher than the state average indicating that both our staff and parents were very satisfied with the manner that Tulliallan Primary School continued to provide learning and wellbeing for our students' success.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 our Annual Implementation Plan goals were to support learning and wellbeing as a priority. We also had a focus on numeracy and developing teacher expertise in curriculum planning and analysis of collected student data to meet student needs.

We are proud of the results we achieved where the Year 3 and 5 student results in the Annual Report for NAPLAN Reading and Numeracy achievement for our school were above the State Average of all Victorian Government Primary Schools and schools with a similar demographic, size and location as our own.

The commitment to professional learning to build teacher instructional practice in teaching and assessment of mathematics as well as an explicit approach to learning and teaching has supported better student achievement outcomes for our students. Students are a part of their learning based on our key improvement strategies and have a voice in articulating what they learn and what they need to know next to improve their results.

The collaborative team approach to curriculum planning and assessment of students in each year level supports the consistency of teaching and learning as evidenced by the student achievement being above Victorian State average and similar schools. In 2022, our school focused on the PLC approach to data collection and analysis ensuring that all students' achievements were tracked in English and Mathematics to appropriately meet their needs to further progress learning.

Individual Education Plans for students who are on the Program for Students with a Disability, Out of Home Care and other identified students for required learning needs ensured that student progress is recorded and reported on regularly across the year as they achieve their goals. Student Support Group meetings were held each term to provide regular consultation on learning goals, and achievements.

In 2022 we introduced progressive reporting where parents received reports throughout each term in addition to the standard June and December report. Progressive reporting included the purpose of the task, the student sample of work or test and their achievement level for the task.

The Tutor Learning Initiative Program supported identified students who needed some catch up in some areas of literacy and numeracy and the introduction of the High Ability Student Program extended the achievement of those students who identified as significantly above level through specialised lessons.

In 2023, our challenge will be maintaining our high results in student achievement. We will continue our focus on a consistent approach to the learning and teaching of our students. We will continue to implement high impact teaching strategies in our instructional model, ensure staff consolidate teacher knowledge and skills regarding the Victorian curriculum and continue to analyse student achievement data to support learning growth. Student engagement and voice in how they learn for success will be consolidated.

Wellbeing

Our school has a dedicated approach to wellbeing with strong focus on the schools four values of Respect, Relationships, Responsibility and Resilience. The school's vision and values underpin the positive culture of the school. Tulliallan PS has a Wellbeing Learning Specialist to lead the School's Wellbeing Curriculum Team that has representatives from each year level and specialist team.

The personal and social capabilities curriculum is implemented as part of the school's social skills program where each week students work with a social skills approach using the values as well as circle time to build skills in positive relationships, coping skills, ways of talking and acting that promotes better social outcomes for themselves and others. We have a consistent approach to solving conflict for students to use independently and with staff. We use restorative practices to create empathetic understanding, rebuilding of trust and to build student relationships.

The Student Attitudes to School Survey Sense of Connectedness results from Years 4 to 6 students endorse that students feel very connected as part of our Learning Communities and feel safe at school. Our ATOSS school's results for Student Connectedness to School were that 92.5% of students in Years 4 to 6 strongly agree. These results are significantly higher than the State average of all Victorian schools which is 78.1%.

The Student Attitudes to School Survey highlights 89.0 % positive responses in the management of bullying indicating that students feel safe, they know where to get help and know any incidents are dealt with fairly. This result is significantly higher than the State average of all Victorian schools which is 75.8%.

In addition, we partnered with the Cybersafety Project to conduct cyber safety sessions for students to support them in safe online social interactions. The Cybersafety Project team held school sessions for students, staff and parents. We purchased and implemented the Cybersafety Project curriculum lessons that are taught under the umbrella of our Wellbeing suite of curriculum resources. To promote the prevention of bullying at school we utilised the Bully Stoppers resources for social skill lessons as well as engaged with Brainstorm Productions annually with their performances teaching students about anti bullying, cyber safety and emotional wellbeing.

2022 was all about reconnection to staff and peers at school. Students were observed to see if they needed additional support and we employed a qualified school counsellor 3 days per week to work with individual student experiencing wellbeing concerns.

In 2022 the school's Wellbeing Curriculum Team continued to undertake regular professional development for the implementation of the DET School Wide Positive Behaviour Support Model including Resilience, Rights and Respectful Relationships to continue to be integrated into our school's wellbeing and social skills expected practices.

We will continue to implement our whole school consistent approach to wellbeing with the documented curriculum resources fostering the teaching, modelling and promotion of positive values to create and maintain safe supportive learning environments.

Engagement

As a relatively new school that was in its sixth year of operation in 2022, we have always fostered the engagement of the students with their learning, their peers and with the community. Term 1 is all about 'Team Tulliallan' and the focus on the Relationships value. Team Tulliallan is all about engaging students in how their Learning Community should operate with an agreed Code of Cooperation developed and sent home for parents to view. Respectful Relationships and social skills curriculum is implemented to support and foster connections to peers and staff. Solutions and how to resolve relationship issues are explicitly taught to students. The input from the students in how learning, behaviour, work ethic, processes, setting up their learning goals and celebration pieces of work gives them a voice in how their Learning Community will be successful throughout the year. Student, Staff and parent connections are important and this is initiated via the discussion at the "Meet The Teacher" session in Term One so that all can be in place for the success of the student. Engaging students in their learning is important for students to see the importance of coming to school. Teachers engage students by analysing individual student data to determine what each student needs to learn to progress. This then advises what learning goals the student will have and how the teachers can facilitate learning for student achievement growth.

As a school community students, staff and parents continued to navigate the challenges of illness and some continued restrictions in First Semester. By second Semester school events that engage students and families were held such Inquiry Expos at the end of each term, STEM Expo, Book Fair, Sporting events, Colour Run, Production and End of Year Family Concert.

We engaged students and families with the new Progressive Reporting that involved parents in their children's learning as they could see academic progressions as well as samples of work. SSG Meetings were held for our PSD students and families with principal class and leadership staff, the teacher and aide. Care Team Meetings for Out of Home Care Students were also held each term. Parents and carers were able to meet with the Home Group Teacher at any time during the school terms but we also structure formal meetings with Meet The Teacher in Term One, Student Led Conferences for Term Two and the June and December reports are available for parents to discuss these reports upon request.

In 2022 the attendance rate was a little lower than usual, with the school average number of absence days from Prep to Year 6 increasing to 25.91 which was more than the state average of 23.26. Absences were influenced by illness and eventually family holidays later in the year.

The school engaged with the Regional Wellbeing team to refine our Attendance Policy and processes where we to contact parents if a student was absent for longer than 2 days unless the parent had confirmed a reason. Any welfare concerns due to absences were followed up by leadership with home visits and a return to school plan.

In 2023 we will be enacting our Attendance Guidelines as per the Department of Education and monitoring student absences.

Other highlights from the school year

In 2022 the highlight was the return of students and staff face to face at school to support learning and wellbeing and the interaction with parents onsite to meet with the teacher. Students were excited to re-engage with friends and learning at school together.

Even with the large population of 1440 students in semester 2, we were able to conduct our school and community events such as camps for years 3 to 6, School Production, various sporting events, student clubs at lunchtimes and our End of Year Family Celebration Concert.

New to 2022 was the Student Masterminds Program initiated alongside the High Ability Program which gave our students opportunities to work on projects such as the mini fete for year 6 within the school and with students from other schools culminating on a network presentation from these students. Included with this were presentations to parents.

We had several students achieving success in Victorian State Rugby Sporting Teams as well as in Chess Competitions.

We were successful in a Shade Grant Application to provide shade for outdoor learning.

Financial performance

Financial performance

The School Council, Principal and Business Manager ensured that Tulliallan Primary School was in a healthy and financially viable position at the end of the sixth year of operation with a surplus. Due to the unpredictable increased growth and enrolment patterns in six years of being open plus the unique nature of being a PPP school, the pattern of revenue and expenditure increased based on equipment needed to meet the demand. The exponential growth of numbers of students, increased number of staff and also resourcing furniture, educational resources and casual relief teachers is an ongoing challenge. Money was spent on priorities of resourcing student learning in particular Reading, Mathematics and access to technology. In 2022 we added new subscriptions to online programs available to parents as well as added new modules to our COMPASS Communication system to track students' absence and to provide progressive reporting to parents.

Specialist areas such as Science, Music, Art and Physical Education required specific resourcing according to the nature of the subject area. Professional learning funds were used to further our Professional Learning Community work in 2022, continuing to build teacher excellence and improve student outcomes.

The Tutor Learning Initiative required human and physical resources to support the implementation of the program. Over the year, 230 students received tutor support. Students continued to be monitored for the whole year regardless of when they entered and exited the program. The results were positive with most students having success especially with engagement in learning.

High Ability Student groups were introduced at Year 5 and 6. These students were able to meet and collaborate with students from other schools within Casey Central Network.

We were able to conduct all the camps for Years 3 to 6. The equity money received allowed us to employ a Student Health and Wellbeing Co-Ordinator and Student Counsellor to support students and families.

The school maintained the 2022 parent payments at the same cost as 2021. The school also subsidises the cost of the Cybersafety Project and Brainstorm Productions to support every child to attend these important student social and emotional educational programs.

For more detailed information regarding our school please visit our website at

<https://tulliallanps.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 1395 students were enrolled at this school in 2022, 681 female and 714 male.

60 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).

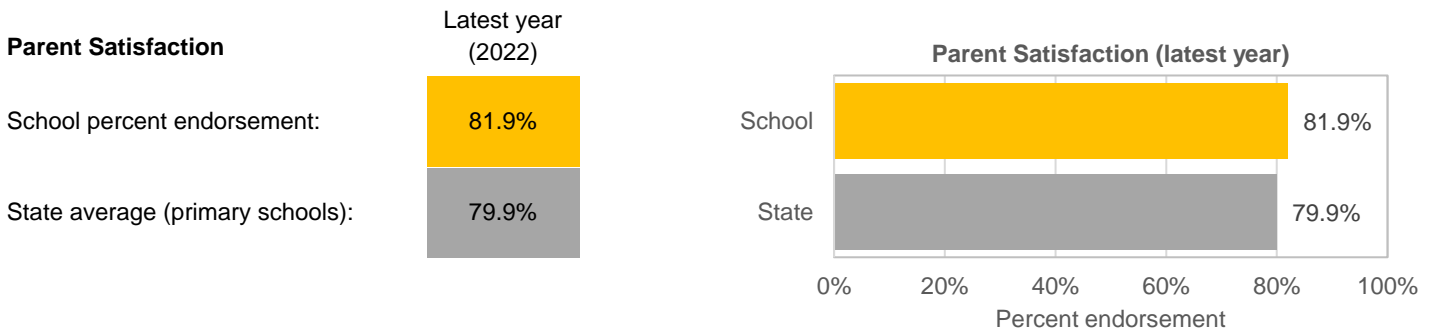
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

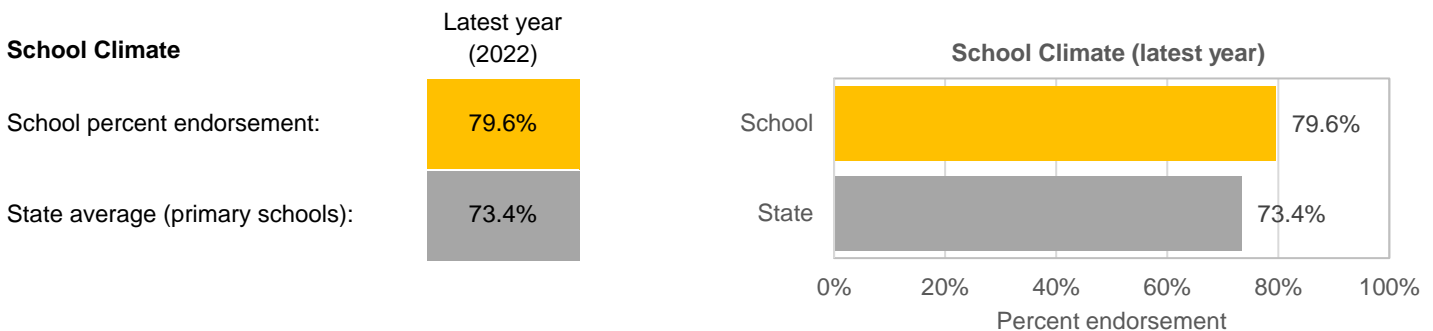


School Staff Survey

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:

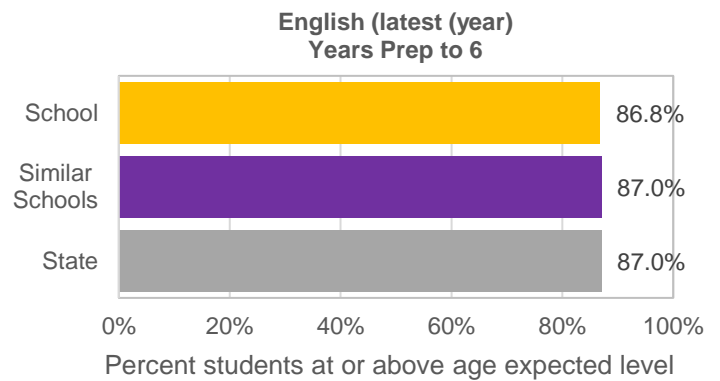
86.8%

Similar Schools average:

87.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

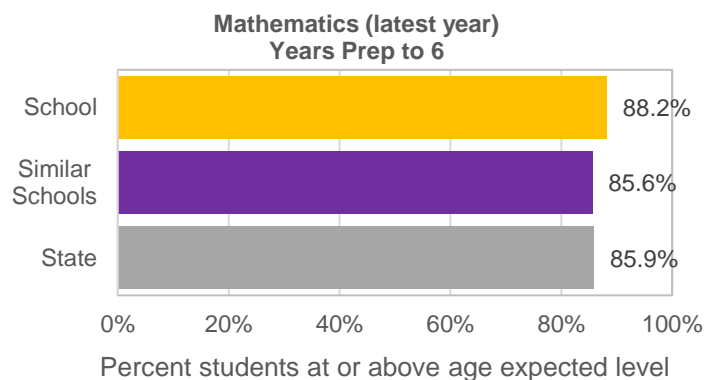
88.2%

Similar Schools average:

85.6%

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.

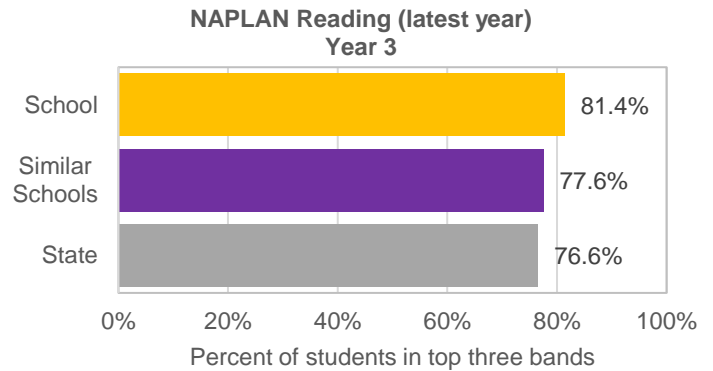
NAPLAN

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.

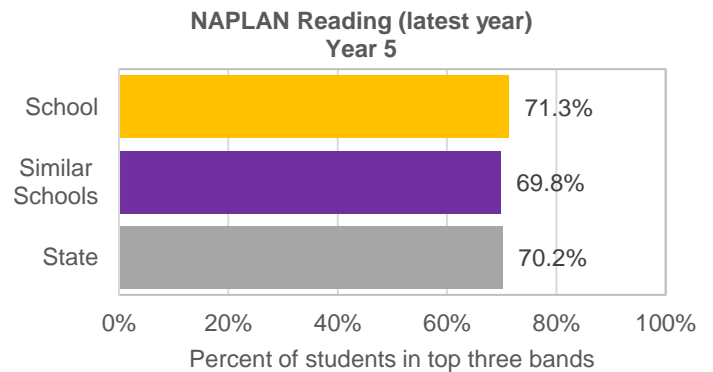
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.4%	81.8%
Similar Schools average:	77.6%	77.3%
State average:	76.6%	76.6%



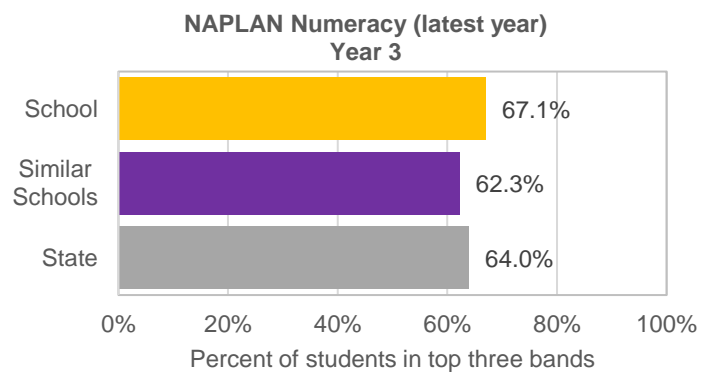
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.3%	74.0%
Similar Schools average:	69.8%	68.9%
State average:	70.2%	69.5%



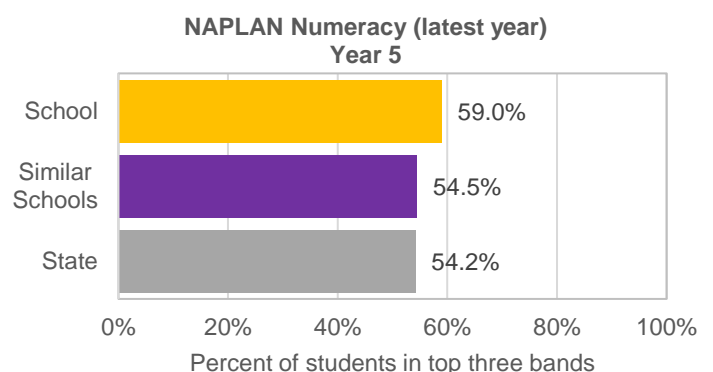
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.1%	73.7%
Similar Schools average:	62.3%	65.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.0%	65.5%
Similar Schools average:	54.5%	58.9%
State average:	54.2%	58.8%



WELLBEING

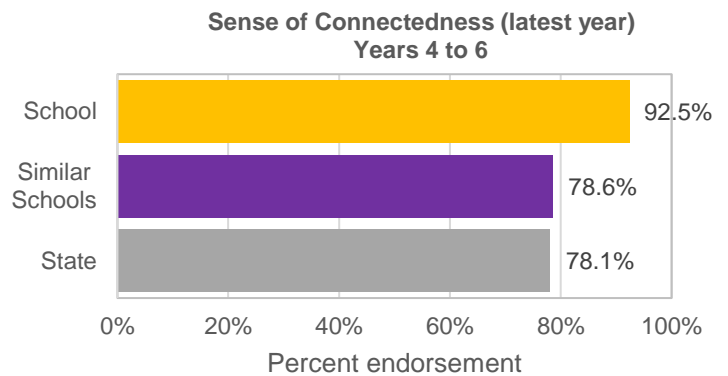
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	92.5%	90.6%
Similar Schools average:	78.6%	80.9%
State average:	78.1%	79.5%

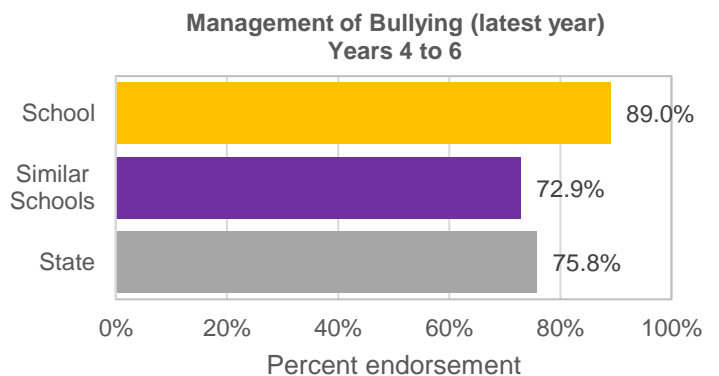


Student Attitudes to School – Management of Bullying

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:	89.0%	89.7%
Similar Schools average:	72.9%	76.4%
State average:	75.8%	78.3%



ENGAGEMENT

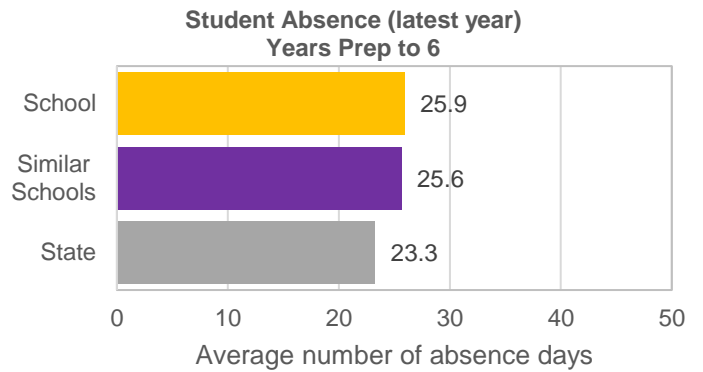
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.9	18.2
Similar Schools average:	25.6	18.6
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):	86%	87%	85%	87%	87%	87%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$13,662,388
Government Provided DET Grants	\$1,918,667
Government Grants Commonwealth	\$45,982
Government Grants State	\$20,000
Revenue Other	\$125,938
Locally Raised Funds	\$640,842
Capital Grants	\$0
Total Operating Revenue	\$16,413,816

Equity ¹	Actual
Equity (Social Disadvantage)	\$167,169
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$167,169

Expenditure	Actual
Student Resource Package ²	\$10,302,346
Adjustments	\$0
Books & Publications	\$31,239
Camps/Excursions/Activities	\$311,556
Communication Costs	\$4,987
Consumables	\$178,841
Miscellaneous Expense ³	\$29,889
Professional Development	\$46,091
Equipment/Maintenance/Hire	\$300,183
Property Services	\$4,160
Salaries & Allowances ⁴	\$499,528
Support Services	\$63,252
Trading & Fundraising	\$43,187
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$128,247
Total Operating Expenditure	\$11,943,507
Net Operating Surplus/-Deficit	\$4,470,310
Asset Acquisitions	\$25,952

- (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

Funds available	Actual
High Yield Investment Account	\$1,963,802
Official Account	\$71,945
Other Accounts	\$0
Total Funds Available	\$2,035,746

Financial Commitments	Actual
Operating Reserve	\$272,833
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$50,000
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$950,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,522,833

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.