

# 2022 Annual Report to the School Community

School Name: Diamond Creek East Primary School (5037)



- 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 16 March 2023 at 03:56 PM by Stephen Campbell (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 28 April 2023 at 08:41 AM by Peter Trevaskis (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

Diamond Creek East Primary School (DCEPS) is the largest of three primary schools in the Diamond Creek community. DCEPS enjoys a close association with many schools in the area including the local kindergartens and Diamond Valley College (situated adjacent to DCEPS), which ensures a smooth transition to and from DCEPS. A total of 457 students were enrolled at DCEPS in 2022, 209 females and 248 males. Of the total student population 2 percent of students identified as EAL (English as an Additional Language) and there is No Data to Publish (NDP) relating to students identifying as Aboriginal and Torres Strait Islander (ATSI). The school's overall socio-economic profile is identified as low when using the Student Family Occupation and Education Index (SFOE). The workforce comprised of 33.42 percent equivalent full-time staff, 2 Principal Class, 1 Learning Specialist, 30 Teachers and 10 Educational Support Staff. There is No Data to Publish (NDP) relating to staff identifying as Aboriginal and Torres Strait Islander (ATSI). Students were organised into 20 classes with specialist subjects in the areas of Music, Phys. Ed, Art and AUSLAN. Classes from Grades 1 through to 6 are split into composite age groups. DCEPS has spacious, well-maintained grounds, with well-equipped adventure playgrounds, sporting areas and room for active and passive play. We provide a well-resourced and professionally managed Out of School Hours Care (OSHC) Program operating before and after school, on school days.

DCEPS underwent a School review in 2022 and re-affirmed its vision to provide a vibrant and engaging culture where lifelong learning and continuous improvement is nurtured. We aim to promote individual excellence and encourage responsible global citizenship. The school also continued to nurture its core values of excellence, care, co-operation, dedication, respect and flexibility within all areas of the curriculum. These values were supported by the Feeling Fabulous and BEES Not Bullies Programs. Both programs are based on neuroscience and form part of our overall approach to supporting student and staff wellbeing. Furthermore, DCEPS continued to deliver curriculum programs and learning and teaching in a manner that supports and promotes the principles and practice of Australian democracy. This included a commitment to: elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Our comprehensive curriculum (Victorian Curriculum) is centred on Literacy and Numeracy and is supported by extra-curricular programs which include, Inquiry, Inter-School Sport, Bike Ed, P-4 Swimming Program, Smash Hits, Tutor Program, Buddy Program, Additional Assistance, Feeling Fabulous Day, Bees Not Bullies Day, Foundation – Grade Six Camping Program, Kaboom Sports and the Ready Set DCE Pre-School Program. Our Wellbeing Program is embedded in neuroscience and ongoing Teacher Professional Development ensures a proactive whole school approach to wellbeing is adopted. ICT is significant, with the continuation of the successful BYOD 1:1 iPad Program for years 3/4 and 5/6. Foundation to Grade 2 are supported with a substantial resource of iPads ensuring a ratio of 1:2 devices throughout the school. DCEPS enjoys high parent participation in all aspects of school life. This includes volunteer helpers in classrooms and the Additional Assistance Program, on camps and excursions, through many formal/informal and everyday school operations and as members of the School Council. Parents are able to provide our school with significant resources, insights and expertise. We seek to greatly enhance the opportunities that we can offer our students by utilising the numerous benefits available from parent/family involvement in our school.

A multimillion dollar sports and community venue within the school grounds enables DCEPS to offer an extensive physical education and gymnastics program. This state of the art facility allows the school to showcase the creative talents of our students to the school and wider community, with regular performances and celebrations being scheduled. Students have access to a vegetable garden, multiple sandpits and pizza oven, these areas support outdoor learning and creative activities. DCEPS is committed to further developing the skills of our quality teaching staff through professional learning, mentoring and coaching, while striving to continue to improve student outcomes. DCEPS's vision is to provide a vibrant and engaging culture where lifelong learning and continuous improvement is nurtured. We aim to promote individual excellence and encourage responsible global citizenship.

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

#### Learning

In accordance with the Framework for Improving Student Outcomes 2.0, DCEPS prioritised FISO 2.0 Core Element, Teaching and Learning and focused on a series of Key Improvement Strategies which were pre determined for all Victorian Government schools.

The school leadership team considered evidence including, student data (both internal and external), expert feedback and observation, PDPs and classroom observations in determining the school's improvement initiatives. The school also chose to focus on our Four Year Strategic goal to 'improve Numeracy and Literacy outcomes for all students'.

The Key Improvement Strategies identified were:

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.  
Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Numeracy - Partnership with Regional staff including our Senior Education Improvement Leader, Education Improvement Leader and Professional Learning Communities Team Leader. This partnership was titled Project 22.

The high level actions which the school undertook to drive its key improvement work included to:

1. Refine the planning and teaching of Mathematics using our Pedagogical Model - Launch, Explore, Review;
2. Consolidate teacher's application of the HITS within Maths teaching and learning programs;
3. Embed formative assessment practices and the DCE Assessment Principles across the school;
4. Teams following the FISO Improvement Cycle model when planning in preparation for the PLC initiative;
5. Development of a school wide Wellbeing scope and sequence based on current neuroscience and positive psychology ideologies;
6. Increasing Emotional Literacy "Name it to Tame it" practices throughout the school.

Students at Diamond Creek East Primary School continue to perform to high standards in English and Mathematics. Teacher judgement highlights that in English 92.9% of students were assessed as working at or above the age expected standards. Teacher judgement highlights that in Mathematics 93.5% of students were assessed as working at or above the age expected standards. In comparison with previous years this is a slight increase in overall student performance. The overall performance is similar when compared with averages of similar schools and was above State averages.

NAPLAN results for 2022 and 4 year average data highlight that the schools performance in Year 3 Reading and Numeracy remains consistent and comparable with similar schools. The largest differential is represented when comparing 2022 results in Year 3 Reading with similar schools who on average performed slightly better by 3.8%. Year 5 Reading and Numeracy results highlight 4-year averages are comparable with similar schools but remain above State averages. NAPLAN results in 2022 for Year 5 Reading and Numeracy represents a similar narrative with results being comparable with similar schools and above State averages.

Results from the 2022 Parent Opinion Survey highlighted that parents/carers levels of satisfaction are at 78.3% positive endorsement, this is slightly below the State average. Analysis of the wider data set related to the Parent Opinion Survey highlights that the Group Factor - Parent Community engagement is an area for renewed effort. Plans are in place for additional information nights for 2023 and to increase the profile of newly reformed Parents, Friends and Carers Association.

Staff are continuing to utilise a range of appropriate assessment tools and data collection methods including, PAT Assessment Tools, Essential Assessments, PM Benchmarking, Diagnostic Assessments, anecdotal records, individual conferencing, Compass Portal and the use of pre and post testing to inform and effectively drive their teaching and learning. Students performing significantly above or below their expected levels are identified through data and precise intervention strategies and programs (Individual Education Plans) are developed, implemented and monitored.

## Wellbeing

Throughout 2022 the Leadership Team at Diamond Creek East Primary School were committed to maintaining a sense of school community and connectedness through a focus on wellbeing. The 2022 schooling year reaffirmed that the first priority for successful schools should always be on wellbeing and strong relationships. At DCEPS this is underpinned by high expectations in Literacy and Numeracy achievement. The role of Music, Art, AUSLAN and Physical Education should never be undervalued and were also strong and regular foci throughout the year. With our resources and expertise, we were able to facilitate an excellent and effective focus on a high standard of wellbeing. This is best exemplified in the results from the Student Attitudes to School survey results. 89.6% of students surveyed responded positively to the factor Sense of Connectedness. This is a strong result in comparison to the State average. A wider analysis of all factors surveyed within the Student survey highlights that DCEPS continues to achieve strong results in all factors when compared with State and similar school averages. The health and wellbeing of all staff members was

prioritised throughout 2022 and the results from the Staff Opinion Survey conducted, returned excellent results. 89.5% of staff surveyed reported a positive endorsement of the school climate. This is an excellent result when compared with the State average. Across the 2022 school year, DCEPS directed its resources to improving the emotional literacy of all students. Students were taught a self-regulation strategy called 'Name it to Tame it'. This strategy teaches children to identify their emotions using specific language. By identifying explicitly how we are feeling we are able to begin the process of regulating our emotions. Students had access to 'language wheels' which supported them to name their emotions. Our annual Feeling Fabulous Day and BEEs not Bullies Day were key events on the school calendar. Student Wellbeing Leaders continued to support their peers at weekly assemblies and during recess and lunch play times.

## Engagement

The data demonstrates that DCEPS has similar absence rates compared with similar schools over a 4 year average, however, in 2022 the average number of days absent was higher than similar school averages. This increase is attributed to an increase in families taking extended holidays in response to a more normalised year post Covid-19 interruptions. Attendance rates are consistent across all grade levels ranging between 85% and 90%. Individual Learning Plans are provided for students on extended holidays and professional assistance (Educational Psychologist) is available to provide support for students experiencing difficulties with regularly attending school.

DCEPS values the promotion and development of leadership qualities in all our senior students. The Junior Leadership Program is an extensive student leadership program which enables students in Grade 6 to be involved in an area of responsibility and leadership through Junior School Council, House Captains, Vice Captains and Wellbeing Captains. House Captains and Vice Captains lead their Houses in cross curricular, multi age activities; and Wellbeing Captains assist students from Foundation to Grade 3 to resolve conflicts/issues that arise in the playground. Our Junior School Councillors' roles include representing our school at community occasions, involvement in special school functions and a report at each School Council meeting. All of the school's student leaders promote the school's values and rules within the student body.

Students are encouraged to participate in an increasing variety of extracurricular activities to cater for different learning styles and abilities, including: Private Singing and Instrumental Lessons in Keyboard, Drums, Ukulele and Guitar, the School Rock Band, Gardening Club and Sporting and Academic Competitions. Innovative programs including Feeling Fabulous and the school's BEES (Believe in Positive Expectations and Emotions) program were prominent in promoting health and wellbeing. Students used technology across all levels and curriculum areas. With the continuation of the BYOD iPad program in Grades 3-6, the students have access to their learning 24/7. The iPad Program promotes flexible learning spaces and encourages independent, individualised learning. The students' skill level and appreciation of the possibilities of technology in today's world and in the future are supported in a safe and professional environment. In 2022, Diamond Creek East Primary School continued with student-led committees (a successful initiative from 2019) to activate and promote student voice and agency throughout the school.

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## Financial performance

All funds received from the Department of Education and Training (DET), 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.

During 2022 the Student Resource Package has run at a modest surplus. Significant costs were imposed on the school budget to fund unusually high levels of staff absence due to Covid-19 related illness. Diamond Creek East Primary School is currently on the Bushfire at Risk Register (BARR) and received \$27355.00 for "Bushfire Mitigation". Additionally, during 2022 DCEPS was successful in the application for shade sails through the Victorian Governments Outdoor Education Initiative - Smarty Grants. Diamond Creek East Primary School received \$25000.00. DCEPS has not been in receipt of any capital works funding. All improvements to Diamond Creek East Primary School have been funded by fundraising and sound financial management. Commonwealth funding has supported our additional sporting opportunities for students.

For more detailed information regarding our school please visit our website at  
<http://www.dceps.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 457 students were enrolled at this school in 2022, 209 female and 248 male.

2 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).

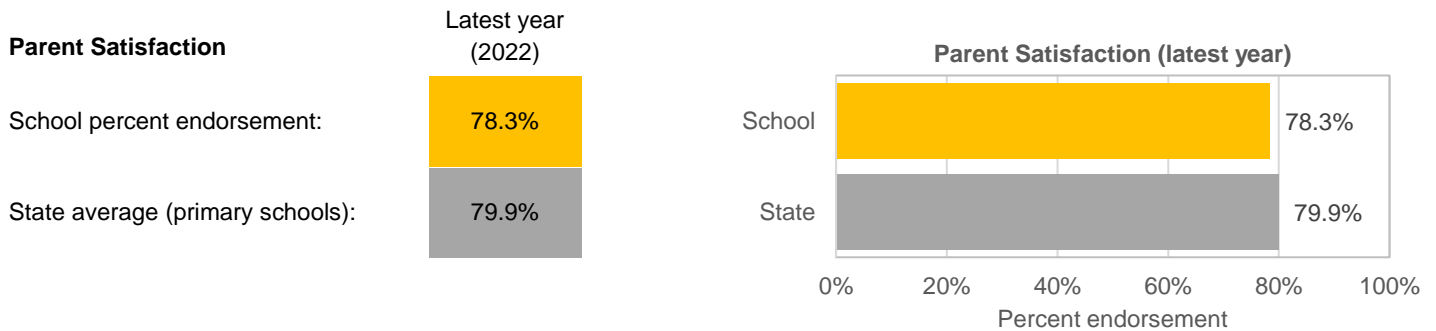
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

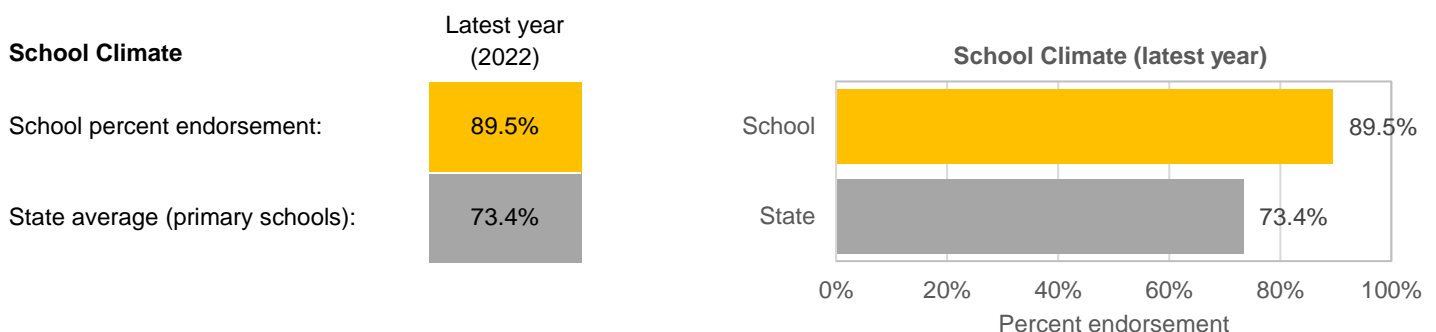


### School Staff Survey

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:

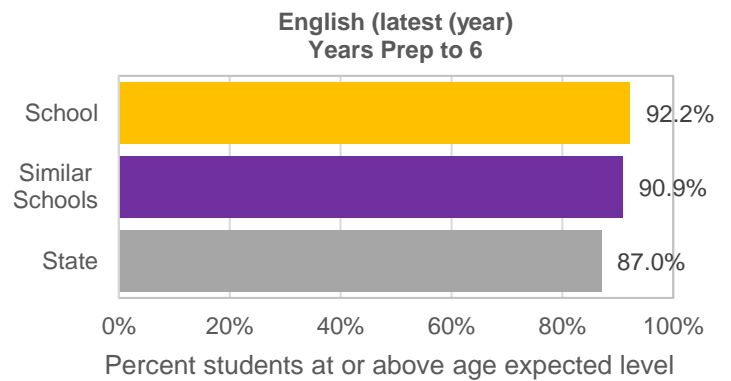
92.2%

Similar Schools average:

90.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

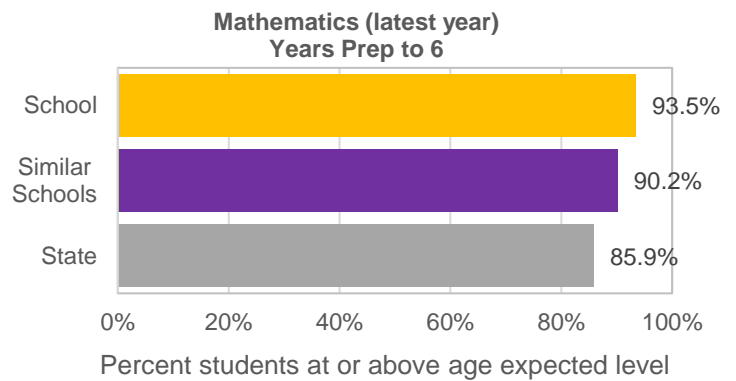
93.5%

Similar Schools average:

90.2%

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.

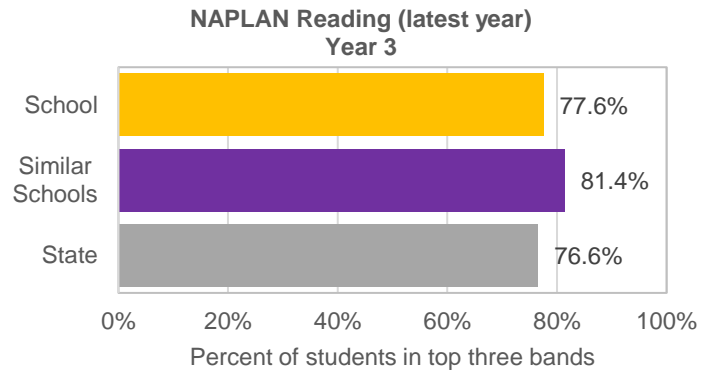
### NAPLAN

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.

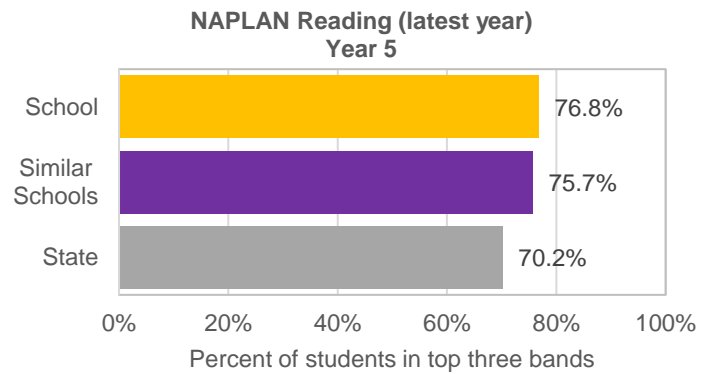
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.6%	81.2%
Similar Schools average:	81.4%	82.2%
State average:	76.6%	76.6%



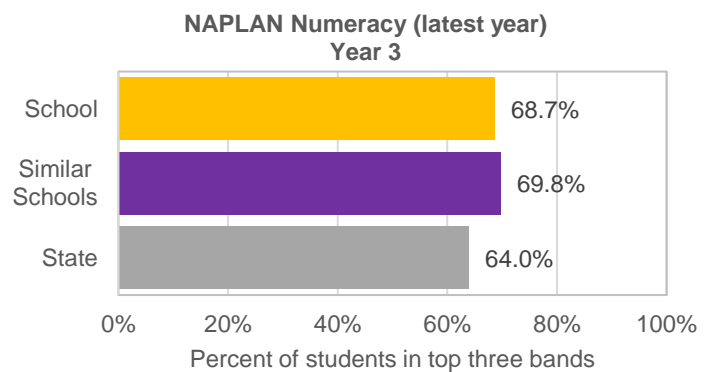
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.8%	75.8%
Similar Schools average:	75.7%	75.4%
State average:	70.2%	69.5%



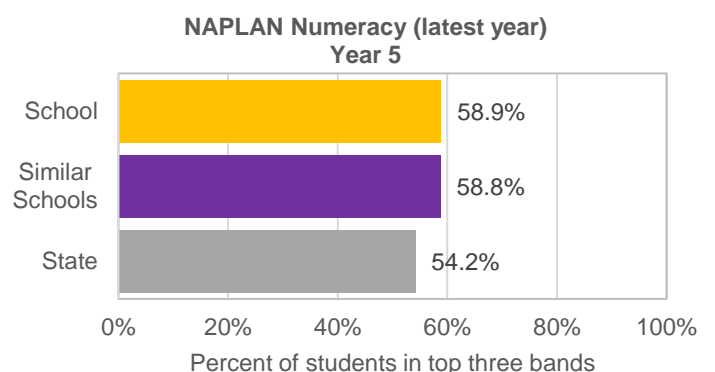
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.7%	69.3%
Similar Schools average:	69.8%	73.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.9%	64.4%
Similar Schools average:	58.8%	62.7%
State average:	54.2%	58.8%



## WELLBEING

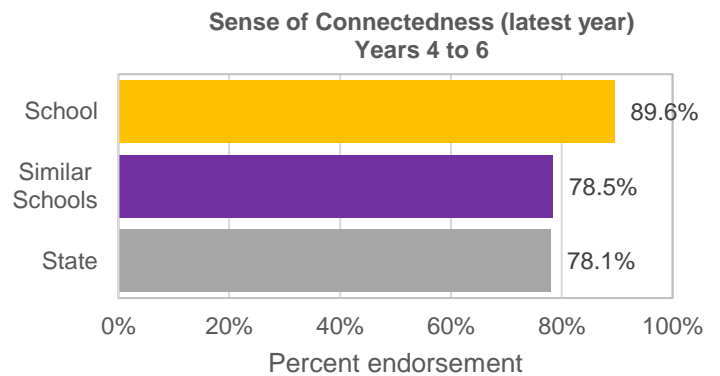
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	89.6%	85.0%
Similar Schools average:	78.5%	80.5%
State average:	78.1%	79.5%

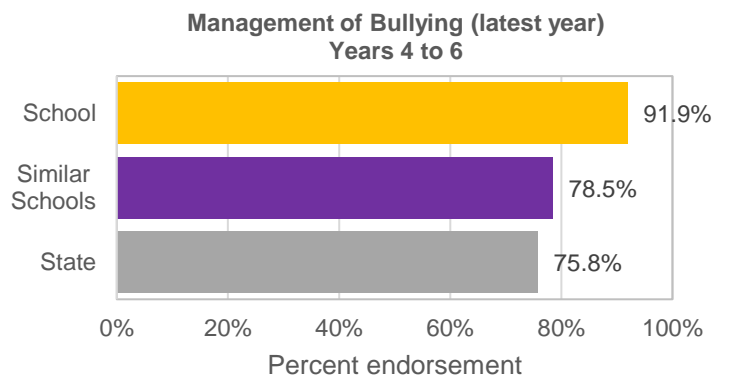


### Student Attitudes to School – Management of Bullying

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:	91.9%	88.8%
Similar Schools average:	78.5%	81.1%
State average:	75.8%	78.3%



## ENGAGEMENT

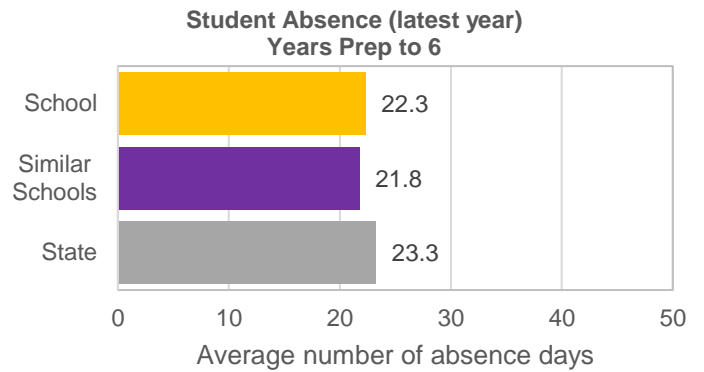
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	22.3	15.9
Similar Schools average:	21.8	15.6
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):	90%	90%	89%	89%	88%	90%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,720,008
Government Provided DET Grants	\$346,634
Government Grants Commonwealth	\$25,543
Government Grants State	\$50,000
Revenue Other	\$27,146
Locally Raised Funds	\$380,797
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,550,128</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$31,106
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$31,106</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,631,358
Adjustments	\$0
Books & Publications	\$4,157
Camps/Excursions/Activities	\$114,670
Communication Costs	\$4,041
Consumables	\$79,184
Miscellaneous Expense <sup>3</sup>	\$11,902
Professional Development	\$9,858
Equipment/Maintenance/Hire	\$105,084
Property Services	\$122,574
Salaries & Allowances <sup>4</sup>	\$208,589
Support Services	\$31,552
Trading & Fundraising	\$59,579
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,788
<b>Total Operating Expenditure</b>	<b>\$4,416,335</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$133,792</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	\$272,589
Official Account	\$18,279
Other Accounts	\$2,717
<b>Total Funds Available</b>	<b>\$293,586</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$112,378
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$51,637
School Based Programs	\$74,571
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$293,586</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.*