

# 2023 Annual Report to the School Community

School Name: McKinnon Primary School (4366)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2024 at 07:04 PM by Suzanne Khatib (Principal)

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

Attested on 24 April 2024 at 02:15 PM by Louise Schirmer (School Council President)

# How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

McKinnon Primary School is recognised for high academic standards and outstanding achievements for all students in an inclusive environment. We are committed to developing internationally-minded learners in a safe and nurturing environment. Students are empowered to develop 21st-century skills and attitudes that develop respect, compassion, caring and understanding for their role as global citizens.

McKinnon Primary School is an authorised International Baccalaureate (IB) World School implementing the Primary Years Programme (PYP) from Foundation to Year 6. As an International Baccalaureate (IB) school, McKinnon Primary School's values are aligned with the guiding principles outlined in the IB Learner Profile. The IB Profile represents 10 attributes that support guiding individuals and groups to become more responsible members of local, national and global communities. As learners, we strive to be: Caring, Open-Minded, Courageous, Thinkers, Inquirers, Reflective, Knowledgeable, Principled, Communicators, and Balanced. Our "Be Expectations" also support student learning and behaviour - Be Caring, Be Safe, Be a Learner and Be Respectful. The school community is culturally diverse with a very high percentage of families with a language background other than English. We celebrate that we are a multicultural community. Parents are actively involved in all aspects of school life, whether it be School Council, Parents' Club, classroom helpers, fundraising or social activities. A learning partnership is established between the teacher, parent and student, three-way and Student-led conferences are conducted regularly throughout the year to reflect on learning achievement and develop future goals.

At the conclusion of 2023, McKinnon Primary School had a student population of 810 students (this number also includes our international students). The staffing structure includes 3 Principal Class Officers (1 Acting Principal, 1 substantive Assistant Principal and 1 Acting Assistant Principal), 1 Leading Teacher and 3 Learning Specialists, 36 classroom teachers and 10 specialist teachers. There is a strong educational support team including the administration team inclusive of the business manager, 3 office assistants, and a first aid officer (registered nurse).

Additionally, we have a library technician, literacy intervention, English as a Second Language (EAL) and 13 education support staff working directly with students and teachers.

McKinnon Primary School prides itself on supporting staff to regularly access professional learning and development to ensure teaching, learning and wellbeing are continually improving for our students.

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

### Learning

88% of students in Year 3 and 89% of students in Year 5 were in the top two bands for reading in the 2023 NAPLAN data. We have performed above similar schools in Year 3 (87%) and remain close to similar schools in Year 5 (91%) results.

We remain well above the state levels of 69% and 76% respectively. In Writing, 92% of Year 3 students and 89% of Year 5 students are in the top two bands. This compares with 91% for similar schools and 75% for the state. In reading, 17% of Year 5 students achieved below benchmark growth which came close to meeting our 2023 AIP target of reducing this from 21% to 15%.

The school has continued to embed and refine our implementation of the SMART Spelling program to ensure a consistent approach to spelling across the school. Twelve staff attended professional development on the science of language and reading through La Trobe University which has supported the school's understanding and implementation of effective literacy instruction.

Decodable books were introduced to our Foundation and Year 1 take-home reading program to align with current research and allow students to practice what is being taught in class. Significant professional learning with all early years teaching staff (Foundation- Year 3) has occurred at the beginning of 2024 to align teaching and learning practices with decodable readers and ensure strategies are evidence-based.

Our focus in mathematics throughout 2023 has been on developing the teachers capabilities to plan and deliver high-quality problem solving lessons that engage our cohort of students. In consultation with Michael Minas, we have developed an instructional model for problem solving tasks that helps students to be agents of their own learning and develop strong collaboration practices.

As a school, we have had focus on coaching, with the focus being aligned with our AIP. Teach meets in mathematics have allowed for a collective genesis amongst staff and given them the agency to share knowledge across cohort levels.

The structure for learning support continued from the previous year with the Learning Support Team consisting of a Learning Specialist, 1 tutor (TLI), 1 EAL staff member and 2 staff providing the MiniLit program. The TLI tutoring was provided by a teacher 5 days a week. 36 students accessed this program from years 2-6 for 3 sessions a week.

EAL intervention/support role is 5 days per week, with groups of no more than 4 having 2 sessions a week in addition to some in

class support for targeted students. 48 students accessed this program. MiniLit had 25 students accessing the program 3 sessions a week. This team is led by a Learning Specialist who has supported learning referral processes and communication with all staff week from a dedicated staff member.

## Wellbeing

The McKinnon Whole School Wellbeing Model details 9 wellbeing approaches/strategies that are supported by all levels and specialist areas. In 2023, the vertical Professional Learning Team developed a whole school Well-being survey in order to monitor student well-being more regularly and take action when needed.

Areas of need identified in our Attitudes to School Survey were taken into consideration when creating the survey questions to ensure we were meeting the student's needs. Respectful Relationships became a high priority for the school which was supported by inviting network experts to provide professional learning for staff and to facilitate Parent Information Nights.

Further actions included the creation of a Respectful Relationships Team, and auditing existing teaching practices and documentation. Enhancing the transparency of the teaching and learning for our school community was another high-priority action, which included adding fortnightly summaries of RR learning by different year levels in our Newsletters and adding RR learning into our Weekly Learning Updates.

The school engaged with an Inclusion Outreach Coach (IOC) to enhance the consistency in which our Tier 1 and Tier 2 supports are being administered across the school and also developed an approach to 'Soft Starts' that was introduced to Foundation with the goal of it being utilised across the school. Work in this area has been shared with other schools across the local network and the larger Bayside Peninsula area.

The Disability Inclusion Profile (DIP) process has been significantly strengthened. The School Improvement Team feel that there is now a well-developed process to support DIP applications which has seen the students receive significant funding to support their needs.

The Individual Learning Plan (ILP) process has also been strengthened with a renewed focus on SMART goals.

## Engagement

Student engagement remained a key AIP goal in 2023, specifically through creating greater awareness, development and connection to student agency. The initial focus, based on Student Attitudes to School data, was to renew our 'Building the Learning Community', a dedicated unit of learning to help establish relationships, expectations and shared sense of belonging within each classroom.

Professional learning proceeded to focus on developing a shared understanding of agency within our school context and a 'McKinnon' Student Agency definition was established. This allowed for explicit and targeted professional learning to embed instructional teaching strategies that support student agency and engagement. 'Student Agency Week' was initiated, providing a clear time within the learning where teachers would prioritise learning activities and opportunities for students to have greater autonomy and independence.

The Student Representative Council (SRC) continued to work to support student voice and communication between the Leadership/School Improvement Team and SRC members, with the development of ideas and focus for school improvement carried into planning for 2024.

All year levels show an average of higher than 90% attendance. The 2023 attendance data shows an increase in the number of days attended when compared with 2022 which is a pleasing result. We are aware there was a marked increase in family holidays in 2022 with many students returning to see close family overseas. This was not as prevalent in 2023 and therefore possibly supported this increased attendance.

In 2023 there has also been an increased focus on attendance with a new strategy built into each year level to monitor attendance and complete wellbeing check-ins on a regularly scheduled basis. School staff continue to promote the importance of attendance with all students and families.

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## Other highlights from the school year

In 2023 we set out to re-engage the community with the School Council and Parent Club regularly discussing events and actions to bring back the community feeling after lockdowns. Some key actions included:

- Developing a large working group of parents to hold a community Diwali celebration. The hosting of regular planning meetings resulted in an extraordinary event engaging hundreds of families, which will now be built each year. This event brought together students, staff and families in a very special way with students and parents sharing their cultural customs

and traditions and in line with the school values as an International Baccalaureate World School. Families attending shared the strong sense of connection and appreciation they felt with all those who shared aspects of their culture. Parents in the working group said that they had never met each other and had now developed life-long friendships

- Holding a highly successful working bee including a social event afterwards- where the long list of jobs ran out too quickly due to overwhelming support from families.
- Surveying families and then organising targeted parent information nights on topics of most interest e.g. anxiety, behaviour, respectful relationships etc.
- Creating a cookbook showcasing the incredible diversity and sharing recipes in mother-tongue languages.

In 2023, McKinnon Primary School also worked to develop the Asset Management Plan 1 for the Victorian School Building Authority (VSBA), articulating our educational direction for the school. This plan has informed new capital building works regarding \$12.6 million funding commitment to the school. Parents, students and staff have worked to give critical feedback to support the designs and functionality of the school's new Master Plan.

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## Financial performance

McKinnon Primary School completed 2023 in a financially sound position. The School Strategic Plan, along with the 2023 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows a surplus of \$224,910 and this has been factored into 2024 as part of the school's financial management. The school's commitments were closely monitored by the School Council.

Significant expenditure during 2023 related to a new bank of Lenovo Thinkpad 11E Yoga 5th Generation notebooks, large screens for classrooms, decodable books, security upgrades, professional learning and staffing, playground maintenance and replacement.

The Sporting Schools Grant was used for new sporting equipment and specialized activities such as athletics, soccer and rugby across the year levels.

Maintenance of buildings and grounds, the cost of leased computer equipment and innovative curriculum through the PYP program continue to be significant items of expenditure. McKinnon Primary is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities and resources at the current high standard.

# 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 797 students were enrolled at this school in 2023, 379 female and 417 male.

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

### Overall Socio-Economic Profile

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

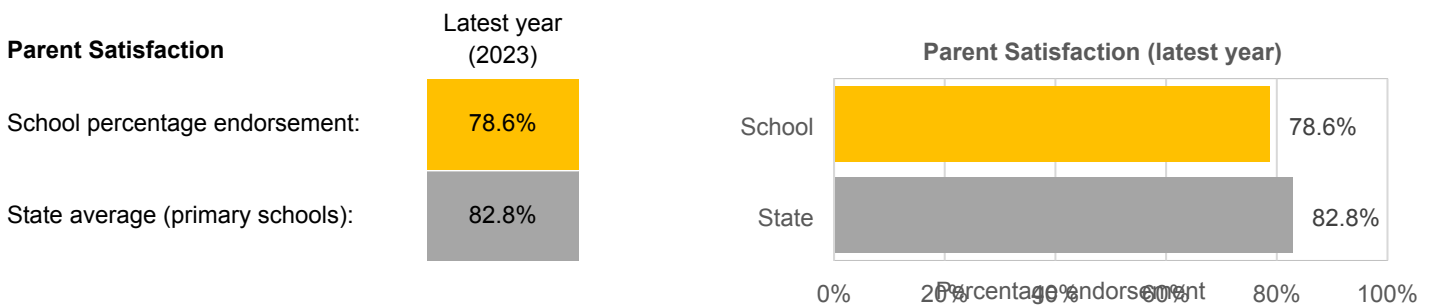
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

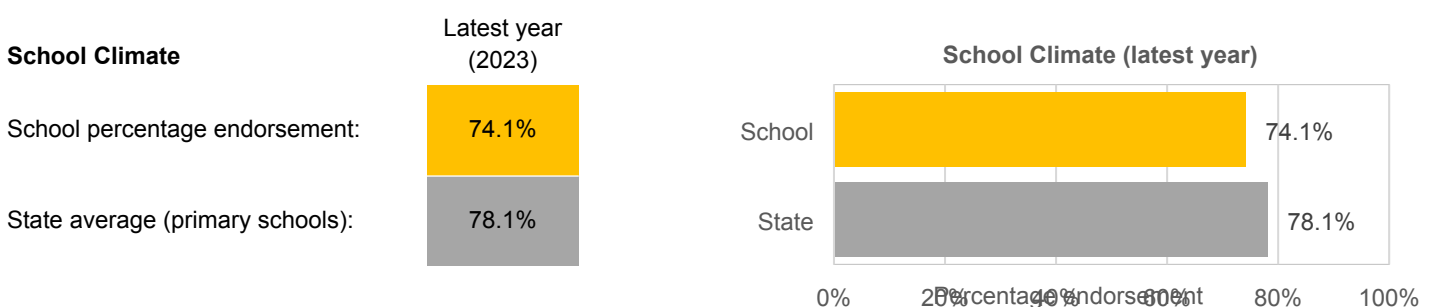


### School Staff Survey

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

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

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



## LEARNING

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

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

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

95.2%

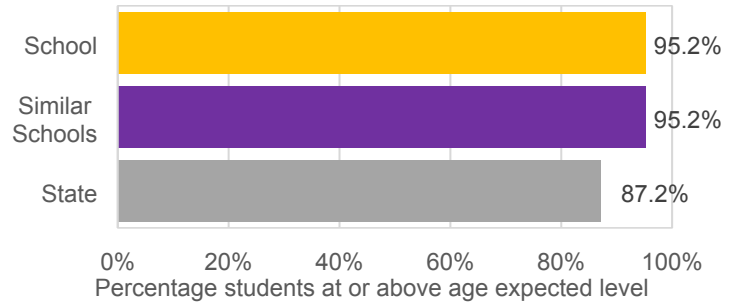
Similar Schools average:

95.2%

State average:

87.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

95.9%

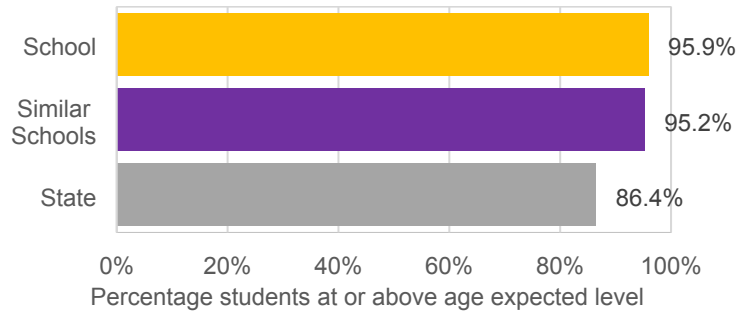
Similar Schools average:

95.2%

State average:

86.4%

#### Mathematics (latest year) Years Prep to 6





## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

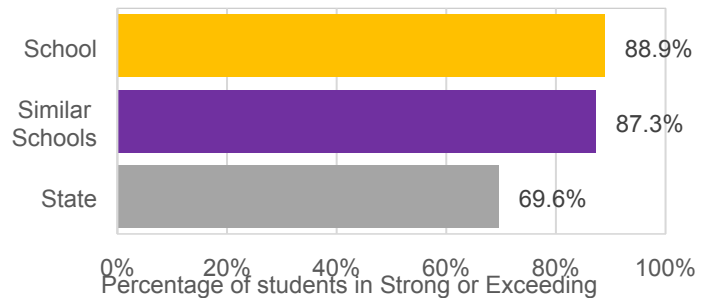
Similar Schools average:

87.3%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.6%

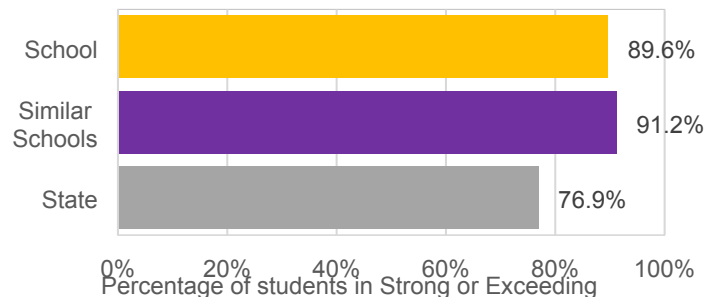
Similar Schools average:

91.2%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.6%

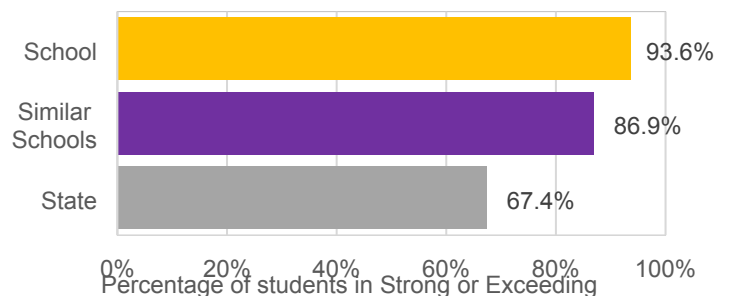
Similar Schools average:

86.9%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.4%

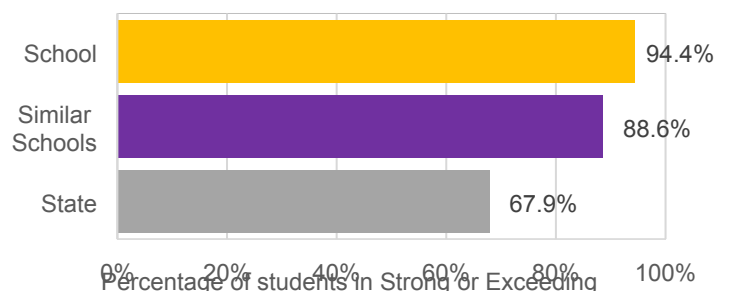
Similar Schools average:

88.6%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



**LEARNING (continued)**

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

**NAPLAN 2022**

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

93.8%

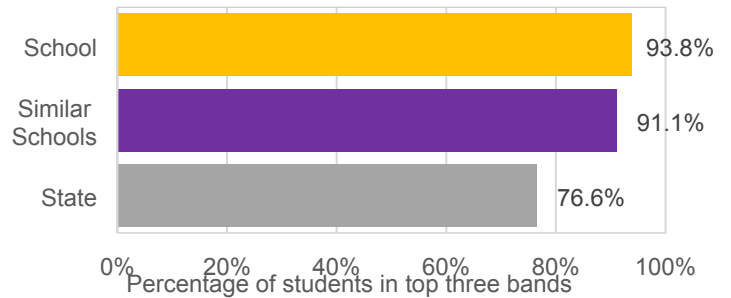
Similar Schools average:

91.1%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

91.4%

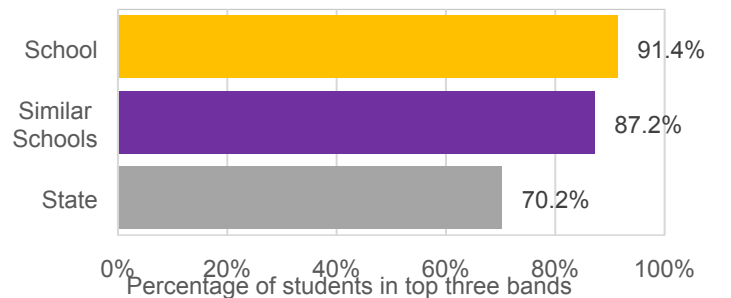
Similar Schools average:

87.2%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

85.8%

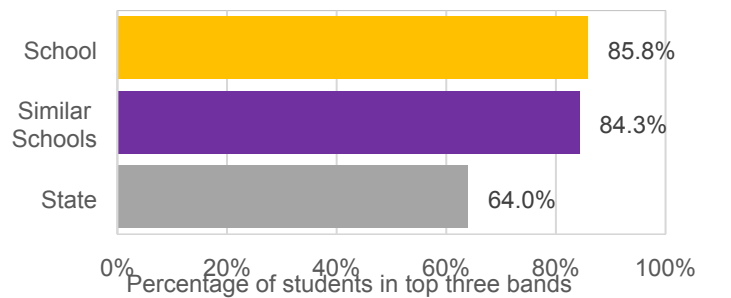
Similar Schools average:

84.3%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

85.2%

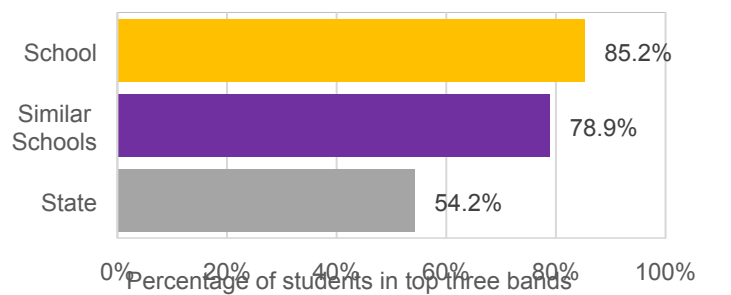
Similar Schools average:

78.9%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

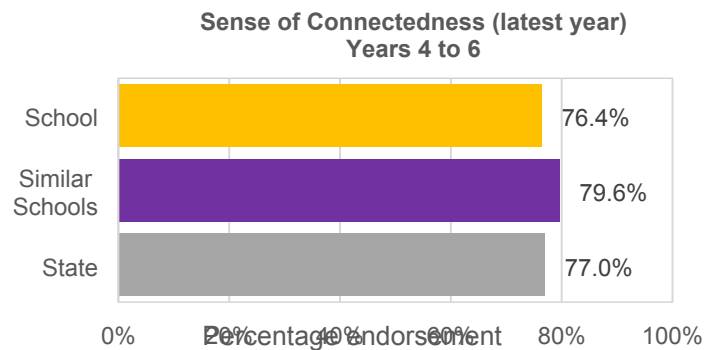
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.4%	78.4%
Similar Schools average:	79.6%	80.8%
State average:	77.0%	78.5%

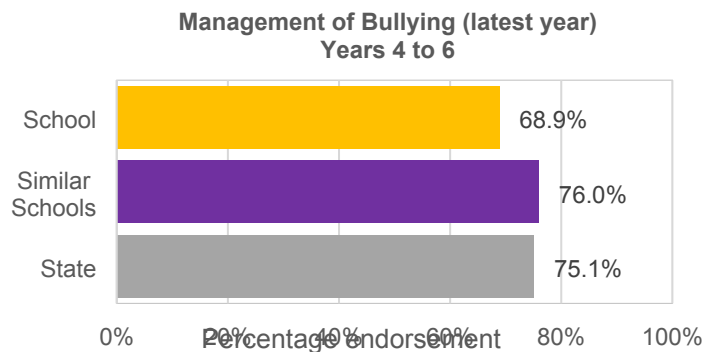


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	68.9%	71.0%
Similar Schools average:	76.0%	77.4%
State average:	75.1%	76.9%



## ENGAGEMENT

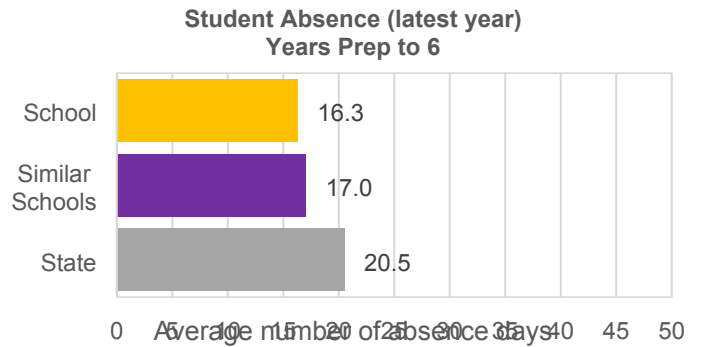
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	16.3	14.2
Similar Schools average:	17.0	13.8
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	93%	93%	93%	92%	91%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,361,698
Government Provided DET Grants	\$971,145
Government Grants Commonwealth	\$12,336
Government Grants State	\$0
Revenue Other	\$46,531
Locally Raised Funds	\$784,436
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,176,146</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,175
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,175</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,275,257
Adjustments	\$0
Books & Publications	\$14,601
Camps/Excursions/Activities	\$414,155
Communication Costs	\$5,008
Consumables	\$126,786
Miscellaneous Expense <sup>3</sup>	\$39,617
Professional Development	\$36,234
Equipment/Maintenance/Hire	\$165,175
Property Services	\$95,016
Salaries & Allowances <sup>4</sup>	\$281,864
Support Services	\$408,925
Trading & Fundraising	\$29,376
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,372
Utilities	\$57,848
<b>Total Operating Expenditure</b>	<b>\$8,951,235</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$224,910</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$516,577
Official Account	\$137,423
Other Accounts	\$6,103
<b>Total Funds Available</b>	<b>\$660,103</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$267,815
Other Recurrent Expenditure	\$12,498
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$320,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$661,313</b>

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