

2023 Annual Report to the School Community

School Name: Balwyn North Primary School (4638)



- 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 13 March 2024 at 10:26 AM by Tony Stokes (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 21 March 2024 at 03:40 PM by William Young (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).

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').

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

School context

The Balwyn North Primary School vision articulates our focus on providing an engaging and progressive approach to learning through our school values: Strive, Inspire, Belong, that encourage everyone to be their best. Our school vision was collaboratively developed by the whole school community and encompasses our shared work.

Balwyn North Primary School Vision:

In the welcoming environment of BNPS, everyone has a place to be. High expectations for all are achieved through an engaging and progressive approach to education. We foster strong relationships based upon mutual respect with an appreciation for our cultural diversity. We value quality teaching and deep learning to build caring and independent future thinkers.

Balwyn North Primary School proudly provides a highly engaging and differentiated learning environment in which each child is supported to reach their full potential. Our strong academic focus is complemented by a comprehensive wellbeing and student support program that encourages all students to be actively engaged in their learning and to feel connected to the wider school community. At Balwyn North Primary School, we value our strong home-school partnerships and actively involve the whole community in the learning process. We have a diverse and inclusive school community with a rich suite of extra-curricular programs that enhance the learning at Balwyn North. We are proud of being a high performing school and our student learning outcomes regularly exceed state means.

In 2023, the enrolment numbers were 590. The school had 48 full-time equivalent staff: 3 Principal Class, 34 Teachers and 9 Education Support Staff. The school's application of the Victorian Framework for Improving Student Outcomes (FISO 2.0) enabled the school to maintain the focus on learning and wellbeing initiatives. These initiatives were driven by staff teams (Learning & Wellbeing Development and Implementation Teams).

The school is proud of its well-resourced and modern classrooms, recently renovated specialist facilities and landscaped outdoor learning and play spaces. The academic and co-curricular programs aim to develop the whole child and instil an appreciation that learning is a lifelong process that is both challenging and rewarding. An ongoing focus on all students achieving the best possible learning outcomes in English and Mathematics exists throughout the school. As an authorised International Baccalaureate (IB) Primary Years Programme (PYP) World School, the English and Mathematics programs are complemented by engaging Units of Inquiry that allow students to further develop understandings about the wider world, as well as cultivate the capabilities of a successful learner.

The classroom learning program is enhanced by Physical Education, Mandarin, Visual Arts, Performing Arts, Library and STEAM (Science, Technology, Engineering, Arts and Maths) specialist programs. Balwyn North Primary School is committed to meeting the needs of all learners, including high-level learning technologies throughout the school and an elective 1:1 netbook program in Years 4-6. We value engagement and as such, we are an accredited eSmart school and a partner school with The Resilience Project.

Progress towards strategic goals, student outcomes and student engagement

Learning

Performance of students at Balwyn North Primary School continued to be high across all curriculum areas in 2023. Through professional learning teams, whole school action teams and school improvement teams, we worked towards further developing teacher knowledge and practice, with an emphasis on routines for learning.

In 2023, the data from the National Assessment Program continued to be exceptional. We performed significantly above the state in all areas assessed by NAPLAN. In 2023 NAPLAN was updated to report against proficiency standards. 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. We are particularly proud of our 2023 Year 5 Numeracy results, with the 90.5% of students in the Strong or Exceeding proficiency levels in NAPLAN testing, being above the standard for schools with similar background characteristics.

Arrangements for high-quality support programs, such as the Tutor Learning Initiative and English as Additional Language speakers, were effectively implemented to support our students with additional needs. Staff actively participated in professional learning opportunities, focused on learning enrichment and identified students who would benefit from such opportunities. An implementation plan has been created to embed this further. Throughout Semester 2 our middle leaders worked to establish Professional Learning Communities (PLCs), which prioritises student learning and data conversations. Action cycles were trialled to support this, resulting in a shared document used in PLCs throughout the school. Professional learning sessions have focused on a range of data sets and other assessments through the PLC initiative and structures were embedded to ensure teaching and learning addressed the needs

of all students. Additional professional learning also centred upon effective differentiation strategies with a focus on identifying students for enrichment.

Wellbeing

Student Wellbeing is at the centre of all that we do at Balwyn North Primary School. We recognise that students need to feel a strong sense of resilience, balance and connection to others, in order to succeed and flourish. Our school values of *Strive, Inspire and Belong* supported the strong focus on wellbeing across the school in 2023. Our return from remote learning continued to require adaptation to support the many and varied needs of student wellbeing.

Whole school wellbeing structures and events were established, such as the BNPS Buddy Program and Education Week activities, to develop connection, belonging and a sense of community. The school continued to collaborate with The Resilience Project, implementing the wellbeing program across the school and provided a Parent Information Evening. Our focus on attendance saw the creation of a two year action plan to ensure that effective and supportive procedures were in place for students.

A continued focus remained on re-establishing connections and sense of community throughout 2023. This occurred within our student population and wider community with an ongoing focus of schoolwide events and opportunities to promote wellbeing. The bi-annual 'Dream Run' was once again a fantastic opportunity for children and families from across the school to connect, have some fun and raise money for the school. The continuation of the cross-year level student buddy program enabled connection and development of key interpersonal skills between students. Further embedding of our approach to wellbeing, with the creation of a flowchart for escalating student wellbeing concerns; a clear outline of attendance practices and descriptions of roles in relation to supporting student wellbeing and guidelines for consistently documenting and reviewing wellbeing related concerns. A draft whole school approach to wellbeing was created that included a protocol for referring at-risk students to receive targeted support in a timely manner. Teachers and Education Support staff further developed their knowledge and skills to effectively recognise, respond to and refer students' mental health needs.

The school was informed that it had successfully applied to be part of the School Wide Positive Behaviours beginning in 2024, meaning a continuation of this important work.

Ensuring a strong home-school partnership remained a focus for Balwyn North Primary School in 2023. A range of unique parent engagement strategies continued to be put in place to ensure families have an opportunity to be involved in their child's education, including the Parent Helpers' Course, Welcome BBQ, PYP Exhibition, and Student Led Conferences.

The school values of *Strive, Inspire and Belong* continue to be exemplified and enacted. Students report positive attitudes towards their schooling, as measured by an ongoing increase in Student Attitudes to School survey with a strong endorsement of the 'Sense of Connectedness' factor.

Engagement

Inquiry planning at BNPS remains a central opportunity for students to have agency and ownership in their learning.

At BNPS, focus is given to the process of learning and students' understanding and awareness of ways to learn. Students are encouraged to find answers, asking conceptual questions and being curious that results in asking deeper questions.

We recognise that students need to feel a strong sense of resilience, balance and connection to others, in order to succeed and flourish. Our school values of *Strive, Inspire and Belong* supported the strong focus on wellbeing across the school in 2023. School-wide practices, programs and resources continue to be developed to support students' social and emotional development. 'Leaping Forth at Balwyn North' helped to establish expectations across the school to ensure effective learning environments and support positive relationships. In 2023, we continued our relationship with the 'Resilience Project', delivering this year-long program at all year levels. The school has also investigated and implemented elements of the Respectful Relationships initiative, aimed at promoting and modelling respect, positive attitudes and behaviours. Further landscaping and facilities works were completed in 2023 in collaboration with students and School Council, aimed to provide an inspiring and relaxing play and learning space, in natural surroundings.

Our active participation in the NEVR Attendance Community of Practice has ensured a deeper understanding of our school's approach to attendance and enabled us to learn and share further strategies to promote student engagement and attendance.

Although the school average number of absence days matched like schools, BNPS continued our practice on strengthening relationships and further refinement of our absence processes. Data analysis identified attendance patterns which the school was then able to take action upon.

Ensuring a strong home-school partnership remains a focus for Balwyn North Primary School. A particular highlight of the year was our Year 6 PYP Exhibition, with many families able to engage with their children about their learning throughout the Exhibition process. Our Year 6 students worked in teams throughout the year to identify conflict in the world, design solutions, and create and test innovation prototypes. They collaborated to write their own conceptual lines of inquiry and develop questions to respond to

these key concepts. Each group had a mentor who was one of our dedicated BNPS staff members. Our students have demonstrated true independence, working in teams and driving their own learning in a manner beyond their years.

In 2024, a continued emphasis will be placed on opportunities for family engagement, including the Parent Helpers' Course, Welcome BBQ, Musical Production, PYP Exhibition, Learning Expos and Student Led Conferences will once again be planned.

Other highlights from the school year

In 2023, BNPS once again took part in the Victorian State Schools Spectacular, with students representing our school in the Mass Choir.

A number of buildings and grounds projects were completed in 2023. The Sports Courts redevelopment project involved resurfacing of the Sports Courts, as well as significant landscaping works. The school liaised closely with the Department of Education and the Victorian School Building Authority to ensure this project could be completed by Term 2 2023.

After significant consultation, the specialist subject of STEAM (Science, Technology, Engineering, Arts and Mathematics) began in the 2023 school year. The renovation of the STEAM Shed building took place throughout 2023 in preparation for the 2024 school year.

The Music/Performing Arts Space redevelopment was completed at the beginning of the year, with the installation of a glass sliding entrance door. The works also involved implementing storage solutions for musical equipment, as well as the purchase of technology to complete the Recording Studio. BNPS successfully applied to be a recipient of a grant from the North East Community Fund, which will include the redevelopment of the senior playground area, including an enhanced bike storage facility.

Financial performance

Balwyn North Primary School continues to operate with a surplus budget. Funds are strategically placed into buildings and grounds, learning programs and resources. In 2023, a number of local fundraising activities allowed the school to continue to provide high quality teaching and learning spaces and outdoor areas. The school and students benefit from a high percentage of parents making contributions to the school and our school buildings and learning spaces continue to be a key feature of the learning environment at BNPS. Careful budgeting and maintenance into the future will enable the school to continue to create an environment that supports the best possible learning outcomes for students.

For more detailed information regarding our school please visit our website at
<https://balwynnorthps.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 591 students were enrolled at this school in 2023, 260 female and 331 male.

63 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).

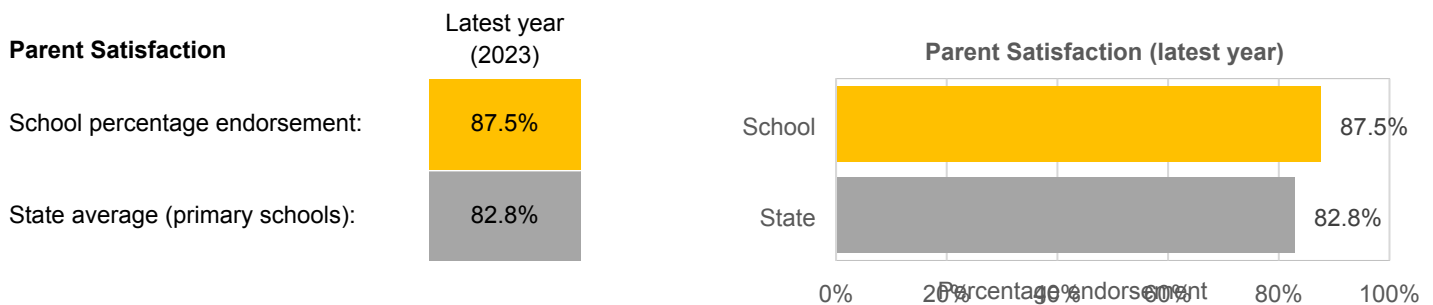
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

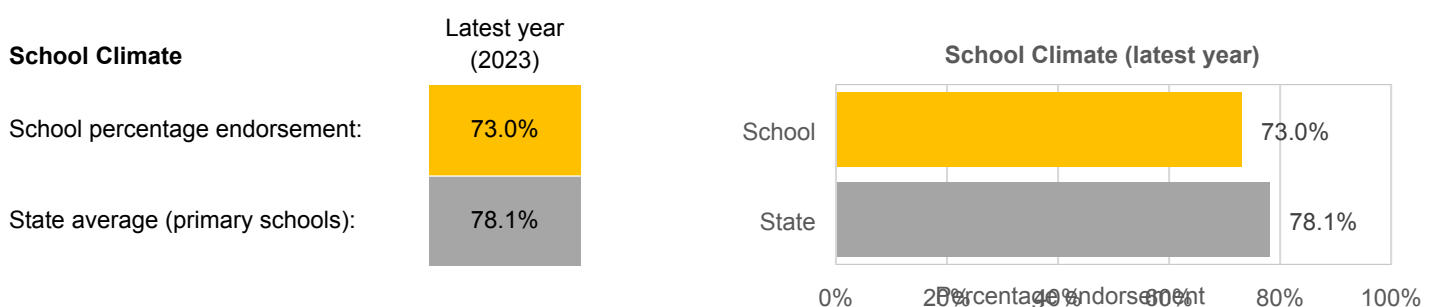


School Staff Survey

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:

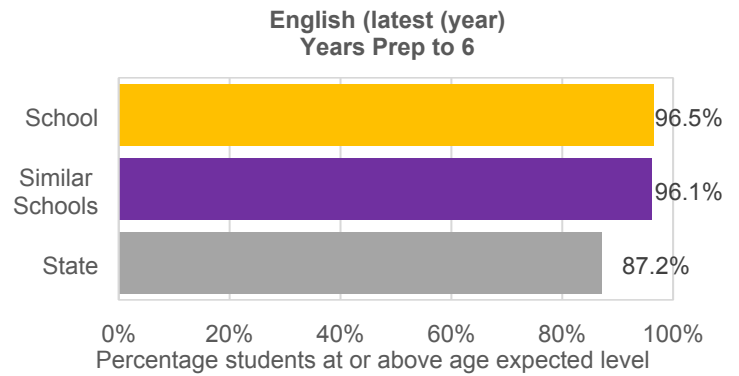
96.5%

Similar Schools average:

96.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

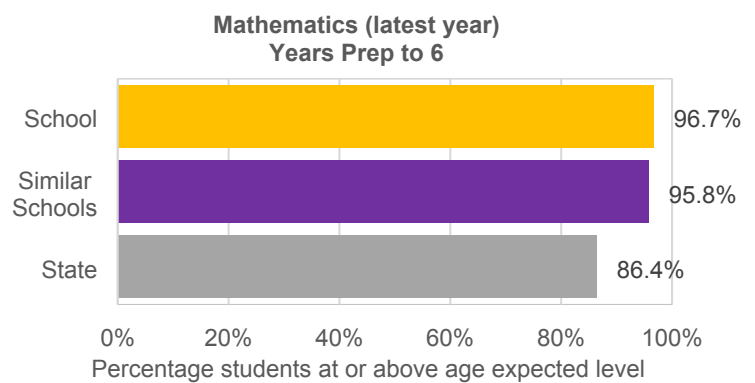
96.7%

Similar Schools average:

95.8%

State average:

86.4%



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:

85.3%

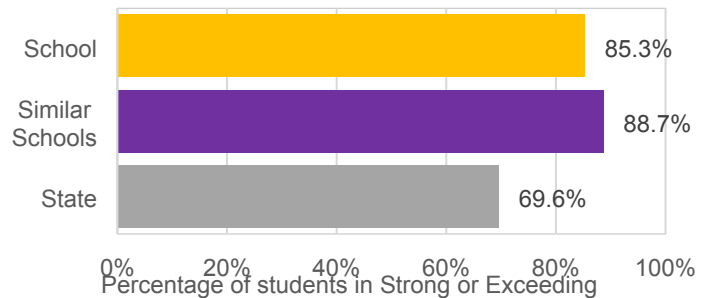
Similar Schools average:

88.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.3%

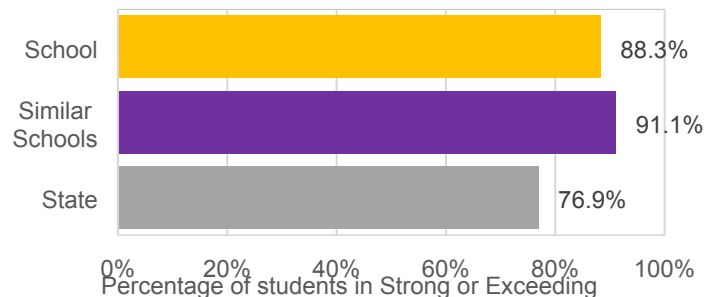
Similar Schools average:

91.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

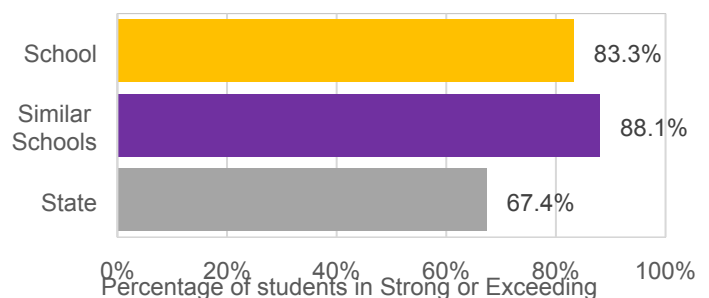
Similar Schools average:

88.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.5%

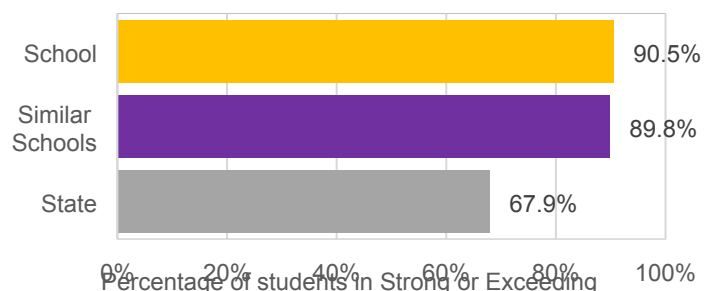
Similar Schools average:

89.8%

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:

96.0%

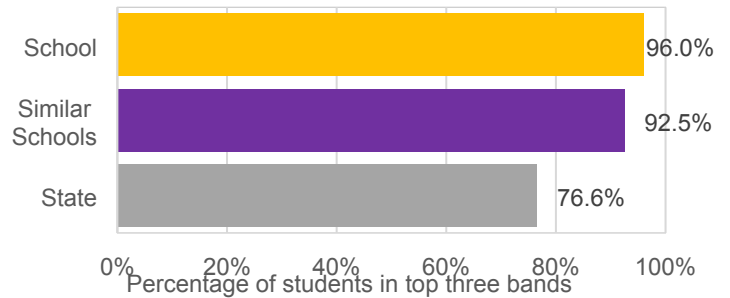
Similar Schools average:

92.5%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

82.0%

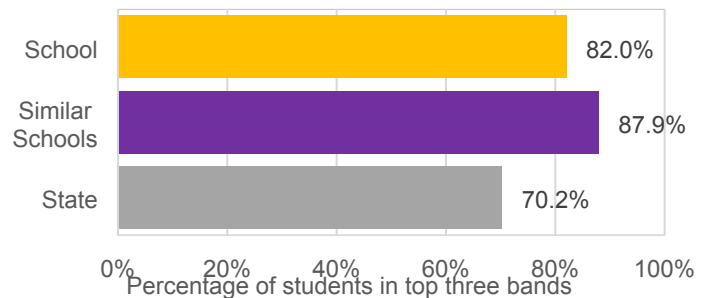
Similar Schools average:

87.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

90.5%

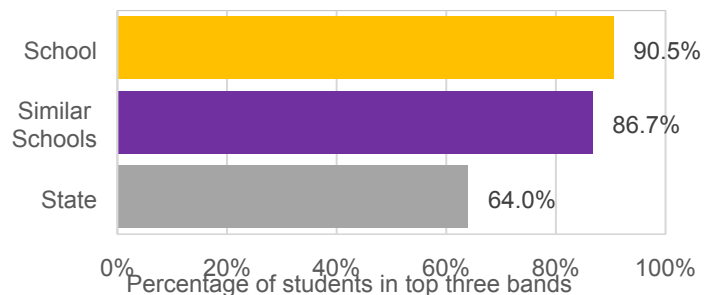
Similar Schools average:

86.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

83.0%

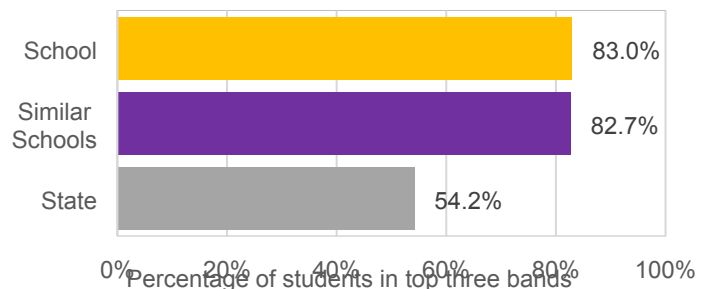
Similar Schools average:

82.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

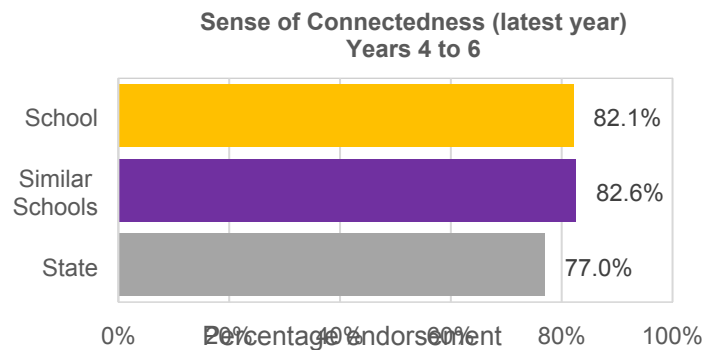
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.1%	80.7%
Similar Schools average:	82.6%	83.1%
State average:	77.0%	78.5%

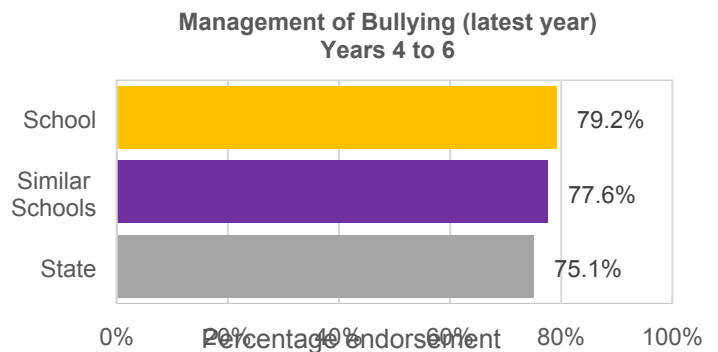


Student Attitudes to School – Management of Bullying

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:	79.2%	77.8%
Similar Schools average:	77.6%	78.5%
State average:	75.1%	76.9%



ENGAGEMENT

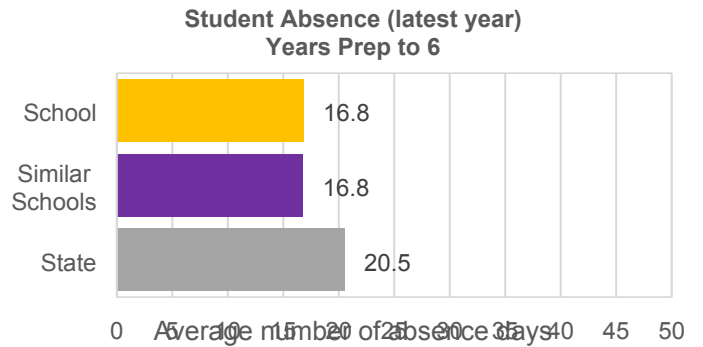
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.8	15.0
Similar Schools average:	16.8	14.1
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):	91%	91%	91%	91%	91%	94%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,383,411
Government Provided DET Grants	\$474,693
Government Grants Commonwealth	\$12,340
Government Grants State	\$41,417
Revenue Other	\$63,784
Locally Raised Funds	\$743,813
Capital Grants	\$0
Total Operating Revenue	\$7,719,458

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,190
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,190

Expenditure	Actual
Student Resource Package ²	\$5,109,658
Adjustments	\$0
Books & Publications	\$31,228
Camps/Excursions/Activities	\$361,704
Communication Costs	\$6,262
Consumables	\$86,704
Miscellaneous Expense ³	\$51,687
Professional Development	\$15,118
Equipment/Maintenance/Hire	\$93,864
Property Services	\$107,246
Salaries & Allowances ⁴	\$203,798
Support Services	\$166,115
Trading & Fundraising	\$18,092
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,184
Total Operating Expenditure	\$6,285,661
Net Operating Surplus/-Deficit	\$1,433,797
Asset Acquisitions	\$246,774

- (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

Funds available	Actual
High Yield Investment Account	\$1,263,679
Official Account	\$80,399
Other Accounts	\$237,898
Total Funds Available	\$1,581,977

Financial Commitments	Actual
Operating Reserve	\$182,031
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,000
Funds Received in Advance	\$94,886
School Based Programs	\$247,897
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$918,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,448,314

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.