

2022 Annual Report to the School Community

School Name: Exford Primary School (3423)



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

Attested on 26 April 2023 at 01:04 PM by Lisa Campo (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

To be attested by School Council President

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Exford Primary School is a unique school in a semi-rural setting, which provides a safe, happy and friendly learning environment, which promotes pride, warmth and a sense of belonging. It is located 6 kms from Melton South on a 1.2 hectare site surrounded by farm lands and new housing estates at Weir Views, Strathtulloh and Eynesbury. Our 2022 enrolment numbers were 254 students across 12 classes at Census. Our specialist subjects were the Arts, Health and PE and French (our Language Other than English).

Our school setting continues to undergo great change, with our relocation into the new Administration building and Junior Learning Building at the start of Term 3 2022. We very happily held our Opening Ceremony in August 2022. Whilst parts of our school are not able to be accessed due to the building works, we still have playground equipment, our Basketball courts and our oval area available as play space. We continue to offer our Lunchtime Clubs program, with a wide range of activities available for students - Lego, Lego Technic, Games Club, Knitting Club, Arts Club, Story time and Origami Club. Our students, staff and families have eagerly watched the removal of our old Mod 5 buildings, ready for the land to be prepared for the commencement of our Senior Learning Building's construction.

Many of our students travel from the wider Melton area (pre-enrolment neighbourhood being put into place), with other families coming from the local Exford, Strathtulloh, Mt Cottrell, Eynesbury and Weir Views areas. Some residential areas are able to use the School Bus service (eligibility based on residence and distance from school).

We place a great deal of importance on having calm and settled classrooms, with the classroom teacher being responsible for all areas of the children's pastoral care. We encourage our children to be active and engaged in their classroom learning, in being physically active, in joining in with our Lunchtime Club opportunities and our school sporting program.

Our staff and family community are focused on the children's feeling connected to our school, with all staff on hand in the mornings and afternoons to meet and greet the children. We emphasise the importance of our school values - Respect, Kindness and Personal Best - and everyone at our school, students, staff and families alike are encouraged to demonstrate these all the time. We are in the early stages of being part of the Resilience Project (Monash University supported) and also implement our School Wide Positive Behaviour strategies.

We encourage our students to be involved in our school, with two School Captains and two Vice School Captains elected from our Year 6 cohort and Student Ambassador (leadership roles) positions available for Year 5 - 6 students in School Values, Sports, the Arts, Special Events and Sustainability. Fostering student voice is an important focus for us.

In 2022, our staff comprised of a Principal and Assistant Principal, 12 classroom teachers, 3.2 EFT specialist teachers, 1 Tutor, 2 Learning Specialist teachers, 14 Classroom ES, 4 Office ES (3.6 EFT) and an ES groundsman (0.47 EFT). We had one staff member who identifies as Koorie and 3 % of our student population identify as Koorie. We had three international students.

The school sees the work of our Professional Learning Teams as key in our continual focus on improving student learning outcomes; our Learning Specialist Teacher Leaders are 100 % focused on the work of the PLTs and coaching our teachers. We have revised our Instructional Model in Reading and have focused on the development of a curriculum website resource to ensure our teachers have a deep understanding of and deliver a Guaranteed and Viable curriculum.

We have a focus on the use of ICT as a regular tool in children's learning, with the use of technology in our classrooms - iPads and Apple TV set-ups, Pro-Bots and other digital devices. We use Seesaw as the children's learning portfolios and upload learning goals and learning moments and achievements for our families to view. Seesaw is also part of our reporting to parents, with learning rubrics uploaded to accompany the written report.

When asked about the key reasons for selecting Exford Primary School as the school for their children, our parent community identifies the strong emphasis on not only the children's academic achievement, but also on the development of courtesy, values, student resilience and personal / interpersonal learning. All other sources of data showed our students, staff and parents value our school and hold it in high regard. We foster the development of the whole child through our whole school approach to student wellbeing, our individualised learning and our emphasis on school and family partnerships.

We are planning for our school's major upgrade, with three amounts of funding announced in the State Budgets since 2018. Stage

1 construction has now been completed, with our new Administration building and Junior Learning Building being enjoyed by students, staff and our families. Also included in our Master Plan is a two storey Senior Learning Building, a new Gymnasium, a new sports field, new Arts and Music classrooms and also the refurbishment of our BER building to include a large Library, Science / STEM space and Food Technology classrooms. The construction of the Senior Learning Building is underway, with an expected completion date of end of 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

Whilst we no longer had to manage the difficulties of Remote Learning, our students dealt with continued uncertainty as in 2022 schools faced the new challenge of significant staff shortages amidst continuing COVID cases and systemic staff shortages. At Exford, we made covering our classes our absolute priority and made sure that our classroom programs were shielded to the best of our ability. Our planning took into account that classes may have needed to be split and that if that were the case, the children were always split to the same class so that they were able to predict their day amidst the continuing uncertainty. Our planning teams focused on preparing for their own classes and also for the cohort, so that they could best support students from their own and other classes. Our tutor also had long-term absence and we managed to provide some tutor support by using our Learning Specialist staff.

We had identified working on our Mathematics Guaranteed and Viable Curriculum as a priority for 2022, however chose to defer that to 2023 due to the additional planning needed to cater for children across the teaching cohorts as well as individual classes. Our Leadership team worked together to plan for the work for the staff in 2023, so that we had begun the framework of our GVC website. As a consequence of our Learning Specialists filling the Tutor role, they were unable to provide the planned for teacher coaching, as they were also used as teacher replacements when no CRT was available and a class was already split across the cohort. Our focus was on the key learning areas of Literacy and Numeracy and student wellbeing throughout 2022, and the wellbeing of the staff in such trying times.

Wellbeing

2022's uncertainty meant that our students needed to feel reassured that even though their friends or teacher was absent, that they would be looked after and would have a great day. In Term 1, we observed an increasing level of anxiety about staff and student absences for the students and staff who were present.

Therefore, we made the decision that our priority needed to be focusing on providing a stable and engaging classroom program (regardless of being in their own or their 'split to' classroom) and supporting our students' resilience and their friendship skills. Our Lunchtime Clubs were able to be reinstated in 2022 and the clubs provided ready-made new friends and a supporting teacher to assist students, particularly those whose friends were absent or who were feeling unsure. Our suite of Lunchtime Clubs catered for a wide range of interests and also provided alternatives for our neuro-diverse students from only taking part in co-operative outdoor activities.

For the first two terms of the school year, we trialled having a Student Health and Wellbeing student support role. We were able to observe and create student learning opportunities in managing and re-growing student resilience and social skills. We identified this as a great model for Exford PS when the 2023 Mental Health and Wellbeing funding was released to schools.

Our school based and our Year 4-6 Attitudes to School Opinion Survey data continued to show how supported our students felt at Exford PS.

Our school values and behaviours were constantly communicated, reinforced and acknowledged, and recognised as proactive behaviours which lead to a harmonious environment. Our Student Leadership positions also engaged our senior students in providing exemplar behaviour and role models for other students.

Engagement

Our students have faced some challenges over the past three years. Despite the challenges of the 2020 and 2021 school years and their Remote Learning periods and the uncertainty which dominated 2022 in relation to student and staff absences and a shortage of replacement teachers, our 2022 Year 4-6 Attitudes to School Survey data continued to be extremely positive and endorsed our focus on supporting our students to feel connected to school, their classes and their peers and our strong emphasis on student

emotional and social wellbeing.

in 2022, we continued to monitor attendance closely and made many phone calls to families following up on children's absences. We provided an Absence Learning Plan for most absences, particularly when students were absent for a one-two weeks. We continued to post our attendance awards to our students' Seesaw journals, including our mid and end of term and our end of semester Attendance certificates.

Due to our Construction works, some of our play space was no longer available and we responded to this by providing a wide range of Lunch time Clubs to support and engage students. Staff identified and encouraged students to attend a Lunchtime Club to support their play and engagement.

Our Attitudes to School, Parent and Staff Opinion Survey data also attest to the level of engagement our students demonstrate - for example our Attitudes to School Opinion Survey shows Differentiated Learning at 92 % and Stimulating Learning at 94 %.

We were able to reintroduce excursions and camps for students in 2022, with our Year 3-4 students attending their first ever three-day Camp at Campaspe Downs. Given this was their first experience, we took almost twice as many staff as required, in order to provide the students with the supports we anticipated they would need. Our Year 5-6 students had a camping adventure at Lorne, and thoroughly enjoyed the vigorous physical challenges the planned activities had to offer. Our Year 2 students had their very first Camp, staying at the Lady Northcote Adventure Camp. Our Year 1 students stayed after school for their 'Dinner and a Show' event and our Year Prep students had their day Camp at school. The students' engagement in these extra-curricular activities raised their excitement levels and they enthusiastically looked forward to these events.

There were excursions for each year level, connected to the curriculum - our Prep students went to the Werribee Zoo, our Year 1-2 students spent the day at Sovereign Hill Historical Park, our Year 3-4 students attending Science Works and our Year 5-6 students went to the GRIP Student Leadership Forum. Our Year 5-6 students were also offered a Puberty Health program in 2022, run by Life Education.

The students also participated in a range of sporting events and activities throughout the year, some organised by our school (and some using Sporting School Grant funds) and some by Melton Primary Schools Sports Association. Our Year 1-6 students also were offered the opportunity to take part in a Swimming Program.

Other highlights from the school year

In 2022, we were delighted that our students were able to begin to engage in pre-COVID activities and experiences.

Our students attended a range of excursion and sports activities and our Camps program provided wonderful experiences for our students:

* Year Prep Camp - the children came to school in their pyjamas and had breakfast at school and a day of fun to follow.

* Year 1 'Dinner and a Show' activity - the children remained at school at the end of the day and had afternoon tea and games, before enjoying a Magician's show and having dinner at school

* Year 2 children had a two day - one night Camp at the Lady Northcote Adventure Camp

* Year 3-4 children went on a three day - two night Camp to Campaspe Downs Adventure Camp

* Year 5-6 children went on a three day - two night Camping trip to Lorne Caravan Park

We ended the school year with our Year 6 Graduation event and the return of our much-loved Christmas Concert.

Financial performance

Exford Primary School's financial position remains strong in 2022, due to prudent cash savings buffering the effect of the resultant drop in student enrolments in 2021. The school has been able to use the reserve of cash funds to staffing credit to ensure stability in staffing numbers, keeping essential curriculum and student wellbeing programs well resourced.

2022 saw the completion of Stage 1 building works with eight classrooms and administration moving into new dwellings. The VSBA provided a grant for the procurement of new student tables, seating, resource trolleys, office and staffroom furniture, new

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2022 saw the completion of Stage 1 building works with eight classrooms and administration moving into new dwellings. The VSBA provided a grant for the procurement of new student tables, seating, resource trolleys, office and staffroom furniture, new TV technology for the Junior Learning Building and the Administration building and a new phone system.

The school's trading operations (student uniform shop) has continued to make a marginal profit in mid-2022, in the face of garment price increases and delays. Uniform pricing was aligned to a not for profit model to keep the garments affordable, keeping a variety of options and quality product.

Fundraising returned in 2022 after a two year hiatus. Fundraising efforts included Mother's and Father's Day Stalls, raffles and sale of second-hand school furniture. Exford PS has continued to be successful in obtaining Sporting Schools Grant to enhance PE resources and program delivery.

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For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at http://www.exfordps.vic.edu.au](http://www.exfordps.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 255 students were enrolled at this school in 2022, 137 female and 118 male.

22 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

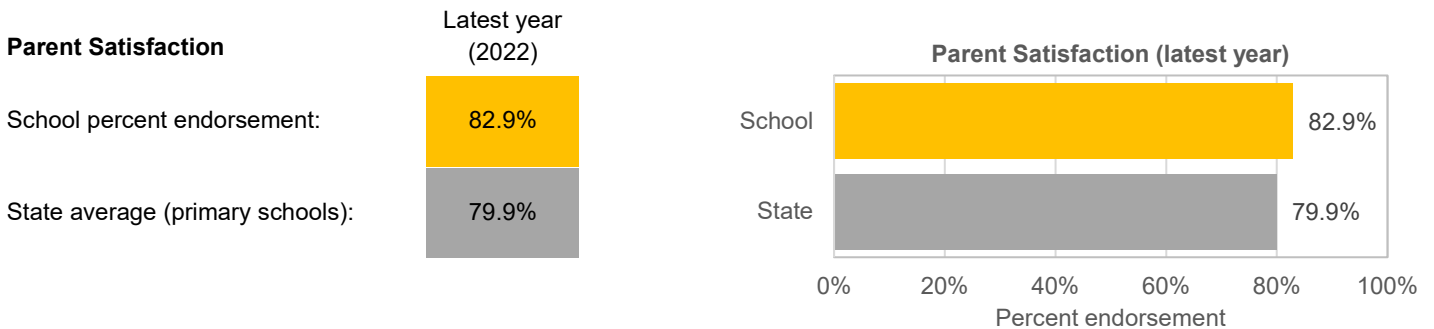
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

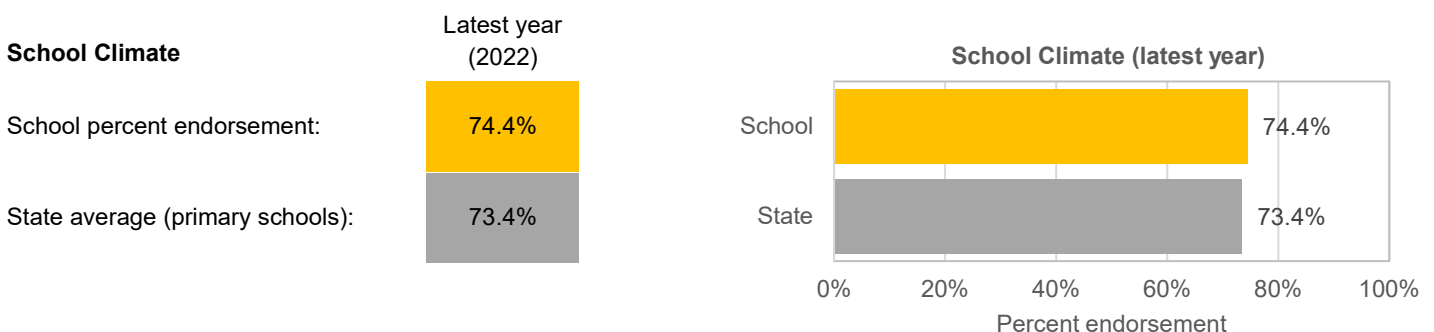


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

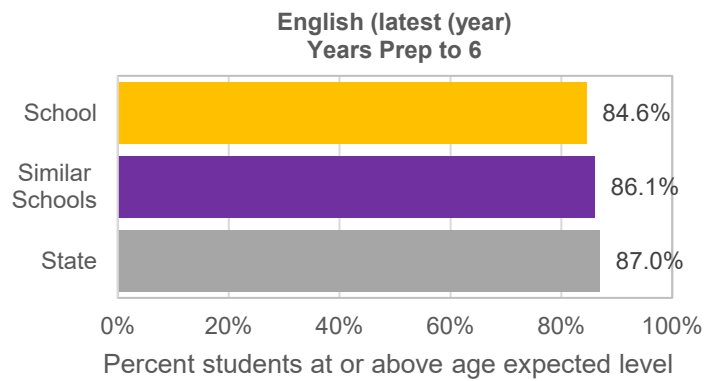
84.6%

Similar Schools average:

86.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

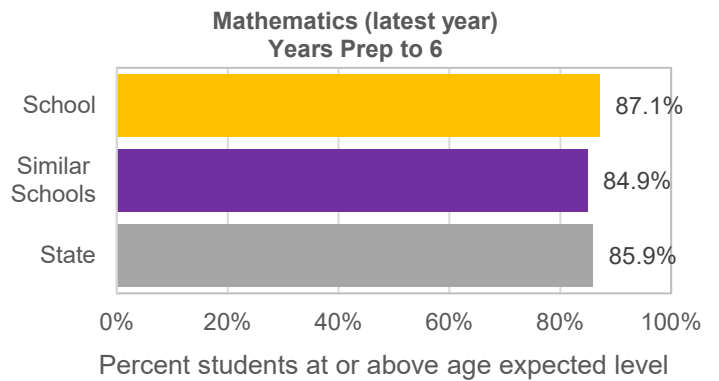
87.1%

Similar Schools average:

84.9%

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.

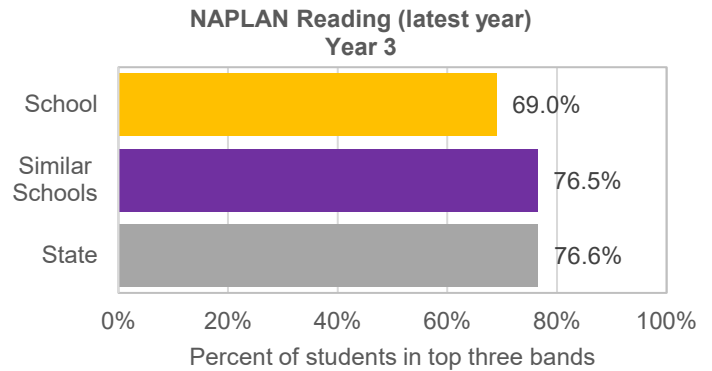
NAPLAN

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.

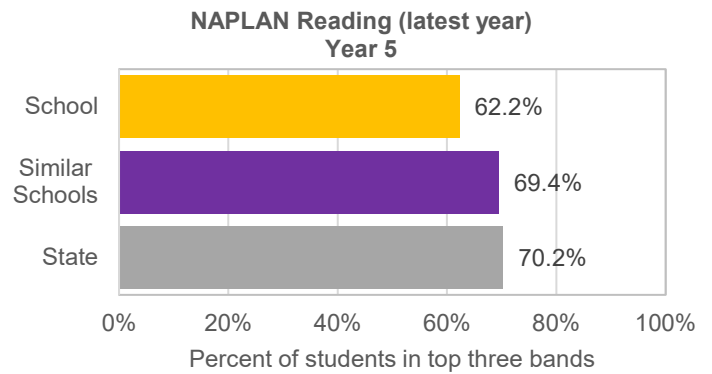
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.0%	69.3%
Similar Schools average:	76.5%	76.9%
State average:	76.6%	76.6%



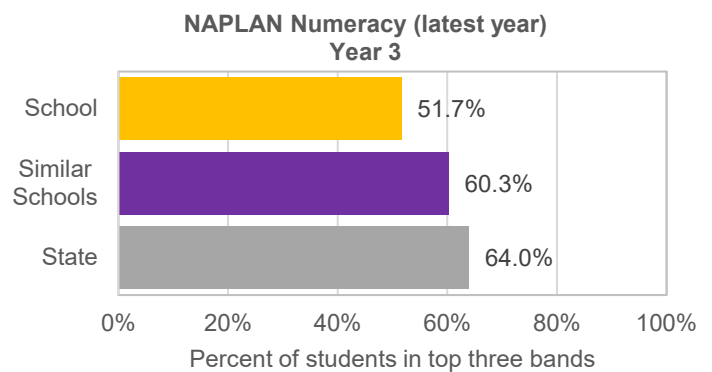
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.2%	65.5%
Similar Schools average:	69.4%	68.7%
State average:	70.2%	69.5%



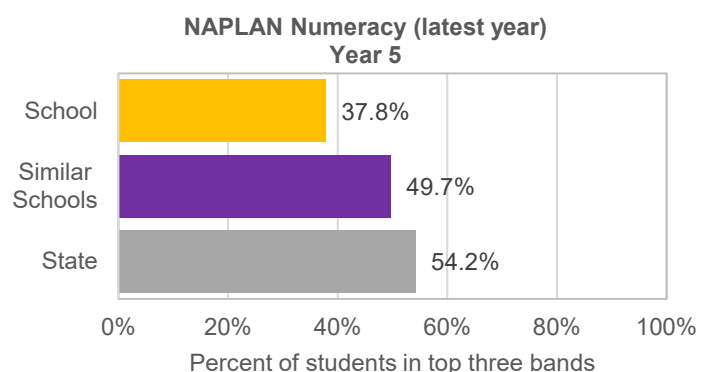
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.7%	52.0%
Similar Schools average:	60.3%	63.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.8%	52.5%
Similar Schools average:	49.7%	55.3%
State average:	54.2%	58.8%



WELLBEING

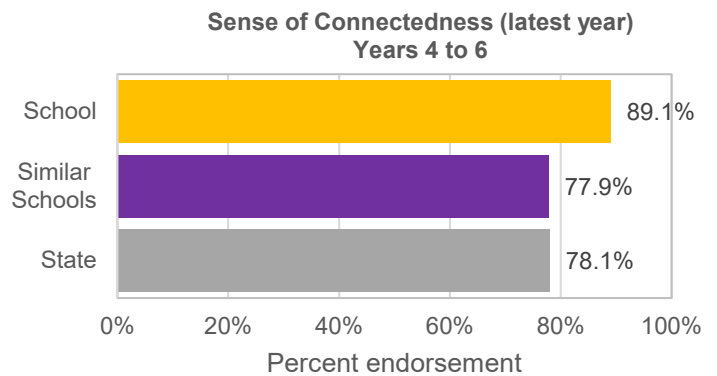
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	89.1%	88.8%
Similar Schools average:	77.9%	79.1%
State average:	78.1%	79.5%

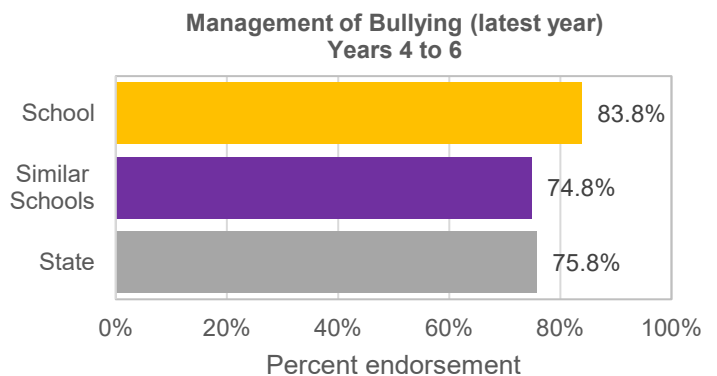


Student Attitudes to School – Management of Bullying

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:	83.8%	86.1%
Similar Schools average:	74.8%	77.7%
State average:	75.8%	78.3%



ENGAGEMENT

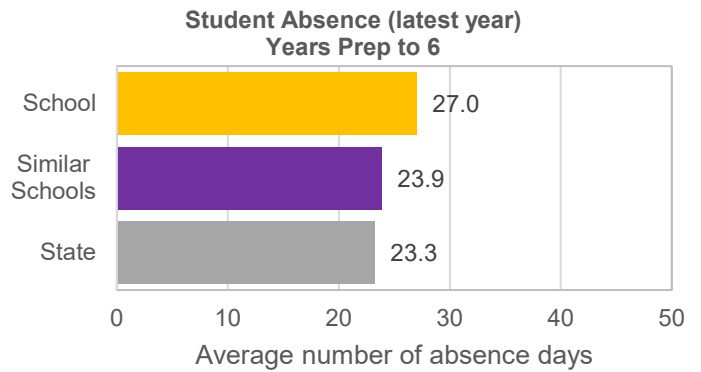
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.0	21.0
Similar Schools average:	23.9	17.5
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	87%	84%	87%	86%	89%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,058,702
Government Provided DET Grants	\$472,312
Government Grants Commonwealth	\$8,944
Government Grants State	\$0
Revenue Other	\$9,389
Locally Raised Funds	\$124,062
Capital Grants	\$0
Total Operating Revenue	\$3,673,408

Equity ¹	Actual
Equity (Social Disadvantage)	\$59,163
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$59,163

Expenditure	Actual
Student Resource Package ²	\$3,093,675
Adjustments	\$0
Books & Publications	\$491
Camps/Excursions/Activities	\$77,063
Communication Costs	\$5,232
Consumables	\$99,048
Miscellaneous Expense ³	\$101,749
Professional Development	\$5,482
Equipment/Maintenance/Hire	\$116,124
Property Services	\$46,656
Salaries & Allowances ⁴	\$35,638
Support Services	\$25,819
Trading & Fundraising	\$31,376
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$507
Utilities	\$41,472
Total Operating Expenditure	\$3,680,331
Net Operating Surplus/-Deficit	(\$6,923)
Asset Acquisitions	\$14,293

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$402,297
Official Account	\$29,496
Other Accounts	\$0
Total Funds Available	\$431,793

Financial Commitments	Actual
Operating Reserve	\$92,299
Other Recurrent Expenditure	\$1,935
Provision Accounts	\$0
Funds Received in Advance	\$6,312
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$90,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$190,546

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.