

# 2021 Annual Report to The School Community



**School Name: Somerville Rise Primary School (5372)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 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 08 April 2022 at 02:28 PM by Nicole Fammartino (Principal)

- This 2021 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 29 April 2022 at 07:56 PM by Diane Robertson (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

#### Achievement

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

#### Engagement

Student attendance at school

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Somerville Rise Primary School is on the Mornington Peninsula and is located 10km southeast of Frankston. The school was opened in 1995 on the corner of Blacks Camp and Graf Rd Somerville. Well maintained, attractive and extensive indoor and outdoor areas, provide children with open space to play including adventure playgrounds, an oval, leafy courtyards, grassed areas and 4 basketball/netball courts. The school shares a boundary with Somerville Secondary College and a well-developed wetlands reserve. Also adjacent to our school is Blacks Camp Preschool which has a close association with our school.

In 2021 there were 191 students enrolled with workforce composition made up of two Principal Class (one principal and 0.6 acting assistant principal), 10 teachers including one general Learning Specialist, 1 Business Manager, 2 Office Staff and 4 Education Support Staff.

### SCHOOL VISION, PHILOSOPHY AND VALUES

Our school's vision is to foster excellence in learning and positive relationships which build the foundations for life success. We aim to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. Somerville Rise Primary School is proud of its achievements in creating a warm, harmonious and caring learning environment where students feel secure, happy and are highly motivated to learn. We aim to make the school a place where every child becomes strong and confident, having high self-esteem and high standards of academic achievement and social behaviour.

At Somerville Rise Primary School we promote 'Learning Together.'

The programs of and the teaching in this school will support and promote the principles and practices of Australian Democracy including a commitment to:

- An elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning.

The school community has developed a set of core values which underpin our relational learning philosophy.

These values are:

- \* Respect
- \* Integrity
- \* Service
- \* Empathy

At Somerville Rise Primary School we provide a comprehensive curriculum for all students from years P-6 following the Department of Education and Training (DET) curriculum guidelines-Victorian Curriculum which is based on the Australian Curriculum. We promote Positive Behaviours for Learning (PBL) by introducing, modelling, teaching and continually reinforcing the positive and social behaviours that are important in order to be a successful learner. Somerville Rise Primary School continues to be a leading school in the Respectful Relationships initiative and curriculum. More information on this initiative can be found at <https://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx>

The school community provides strong support for the school through active involvement in School Council, parent

groups and sub-committees, assistance in classrooms and with fundraising.

Our school recognises the importance of student wellbeing and provides pastoral care through connections with a variety of community agencies. Better Place Australia has an office on our campus and acts as a pastoral care service to our students and a triage service to local families needing support.

Our school offers a well-regarded student leadership program, a number of extra-curricular programs such as camps and water safety programs. Our school has strong links with the local community. An Outside School Hours Care program is operated by Camp Australia on the school site. For more information please visit our school website.

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## Framework for Improving Student Outcomes (FISO)

2021 was a review year for Somerville Rise Primary School, where our previous strategic plan goals were reviewed and reflected upon. New goals for our next strategic plan were also set along with Key Improvement Strategies to support the achievement of each goal.

- Improve student learning growth in literacy

KIS:

1a. Build teacher capability to effectively teach literacy.

1b. Improved use of assessment to inform planning for differentiation.

1c. Implement the Professional Learning Community initiative to improve the use of data to inform planning and improved teacher practice.

- Improve student learning outcomes in numeracy for all students

KIS:

2a. Improve teacher knowledge and skill to implement a numeracy curriculum that caters for all learners.

2b. Review, refine and embed the agreed Numeracy Instructional Model.

2c. Use the PLC initiative to build teacher effectiveness to plan for differentiated learning.

- Empower students to be active agents in their learning

KIS:

3a. Build a shared understanding of student voice and agency across the school community.

3b. Develop and implement a whole school approach to build students' capacity to self-regulate and self-monitor their own learning.

3c. Build staff capacity to co-design with and provide opportunities for students to exercise authentic agency in their learning.

As a result of the review findings and the heavy focus on working as a Professional Learning Community in our new strategic plan we appointed an additional Acting Assistant Principal with a focus on Teaching and Learning and coaching of our PLC leaders. In 2022 we have been accepted to participate in the PLC Initiative Professional Development.

COVID19 once again impacted our school year with ongoing restrictions and lockdowns meaning we were in and out of remote learning. Students and teachers adapted very well to the changes capitalising on new skills learnt last year. Google Classroom was used once again to push work out and communicate with students and families, and more direct teaching was offered via WebEx. This was in response to declining engagement and was well received by families who indicated their preference for more teacher contact via WebEx in one of our feedback questionnaires. Of those who responded to the survey, 78% said they preferred the WebEx direct teaching.

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## Achievement

### Numeracy

In 2021 teachers continued to implement the Unit Model of Immersion, Pre-testing, In class teaching, Booster groups, Problem Solving and Intervention to deliver open ended tasks and provide point of need explicit teaching. During these sessions students engaged in hands on tasks that linked to the concepts they were learning. The Little Explorers, play-based learning program, enabled students to apply their numeracy knowledge through the use of manipulatives and hands on task. During our review, the panel found that the practical application and exploration of numeracy concepts in the Junior classes resulted in students moving to Year 3 with improved numeracy knowledge.

Teachers use of data has improved through coaching received via the PMSS training and teachers now have regular conversations to examine student misconceptions. The review panel also found that the school's involvement in the PMSS initiative had resulted in improved teaching of numeracy.

### Literacy

In 2021 the Literacy team introduced the 6 + 1 traits of writing to all staff via a series of Professional Learning sessions. We also introduced The Writing Continuum assessment tool to examine student writing samples. The Writing Continuum is based upon The Victorian Curriculum Progression Points as well as the NAPLAN writing criteria. This continuum was used in conjunction with a data tracker that has allowed staff examine trends in strengths and needs across the cohort. To support teachers with familiarising themselves with this new assessment tool Collaborative Assessment sessions were conducted and we plan to do the same termly in 2022.

Other planned professional development sessions for 2022 include setting writing goals with students, along with planning mini lessons using the 6 + 1 traits. A whole school scope and sequence for writing and reading has been developed as a draft.

### Wellbeing

During 2021 Student Wellbeing was one of the main priorities for SRPS. Student learning and wellbeing was heavily affected by COVID-19 and remote learning. As a result, activities such as 'Mindfulness Meditation and Mindfulness Colouring' played a huge part of each student's daily routine. SIT team members completed the 'Berry Street' training and from this the Wellbeing Team created our morning circle program, 'Rise & Shine'. The program was aimed at building relationships and connectedness to school. Rise & Shine was used in remote learning as a tool to ensure that teacher/student and peer relationships were maintained.

Despite another interrupted year of learning the school continued to move forward with the implementation of SWPBS. This was transferred to home learning with all families receiving a copy of the 'Home Learning Matrix' to ensure that high learning and behaviour expectations were continued. Work also continued to ensure that everything was in place for our Tiered Fidelity Walkthrough. This went ahead in August and the school achieved a score of 80%, which was well above the score required to pass. In term 4 extensive evidence was collected and submitted as part of the application for an SWPBS Bronze Award. SRPS received a score of 16/16 which was a true reflect of all of the hard work and dedication over the past 4 years.

### HAPL

The High Abilities Program

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## Engagement

We began 2021 with a focus on developing relationships and engagement via a two week program designed to provide 'team building' opportunities. This involved establishment of classroom routines and behaviour expectations and allowed for students to have a say in these structures. This work was apart of our ongoing implementation of the SWPBL.

Our 2021 Student Attendance data has been greatly impacted by the COVID-19 pandemic and remote learning with average number of absences per student increasing to 22.5 (18.1 in 2020). A lot of this was due to students disengaging with remote learning after another extended lockdown. In response with provided a range of online clubs

that students from all year levels could access, including cooking coding, yoga and song writing. We also offered online assemblies to remain connected as a school.

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## Wellbeing

Our school modified the delivery of health and wellbeing supports to students and their families in response to remote learning. Our Education Support Staff conducted weekly check ins with vulnerable students deemed to be requiring extra support.

Weekly Wellbeing meetings consisting of a teacher representative from each sub school, (junior, middle and senior) who met to discuss the wellbeing and supports required for identified students. Department Student Support Officers attended weekly wellbeing meetings to source additional resources or Professional Development (PD) to meet the needs of the school.

Student Support Group (SSG) meetings took place via WebEx which enabled greater attendance at these meetings and is a platform that the school will continue to use. Better place Australia was supporting students to become more resilient, to empower them to enjoy healthier relationships, by building their skills and knowledge, giving guidance and tools, and supporting them through challenging times.

The Respectful Relationship curriculum continued to be explicitly taught during the remote learning period. Staff attempted to schedule regular breaks and continue to have a lot of laughs as well as foster tight, supportive partnerships in order to get the community through the pandemic.

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## Finance performance and position

We finished 2021 with \$236,467.57 in the bank of which \$154,995.71 is committed to the following:

- Student Welfare Program
- Planned Maintenance Programs
- Bridging the Divide Program
- Integration Program
- Maths PDs
- Swimming and excursions
- Unallocated CSEF and unallocated Family Receipts
- Fundraising money saved for future projects
- Early Years Koorie Literacy & Numeracy Program
- Student Excellence Program

All buildings and grounds were maintained to a high standard to ensure a safe and attractive learning environment. All curriculum programs were resourced appropriately ensuring that spending was targeted and prioritised according to our strategic plan goals. School Council via the Finance Subcommittee are diligent in their duties of endorsing all expenditure and approving the schools Cash Budget.

The Mornington Peninsular Shire Chaplaincy Grant of \$1,925 was use toward a Chaplain on site to support students' wellbeing as they return to on site learning. The MPS also supported our staff Berry Street Training by paying for the CRT to allow staff to attend the PD. We received \$10,000 that is targeted to the roof maintenance in 2022 and a further \$20,000 towards internal building maintenance such repairing and polish the gym floor and lighting though out the school. We won Minor Capital Works Funding to the sum of \$66,120 which was used to refurbish all our student toilets. \$4,082.00 was given for the Bridging the Digital Divide Program to assist leasing new laptops during COVID. We

## Somerville Rise Primary School

received \$10,500 from the Sporting School Grant for the year. The sports chosen for the year were Netball, Soccer, AFL and Athletics. Each term, professional coaches came on site to run clinics for students and extra sporting equipment was also purchased.



# 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.

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 187 students were enrolled at this school in 2021, 76 female and 111 male.

0 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).

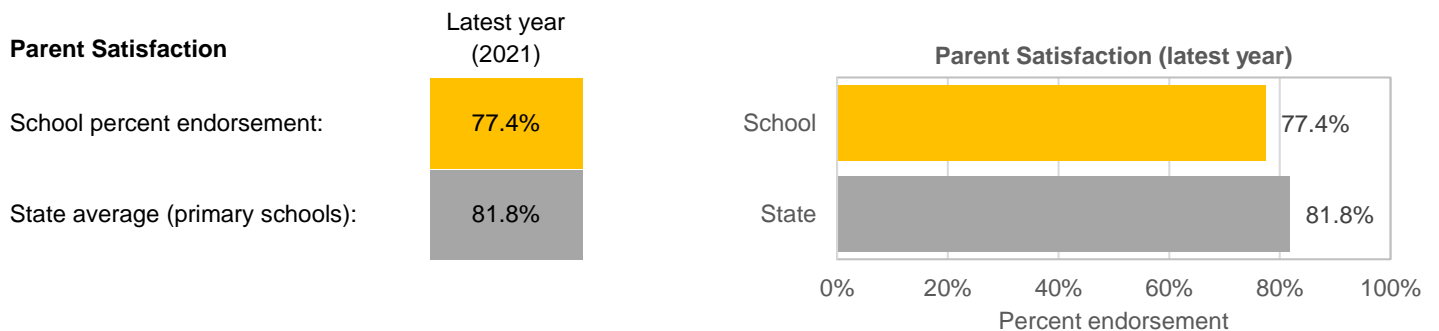
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

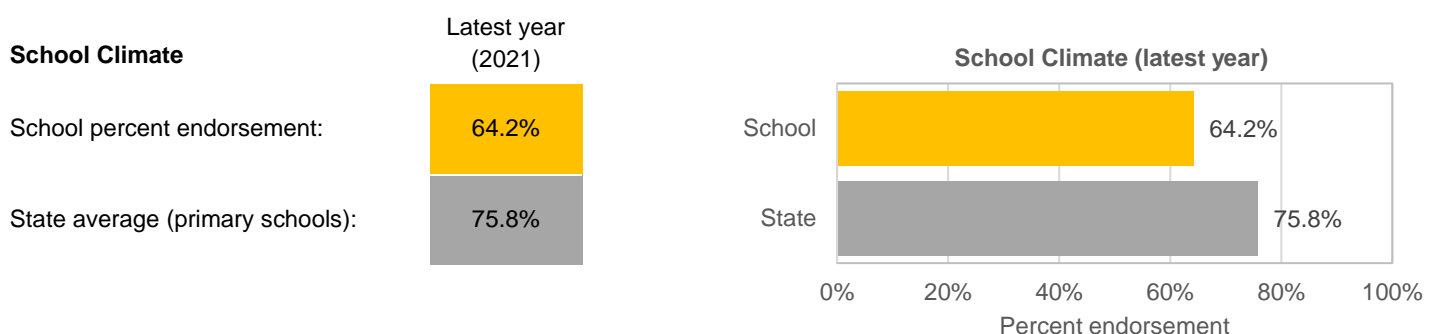


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

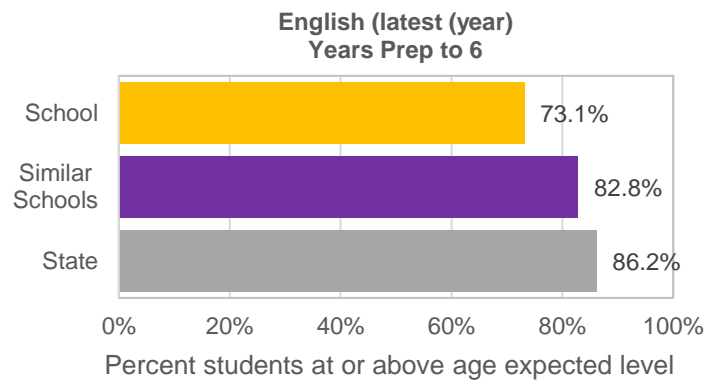
73.1%

Similar Schools average:

82.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

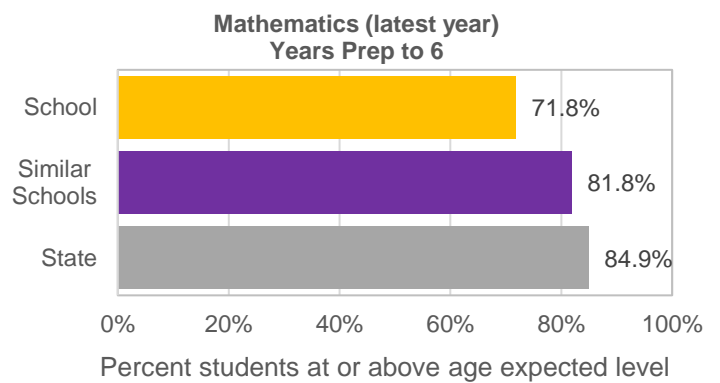
71.8%

Similar Schools average:

81.8%

State average:

84.9%



**ACHIEVEMENT (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.

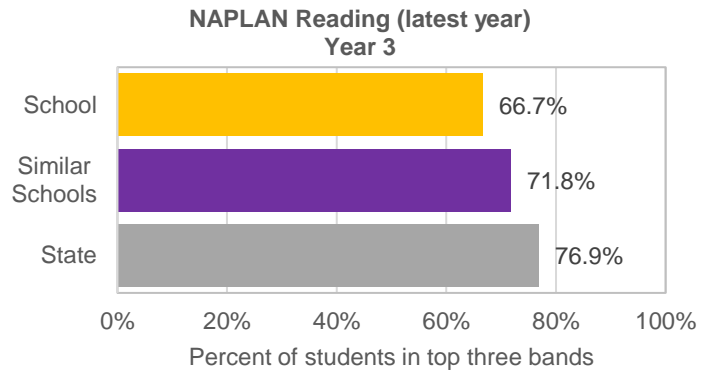
**NAPLAN**

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 2018, 2019 and 2021 data.

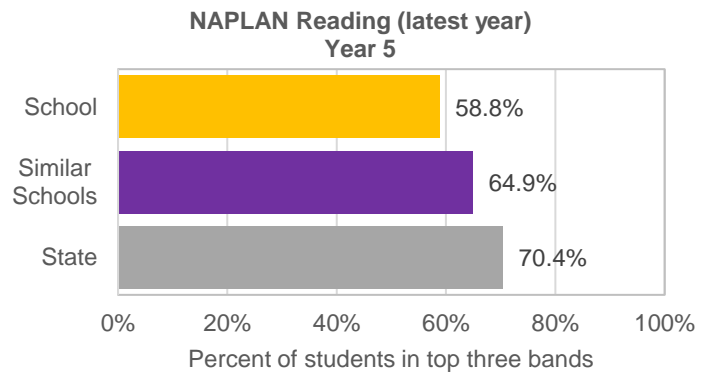
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	68.6%
Similar Schools average:	71.8%	70.5%
State average:	76.9%	76.5%



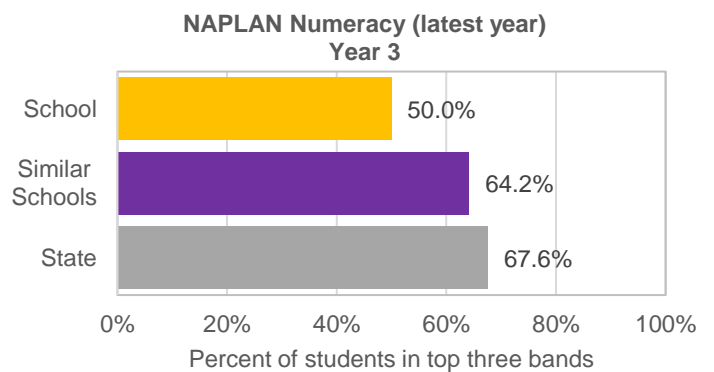
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.8%	60.0%
Similar Schools average:	64.9%	64.6%
State average:	70.4%	67.7%



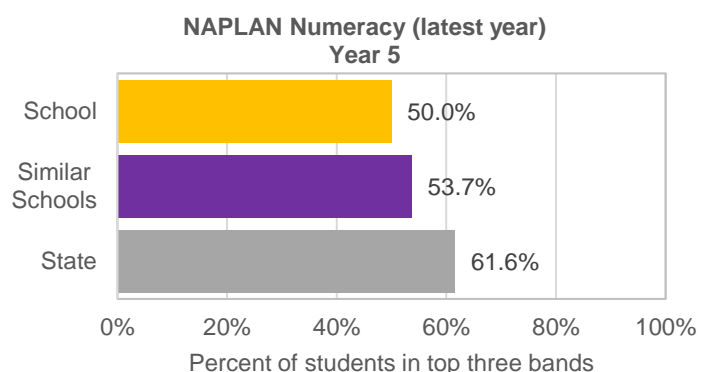
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	64.4%
Similar Schools average:	64.2%	64.6%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	46.3%
Similar Schools average:	53.7%	52.4%
State average:	61.6%	60.0%



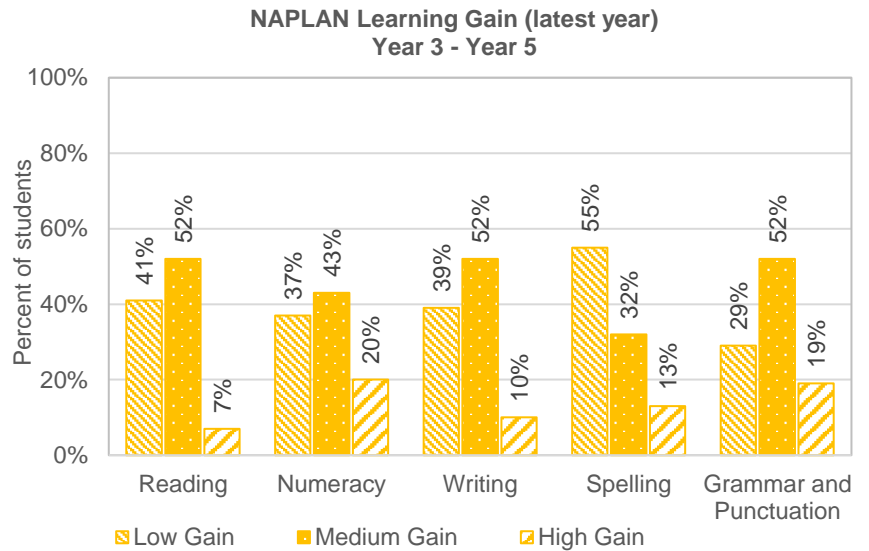
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	41%	52%	7%	22%
Numeracy:	37%	43%	20%	22%
Writing:	39%	52%	10%	20%
Spelling:	55%	32%	13%	18%
Grammar and Punctuation:	29%	52%	19%	20%



## ENGAGEMENT

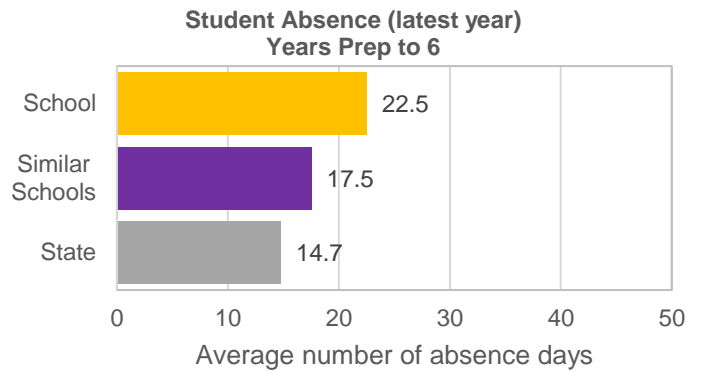
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	22.5	18.9
Similar Schools average:	17.5	16.2
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	88%	90%	85%	91%	88%	90%	88%

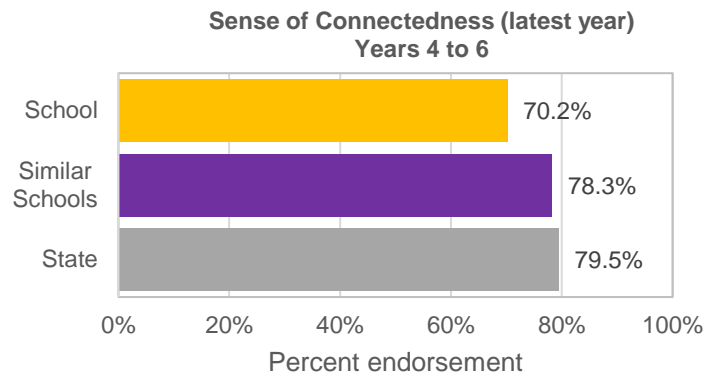
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	70.2%	68.1%
Similar Schools average:	78.3%	78.6%
State average:	79.5%	80.4%

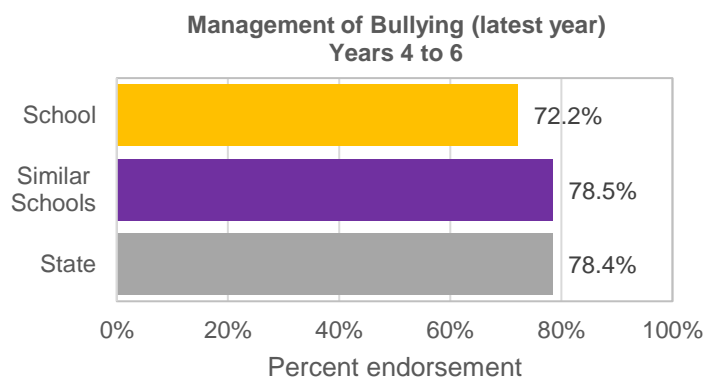


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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 (2021)	4-year average
School percent endorsement:	72.2%	72.9%
Similar Schools average:	78.5%	79.4%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,035,638
Government Provided DET Grants	\$271,388
Government Grants Commonwealth	\$10,695
Government Grants State	\$0
Revenue Other	\$41,500
Locally Raised Funds	\$69,861
Capital Grants	\$66,120
<b>Total Operating Revenue</b>	<b>\$2,495,202</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$66,434
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$66,434</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,035,638
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$4,481
Communication Costs	\$4,897
Consumables	\$21,358
Miscellaneous Expense <sup>3</sup>	\$20,339
Professional Development	\$37,122
Equipment/Maintenance/Hire	\$44,192
Property Services	\$27,272
Salaries & Allowances <sup>4</sup>	\$44,946
Support Services	\$95,001
Trading & Fundraising	\$11,520
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,239
<b>Total Operating Expenditure</b>	<b>\$2,373,006</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$56,076</b>
<b>Asset Acquisitions</b>	<b>\$65,820</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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$209,302
Official Account	\$27,166
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$236,468</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$54,282
Other Recurrent Expenditure	\$2,816
Provision Accounts	\$0
Funds Received in Advance	\$43,577
School Based Programs	\$31,809
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,745
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$74,048
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$209,277</b>

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