

# 2023 Annual Report to the School Community

School Name: Toora Primary School (2253)



- 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 17 April 2024 at 02:25 PM by Luke Haustorfer (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 23 May 2024 at 04:13 PM by Tara Hollier (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

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

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

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

# About Our School

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## School context

Toora Primary School (TPS) is a rural primary school situated in South Gippsland, southeast of Melbourne.

Enrolments at census in February 2023 were 69 students, an increase of twelve students from 2022. The increased enrolments required us to increase from a three to a four-class structure (Prep, 1/2, 3/4 and 5/6). Our SFO for 2022 was 0.5896, and our ICSEA was 949. Our Distribution of Socio-Educational Advantage (SEA) saw 45% our students in the bottom quarter, 38% in the lower middle, 13% in the upper middle and 5% in the top quarter.

Staff for 2023 consisted of a Principal, Learning Specialist (0.4), four Classroom Teachers, Tutor, Specialist PE Teacher (0.1) Business Manager (0.7), Wellbeing Officer (0.6), two Integration Aides (EFT 1.8), Groundskeeper (0.2) and a visiting MARC Specialist for three hours per week. Overall, we had 13 staff, with an EFT 9.6 in 2023. TPS did not have any staff that identify as Aboriginal or TSI in 2023.

The school provides an approved curriculum framework based on the Victorian Curriculum and differentiated to meet student needs. Specialist subjects include Art, Physical Education, Science, Spanish, Kitchen Garden and Digitech. Our regular extra-curricular activities include school camps, excursions, and theme days. Because we firmly believe that it is our job to develop the whole child, we have developed strong values that underpinned everything that we do. (Be Safe, Be Fair, Think, Learn and Care). All staff at TPS work hard to provide an exemplary literacy and numeracy program, encourage the development of social skills and relationships, and nurture our students' talents. Our local community is proud of our school where all children are known individually and our staff are enthusiastic and committed to ensuring our students attain a high level of academic achievement.

The school continues to be a part of the Corner Inlet Learning Alliance (CILA) consisting Foster, Fish Creek, Welshpool, Tarwin Valley and Tarwin Lower primary schools for sport, cultural activities, and professional development for staff.

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

### Learning

Our student learning focus in our current strategic plan is around differentiating learning so that we minimise the number of students achieving below expected levels and enable and provide suitable level of challenge and support for all students. In order to achieve this our focus included: reviewing and refining assessment and enhancing teacher knowledge of curriculum and pedagogy. Sitting alongside this, classroom teachers focused on developing a growth mindset in students' approach to literacy and numeracy.

#### Mathematics

In 2022 engagement with professional development - "Leading Differentiated Learning in Mathematics" directed teacher focus toward designing open-ended problem solving activities on a weekly basis and using enabling and extending prompts to further refine differentiation for individual students.

Teachers worked collaboratively on developing a shared understanding of problem solving and continued weekly problem solving sessions in the classroom. Students became increasingly adept and confident at engaging with problem solving maths as time progressed.

In 2023 Di Siemon's series of workshops on the 'Big Ideas in Mathematics' segued seamlessly into the work being undertaken. The big ideas, teamed with PAT Maths Assessment provided a more comprehensive assessment repertoire for the school to meet students at their point of need.

Embedding this work into the delivery of Mathematics Victorian Curriculum 2.0 will be a focus in 2024.

#### Writing

Exploration of the 6 + 1 writing traits and the NAPLAN writing guide enabled classroom programs to build on writing strengths and makes explicit for students what defines effective writing. Moderating writing together, ensured teacher judgements were consistent and enabled teachers to identify patterns of strengths and challenges in students' writing.

The school adopted the 'Little Learners Loves Literacy' program for prep students to provide a comprehensive foundation in phonological awareness and phonics knowledge. This program provides a strong foundation for students to move into the Sound Waves spelling program.

In 2024 staff will explore the Seven Steps writing program to further build and support the school's writing curriculum.

### Wellbeing

Our 2023 focus for student wellbeing was to implement The Resilience Project (TRP) at our school, with the aim to increase student positive endorsement Attitudes to School Survey factors for *sense of confidence* and *teacher concern*.

To support the implementation, teachers engaged in professional development throughout the year to deliver the program effectively and consistently. The classroom program was delivered in a weekly one-hour session using resources and workbooks provided by the program. Information was shared with parents with opportunity for them to understand and engage with the three pillars of gratitude, empathy and mindfulness.

Below are our 2023 Attitudes to School Survey positive endorsement results for *sense of confidence* and *teacher concern*:

	<b>Our School</b>	<b>Similar Schools</b>	<b>Network</b>	<b>State</b>
<b>sense of confidence</b>	84%	79%	78%	76%
<b>teacher concern</b>	89%	78%	77%	73%

As can be seen by the above, our school performs well above similar schools, our Network and the State on these two metrics, which is a fantastic result.

Other wellbeing initiatives, not capture in our Annual Implementation Plan (AIP), include:

*Sorry Day* – we invited members of the Wulgunggo Ngalu Learning Place to our school to discuss the importance of Sorry Day to Aboriginal and Torres Strait Islander people, and first nations culture with our students. Students participated in singing, dancing and played traditional games, before closing off with a smoking ceremony.

*Horse Program* – In the second half of 2023, we spent time developing a Horse Program called *Go to School with Blika, Guthny and Gidga*, for implementation in 2024. Our principal and Student Wellbeing Officer spent time liaising with the founder of the Program, Ross McCaw, and had input into the development of the program. We foresee this being a wonderful program that will have many positive outcomes for our students.

## Engagement

### Attendance

A significant focus on attendance in 2023 led to an improvement in our attendance rate, with our average number of absences per student decreasing from 32 days in 2022 to 25 days in 2023. Strategies that we implemented throughout 2023 included continuing to send automated text messages for unexplained absences, enabling parents to log into the Compass parent portal to submit attendance notes and placing regular reminders in the school newsletter, on social media and news items through Compass about the importance of regular attendance. Phone calls were also regularly made to families of students with unexplained absences. Whilst our attendance rate improved in 2023, further reducing our student absences will be a priority for our school in 2024.

### Engagement

Our school places the utmost importance on student engagement and as such we implemented several strategies to maintain a high level of connectedness to school.

*Prep Transition Program* - Our 2024 prep transition program ran throughout the year, beginning with Kinder visits in Term 2, and culminating with an 8-week, pre-prep program in November and December.

*House Groups* – due to increased enrolments, we have been able to re-establish school house groups. Through consultation process with students, we established three houses, named after animals that can be found locally. The houses are:

Kookaburra/Gwak (green), Kangaroo/Jirrah (red), and Platypus/Barlajan (purple).

*Family Science Night* – early in Term 4 we hosted a family science night, that included a science presentation and two interactive workshops for our students and their families. This was a wonderful evening that brought our whole school community together and enabled students to share a learning experience with their parents and siblings.

## Other highlights from the school year

### School camps and excursions

Our Grade 3/4 students enjoyed a 3-day camp at Forrest Lodge with students from Welshpool and District and Tarwin Lower Primary Schools. Our grade 5/6 students enjoyed two camps last year, a 3-day DOXA Camp to Melbourne and a 5-day camp to Mount Buller, which was a fully-funded Positive Start camp. Both camps were in conjunction with Welshpool and District and Tarwin Lower Primary Schools, whilst Fish Creek and District Primary School also joined us on the 5-day camp.

Our Grade Prep-2 students enjoyed a whole school excursion to Port Welshpool, where we hiked, played on the beach, fished and ate chips. This was a wonderful shared experience for these students, which was drawn upon back in the classroom.

### Community Partnerships

*Leongatha Gymnastics Cub* -We continued our partnership with Leongatha Gymnastics Cub to offer gymnastics lessons to primary aged children of the Corner Inlet area. This has been a fantastic partnership, and the students really enjoyed participating in a free lesson each week. This partnership will continue in 2024.

*Community Garden* - Our Partnership with Corner Inlet Landcare and Toora Produce Share to establish a community garden on school grounds came to fruition in 2023, with many garden beds established and the old bike shed converted into a greenhouse. The garden is in a section of the yard that is out of bounds to the students, which makes it ideal for this purpose.

*The Hub* - Our Partnership with Manna Gum Community House, established in 2018, to provide The Hub program continued in 2023. This program benefitted from the appointment of a new facilitator, who brought fresh ideas to the program, which in turn led to greater involvement.

#### **Whole School Events**

We ran our highly successful Colour Run event, which has been running since 2020. The purpose of this event is to provide a fun, family-friendly and child-centred event for students of Toora PS and neighbouring schools. This event is very much dependent on the support of our school community, and it is fabulous that our school community gets behind this event to make it so wonderful.

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## **Financial performance**

Overall, our school is in a very sound financial position.

Considering all revenue, our reconciliation of the 2023 SRP showed we carried forward a surplus of \$ 3,643.

Our school currently have a School Council License Agreement – Outside School Hours Care Service in place with TheirCare, with an initial 2-year contract signed in May 2021 (commencement date of July 12, 2021) and a 12-month extension signed in July 2023. This agreement requires our school to pay TheirCare \$50,000 (plus GST) per year for OSHC services which are paid for out of the OSHC Establishment Grant we receive.

In addition to our SRP, throughout 2023 we received Sporting Schools grants of approximately \$6,000, and our Parents' Club also raised approximately \$3,000.

All of the \$468,168.84 that we carried forward is also committed to various projects, including equipment replacement and upgrades to facilities.

**For more detailed information regarding our school please visit our website at**  
<https://tooraps.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 69 students were enrolled at this school in 2023, 32 female and 37 male.

0 percent of students had English as an additional language and 18 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).

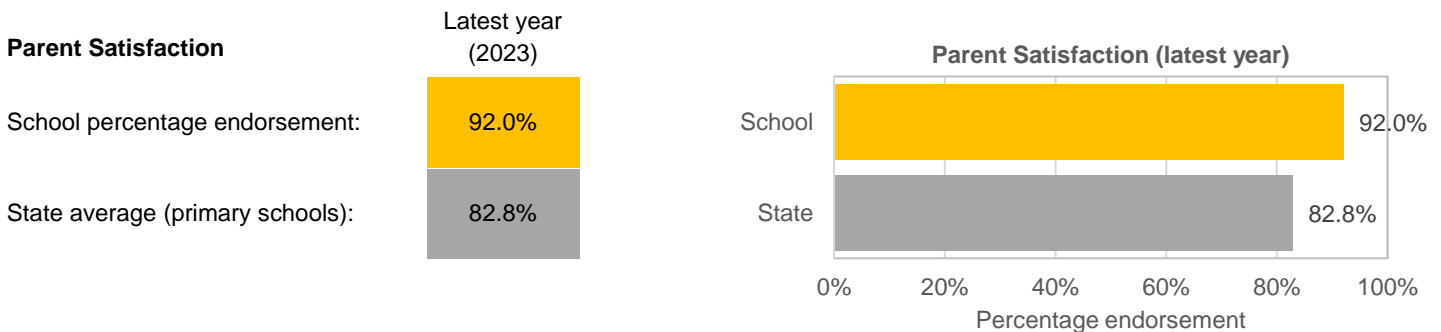
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The 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.

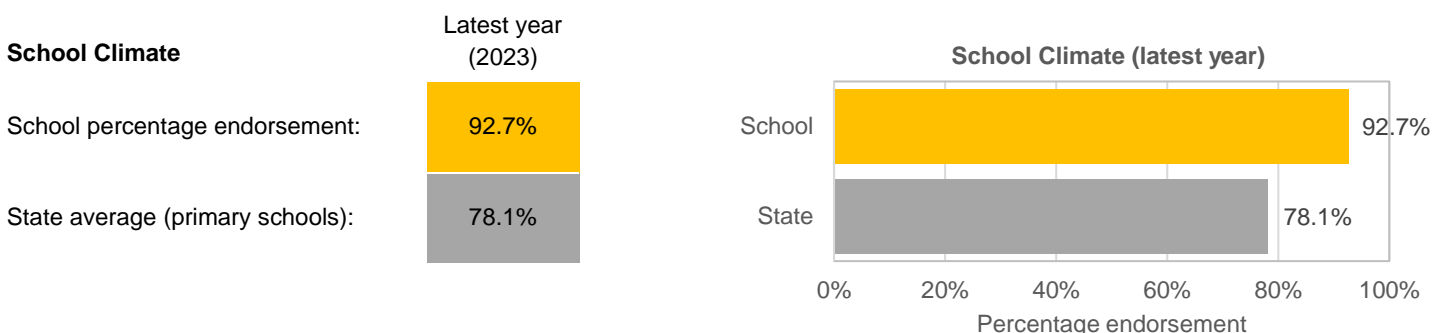


### School Staff Survey

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:

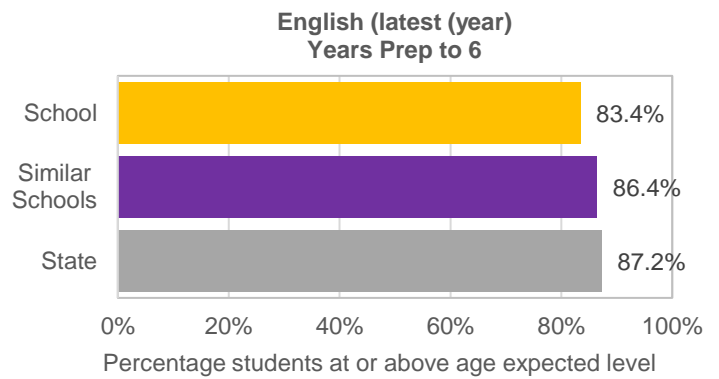
83.4%

Similar Schools average:

86.4%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

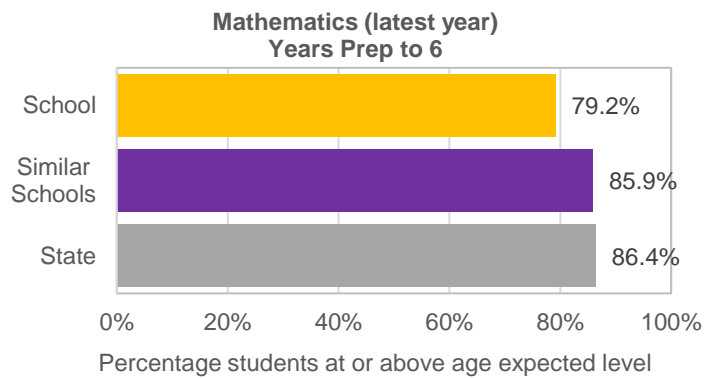
79.2%

Similar Schools average:

85.9%

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:

41.7%

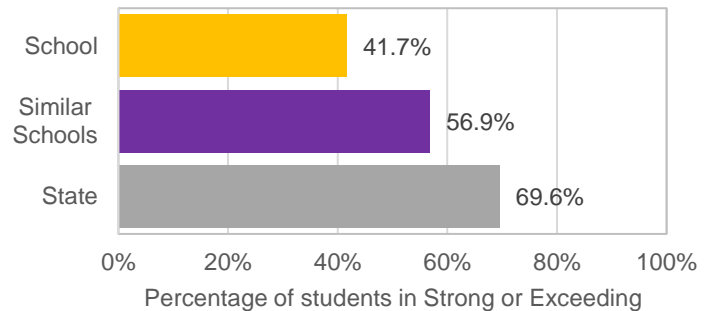
Similar Schools average:

56.9%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.4%

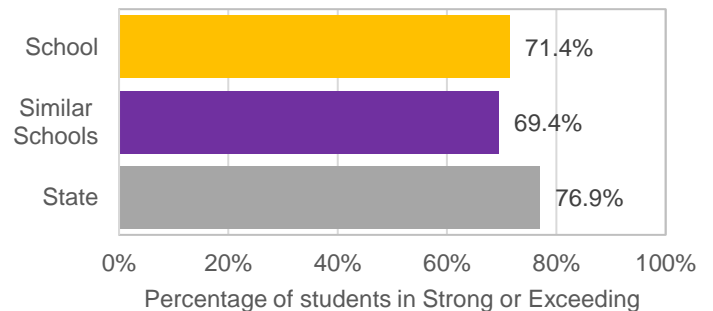
Similar Schools average:

69.4%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.8%

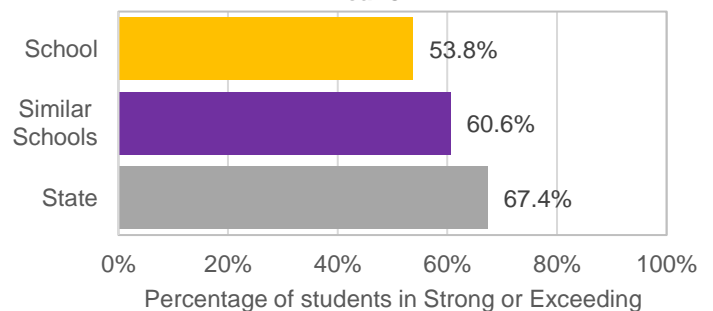
Similar Schools average:

60.6%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

25.0%

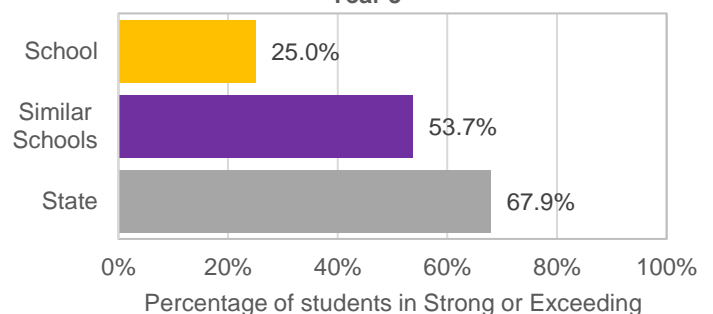
Similar Schools average:

53.7%

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:

40.0%

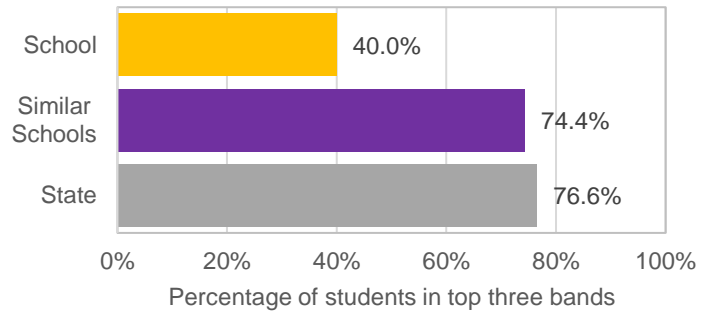
Similar Schools average:

74.4%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.0%

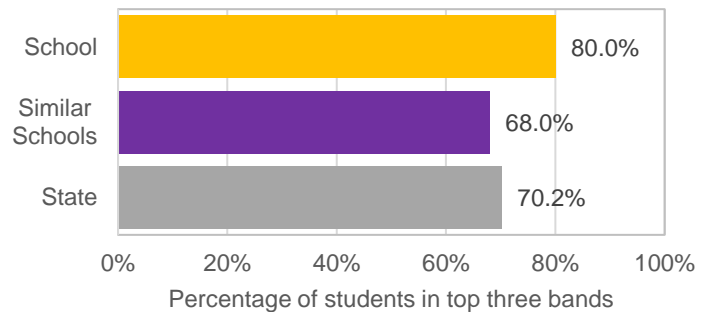
Similar Schools average:

68.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

40.0%

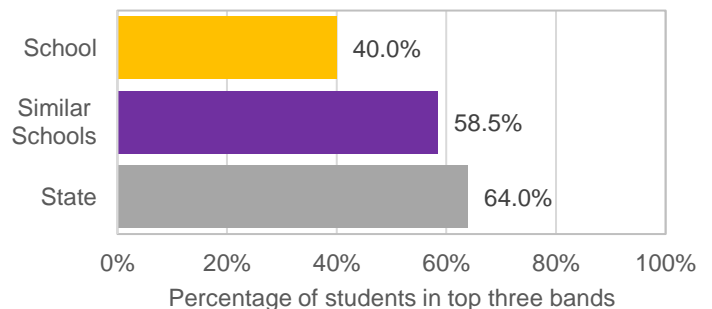
Similar Schools average:

58.5%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.0%

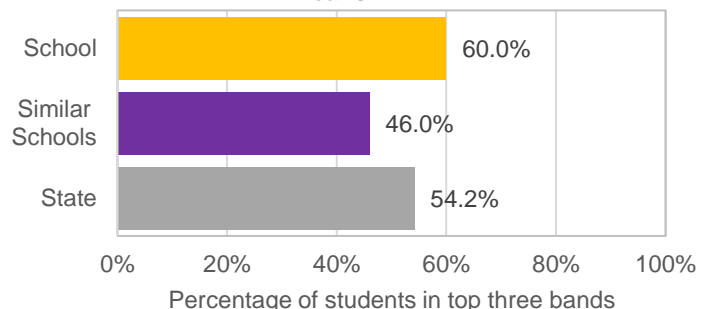
Similar Schools average:

46.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

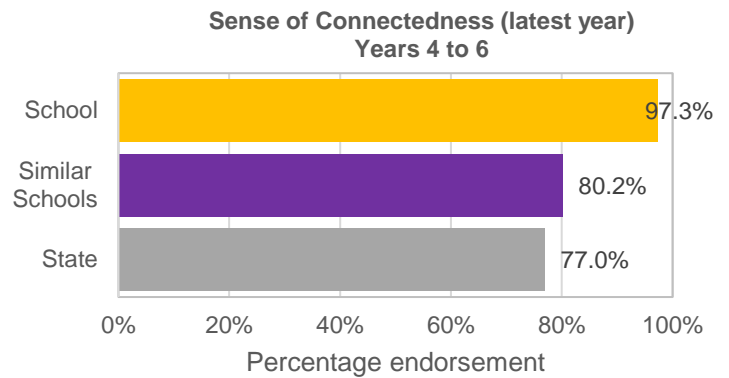
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	97.3%	92.3%
Similar Schools average:	80.2%	81.8%
State average:	77.0%	78.5%

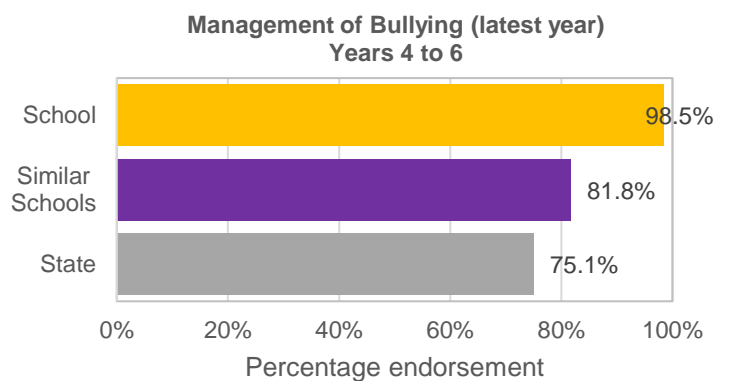


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	98.5%	97.1%
Similar Schools average:	81.8%	83.4%
State average:	75.1%	76.9%



## ENGAGEMENT

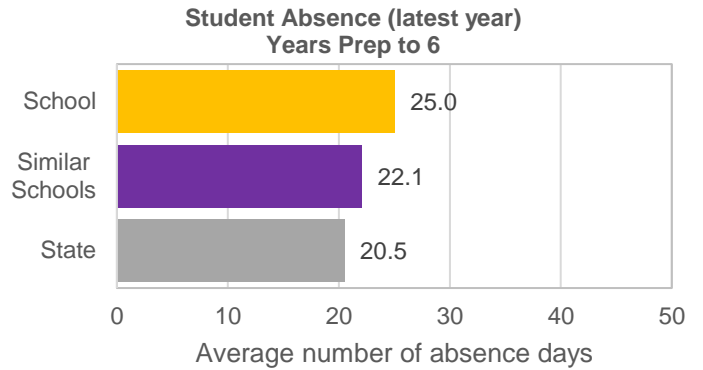
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	25.0	24.1
Similar Schools average:	22.1	19.7
State average:	20.5	18.1



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	87%	86%	80%	84%	95%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$924,535
Government Provided DET Grants	\$391,729
Government Grants Commonwealth	\$3,400
Government Grants State	\$0
Revenue Other	\$45,846
Locally Raised Funds	\$19,726
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,385,237</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$51,147
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$51,147</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$917,290
Adjustments	\$0
Books & Publications	\$282
Camps/Excursions/Activities	\$5,200
Communication Costs	\$1,696
Consumables	\$56,816
Miscellaneous Expense <sup>3</sup>	\$8,195
Professional Development	\$697
Equipment/Maintenance/Hire	\$18,423
Property Services	\$111,225
Salaries & Allowances <sup>4</sup>	\$49,724
Support Services	\$15,360
Trading & Fundraising	\$80,303
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,050
<b>Total Operating Expenditure</b>	<b>\$1,280,261</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$104,977</b>
<b>Asset Acquisitions</b>	<b>\$56</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$398,350
Official Account	\$59,664
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$458,014</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$45,771
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$97,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,014
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$230,000
Maintenance - Buildings/Grounds > 12 months	\$70,000
<b>Total Financial Commitments</b>	<b>\$503,784</b>

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