

2020 Annual Report to The School Community



School Name: Caulfield Junior College (3820)



- 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 2020 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 30 April 2021 at 07:31 AM by Chris Chant (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 08:05 AM by Joseph Chang (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Established in 1914, Caulfield Junior College is located approximately eleven kilometres from the Melbourne Central Business District. The school has a bi-national program that is accredited to deliver both the Victorian and French curriculum in accordance with the Victorian Department of Education and Training (DET) and the French Ministry of Education's standards and practices. The school enrolment includes students undertaking the accredited French program within the French Bi-National Program (FBP). The FBP is overseen by the Agency for French Education Abroad (AEFE). The school is balanced by our local community, many of whom access the Hebrew Immersion Program as an adjunct to their children's learning.

Vision

At Caulfield Junior College, all students are empowered to learn and achieve, experiencing high-quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. We embrace diversity and are proud to provide a multilingual setting that enhances learning for everyone.

Values

In light of feedback from our school review in 2018, the school community has revisited our values. In consultation with staff, students and community, our values are:

- Honesty
- Empathy
- Respect
- Optimism

The values are represented by the acronym 'HERO', a concept that is commonly understood amongst the school's multicultural community. The school has an ongoing commitment to work with The Resilience Project and aligns with the Department's priority target of raising happy, healthy and resilient students.

Leadership Team includes Principal, Assistant Principal and French Director

Teachers - 25 Full time and 11 Part-time staff

9 ES staff full time and 2 part-time staff

1 Leading Teacher position- Curriculum, 3 Learning Specialists in Professional Learning Community development and supporting the French program, Wellbeing Coordinator, IT manager Intervention Program Leader, and Tutor positions.

Framework for Improving Student Outcomes (FISO)

Building practice excellence extensive work was undertaken around improving teacher capacity and a focus on the learning intentions and success criteria for each lesson ensured staff were making improvements around their classroom instruction.

Curriculum planning and assessment teams worked with greater collaboration and within designated times to refine this work. We have planned to access a Professional Learning Community (PLC) project in 2021 to support this work. Community engagement during the period of this Annual Report became critical as we needed to deliver Remote and Flexible Learning. Parent communication and connection to their student's classroom became a focus for the teaching and administration staff at the school in 2020.

The health and well-being of our students was a key component of the work undertaken in 2020. Resources were allocated to fund well-being staff, online resource provision and curriculum materials were made available electronically and on-site staff were employed to engage and support the large numbers of school-based learners during the period of the lockdown.

Building leadership teams through an ongoing commitment to the development of leadership capacity across the

school have been highly successful and will be a continued focus in 2021. Instructional and shared leadership has developed through an ongoing commitment to the development of leadership capacity across the school has been highly successful in 2020. Key improvement strategies from the FISO framework are being put in place to support the development of an improved learning and teaching model with a focus on High Impact Teaching Strategies and the Five Es Instructional Model. This ongoing work will support all students and be an integral part of the focus on improving the level of all student outcomes.

Ongoing commitment to the development of leadership capacity across the school has been highly successful in 2020 and saw our teams able to function effectively during the extended periods of Remote and Flexible Learning. Empowering students and building school pride - Students were supported in their increased engagement with whole school events and opportunities across the school year. Students initiated their own online weekly assembly to broadcast into student homes to celebrate the achievements made across the student cohort during the COVID lockdown period.

Learning Specialists implemented Instructional Walkthroughs, observing teachers teaching and providing constructive feedback based on their observations. Professional Learning was implemented so staff had an understanding of the process; this included how to give and receive feedback. Learning Specialists also taught modeled lessons in Writing and Mathematics to graduate teachers to build their capacity and support their VIT registration.

Achievement

In 2020 the school continued working on its Strategic Plan goal of maximizing the learning and growth in Literacy and Numeracy for each student. This work is reflected in the Annual Implementation Plan focus and the efforts made by teams of staff to develop a whole school instructional model. This important work has established a degree of consistency across the school, aligned curriculum planning documentation, and supported student learning during this period. The use of student performance data was also enhanced for individual staff and teaching teams with focussed professional learning and coaching by Learning Specialists.

Our school continues to deliver a mandated Victorian curriculum and a French National Curriculum.

The learning achievements of our students during the Remote and Flexible Learning program need to be acknowledged and the parent engagement in the child's learning ensured this period of interrupted learning was as successful as possible.

During the Remote and Flexible Learning period staff used a wide range of learning experiences and related assessments to determine student performance. Extensive use of online learning platforms, small group work, and individually differentiated programs supported students during the 2020 school year. Much of this work continues to be improved as the children have returned to onsite learning.

Staff connection to their learning teams and to the colleagues was a huge part of the successful delivery of the remote and flexible learning program.

Students responded well to self-directed and project-based learning tasks during the remote learning period. In 2021, we plan to incorporate more project-based learning into our curriculum.

Caulfield Junior College continues to maintain a high level of academic performance and is at or above state average achievements across all levels of the school based on the teacher's assessment and judgement of student learning. Our dedicated and highly professional teaching teams plan the delivery of the Victorian and French Curriculum in a sequential, structured, differentiated, and broadly assessed program.

Our performance data highlights that our students achieve at high levels across the entire school and exceed the state median significantly in the teacher judgement of student achievement performance measure in both Literacy and Numeracy.

In 2020 the school continued to provide structured intervention programs that ensure all children are provided with quality learning opportunities. During 2020 leadership teams continued to work with teaching teams and support teachers to further develop units of inquiry that integrate both the French and Victorian curriculums. Literacy and numeracy planners were used to support the implementation of units of inquiry for their year levels. During remote learning, staff were able to utilize online resources for content delivery and assessment and consequently develop new

ways of differentiating for students.

Refinement of the new assessment schedule and reporting template continued during 2020. This was supported with professional learning across the Victorian and French Curriculums with the development and refinement of the assessment schedule and the development of a two-year Scope and Sequence Planner for units of inquiry. A success for our staff has been the use of data to support curriculum planning.

Our whole school Transition Program continues to receive positive support from the parents and was improved based on parent feedback.

Individual Learning Plans were developed for students across the school. Students who received funding from the Program for Students with Disabilities (PSD), are in out-of-home care, or have an ATSI background are required by DET to have a plan developed and regular Student Support Group (SSG) meetings throughout the year. In 2021 there will be a focus on broadening the criteria for students who are working towards the expected level and for those working 12 months or more above the expected level of the curriculum.

Staff have been using shared planning and meeting times to focus on student data at shared, collaborative meetings with the planning focus to be on supporting and developing a differentiated curriculum for all students across the school.

Our student achievement data remains consistent (against historical trends at the school) and the AIP also addresses key areas for improvement in student learning. The school has maintained a consistent workforce plan and this will bring consistency and an element of predictability to the school at a time of significant change.

A team of staff continues to address the implementation of a sequential and integrated French assessment schedule. NAPLAN testing was not undertaken during 2020.

Engagement

Student attendance data in 2020 indicates consistent attendance rates across all year levels that are comparable to the 2019 attendance figures. Additional work by staff and the school administration has created greater levels of accountability for student absence and lateness. All attendance is recorded on COMPASS, providing a streamlined process to manage attendance, as well as an easy way for any staff member to check attendance, such as the Student Wellbeing Officer.

Students who are away from school for longer periods have been provided with student learning plans that were implemented across the school during 2020. Extended periods of Remote and flexible learning were challenging for students, their families, and the staff at the school. The efforts made by everyone to engage in the learning programs, connect with classes and work remotely has been a hurdle but has been managed by all involved.

The unique structures and focus of the school allow students in the French Binome to develop their understandings and learnings across the aligned curriculum. CJC continues to be very well supported by our parent community, including the School Council, Parent Committee, and increasing numbers of volunteers who continue to support all school programs and events with their time, expertise, and resourcing.

Staff continue to work more collaboratively with work being focused on curriculum planning and the use of assessment data. Whole-school professional development, well-being programs, and curriculum planning of Inquiry units have supported this work. Some highlights have included

- During 2020 the school has continued to work with the Resilience Project and strengthened student understanding, community awareness, and built staff capacity. This work was critical in the 2020 learning period.
- Built 'student voice and agency' into the curriculum and this work will continue into the 2021 learning year.
- Used DET and Network resources to support students, staff, and the community during the 2020 school year.
- Increased the frequency of community communication to ensure families were informed about new COVID guidelines and expectations.

The development of the teaching and learning model has focused on a consistent instructional approach. A key feature of this work in 2020 continued to focus on the engagement of all students.

Wellbeing

Caulfield Junior College promotes and supports a positive culture of inclusion, respect, and the support of others. Our consistent and proactive approach to student wellbeing through school-based programs encourages students to take ownership of their behaviour and their positive interactions with others. Student behavioural, social, and emotional needs are quickly addressed through support and intervention from our school psychologist, student wellbeing manager, and principal class staff.

In 2020 DET staff facilitated professional learning for Caulfield Junior College staff in accessing student services, supporting students with complex needs. Behavioral Management Plans were written and implemented for students as required, these supported the Individual Education Plans created by staff to support specific wellbeing and learning needs of students.

Program for Students with Disabilities and Student Support Group meetings continued during 2020. The work of the school nurse, Educational Support staff, and the Student Wellbeing Team continued to work in supporting students via timetabled release to work with students daily.

CJC is an accredited e-Smart school and has a strong and ongoing focus on anti-bullying and cyber safety offering regular instruction to students, staff, and parents.

A Technology team was established and an external provider employed to build the capacity of all staff in learning and teaching in an online environment. Parent information sessions continue to support the cyber-safety partnership.

During 2020 the wellbeing of our students has been supported by the following actions:

- Ensuring that the transition program addresses the needs of students entering or leaving the school at any point from Prep to Year 6.
- Refining the student class allocation arrangements and the in-school transition processes.
- Using a centralised electronic management system to record student achievement, produce parent reports, and maintain student welfare information.
- Formalising the handover of student histories from year to year, including data from students in Intervention Programs.
- A .8 Well-Being officer continued to work across the school, with staff, students, parents, and this high level of support ensured student wellbeing remained a clear focus during the lockdown period.
- Regular wellbeing check-ins and information sharing for families during the Remote and Flexible Learning program.
- The Resilience Project continued to operate across all classrooms and was supported by ongoing professional development.

Additional staff were added to support the onsite learning program for students during work from home periods of 2020. The school has also:

- Provided additional professional learning linked to student wellbeing.
- Engaged DET resources such as the complex matters team, employee assistance program, etc.
- Reviewed and refined the 'student wellbeing practices and protocols' document.
- Transferred the student wellbeing reporting system online to Compass.
- Engaged additional counsellors through Oz Child.
- Engaged DET SSS staff to run workshops for whole-class groups.
- Run parent information sessions on student health and wellbeing and cyber-safety.
- Extended its work with the Resilience Project.

Financial performance and position

The overall financial position of the Caulfield Junior College remains strong as we were able to maintain a positive operating position at a local level as enrolments increased and overall expenditure remained stable.

Whilst we operated in a very different capacity, the financial obligations of the school did not change. The school accrued an additional set of expenditure items in our efforts to operate under unusual circumstances during COVID restrictions and extended periods of remote and Flexible Learning. As a school, we chose to employ contract teachers

to work onsite daily during our term 2 and term 3 lockdown periods to ensure our own teachers were accessible in their online classrooms and able to concentrate wholly on the students in their class.

Other initiatives we had in 2020 included:

- Allocation of additional resources to protect and support the staff who were working on-site during this time.
- Our school needed to purchase additional devices outright to support the borrowing of devices to support Remote and Flexible Learning in term 3.
- Our commitment to our ICT project continued in 2020 by means of an external consultant that met with our teachers regularly and supported their online delivery of the curriculum during lockdowns
- Whilst the large majority of students were offsite, we were able to renovate the library space to create 3 office spaces and a purpose-built server room to house the curriculum server, including an air conditioner.
- We also embarked on our Masterplan process to be able to begin to lobby for funding from the Victorian Government to update and add to our learning spaces. We maintain a healthy reserve of funds to support this initiative when we are able.
- Refurbishment of the garden edges and play-spaces was undertaken to enhance the outdoor space and protect the health of the large trees that we have onsite. We were also able to complete the installation of the shade structures to create a sun-safe environment for the wider community.
- In an effort to maintain OH&S compliance we installed two automatic doors in the main building leading out to the playground, as well as erect additional fencing alongside the staff carpark to provide a safer environment for our students and the wider community.
- Creation of two additional classrooms/learning spaces by erecting glass walls and additional air conditioning units.

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.

For more detailed information regarding our school please visit our website at
www.caulfieldjc.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.

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 522 students were enrolled at this school in 2020, 278 female and 244 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

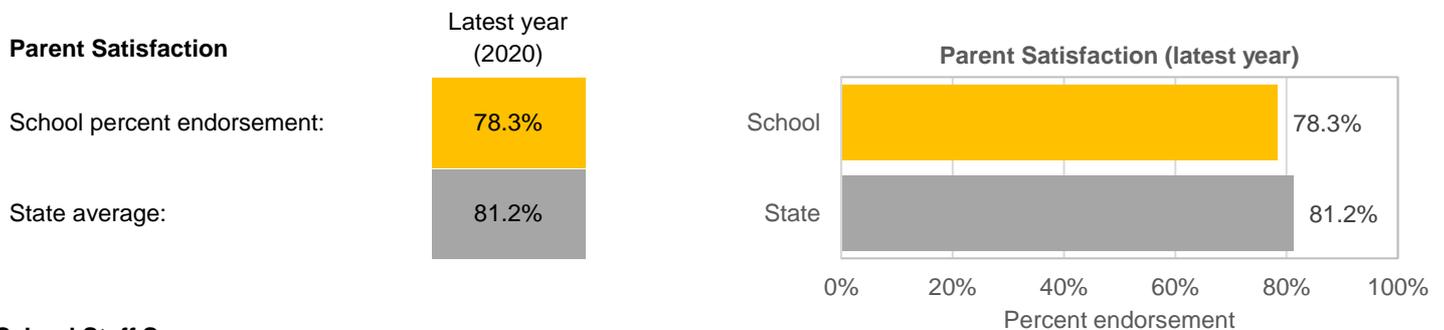
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

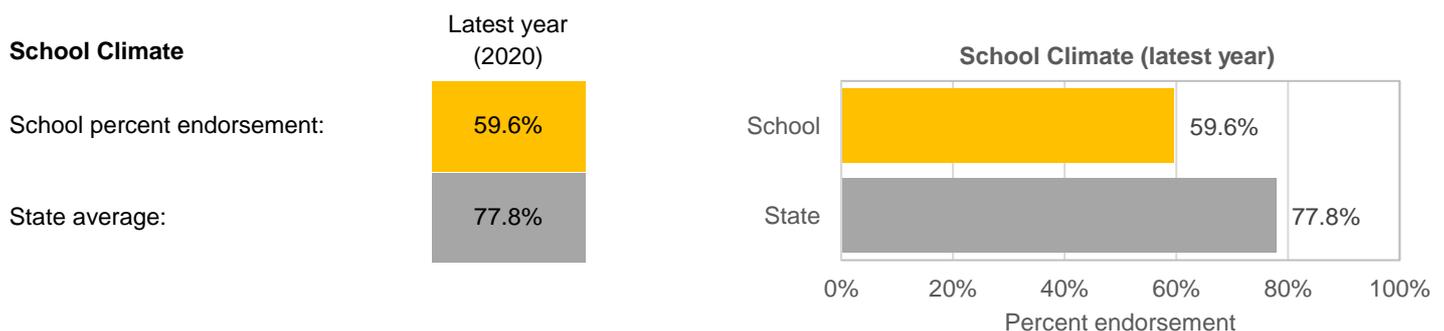


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

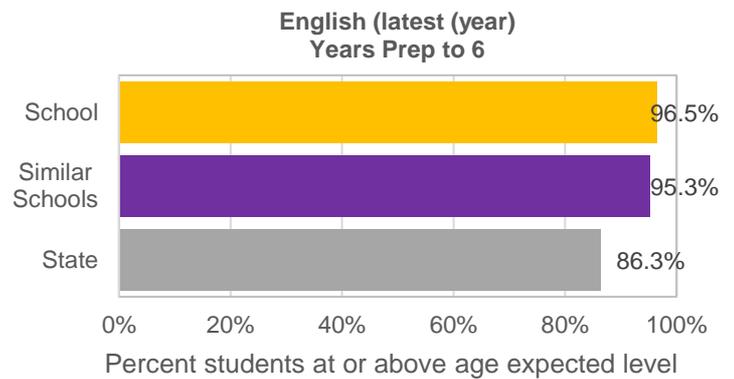
96.5%

Similar Schools average:

95.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

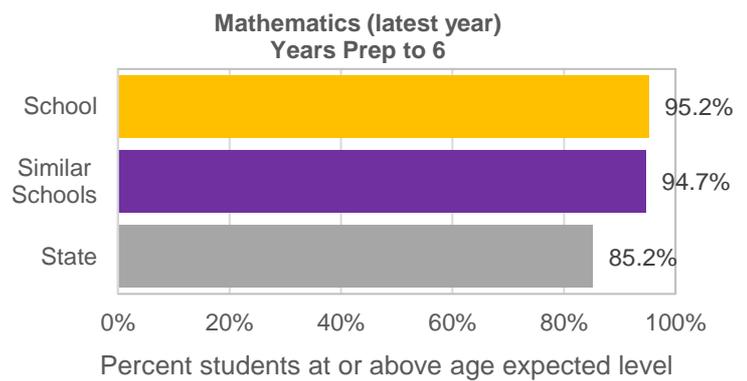
95.2%

Similar Schools average:

94.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

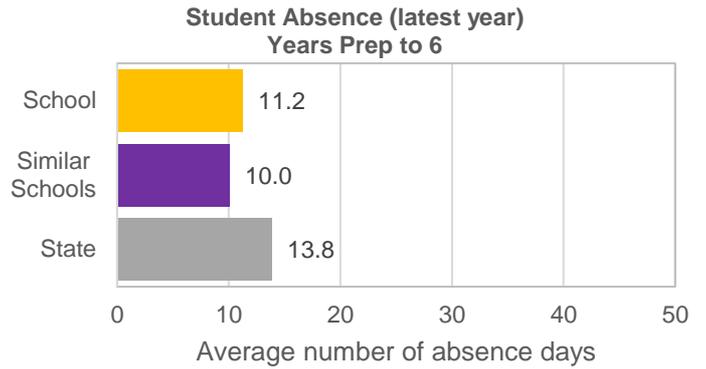
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.2	14.3
Similar Schools average:	10.0	12.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	95%	94%	94%	94%	94%	94%

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.

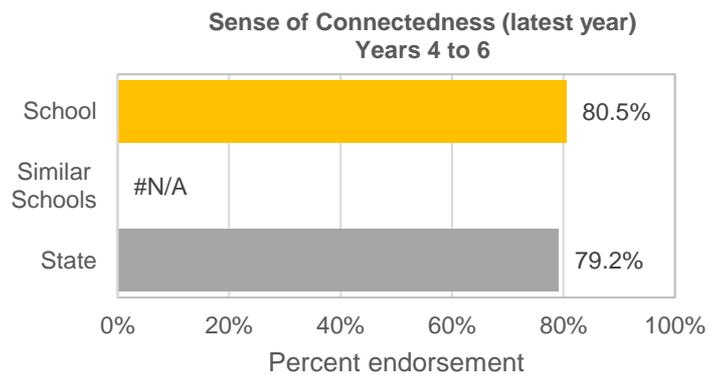
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	80.5%	69.8%
Similar Schools average:	NDP	82.8%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

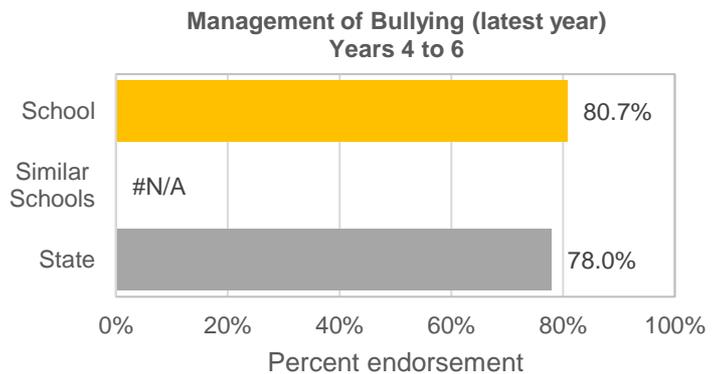
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	80.7%	71.4%
Similar Schools average:	NDP	81.3%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,872,313
Government Provided DET Grants	\$310,837
Government Grants Commonwealth	\$2,900
Government Grants State	NDA
Revenue Other	\$40,644
Locally Raised Funds	\$492,591
Capital Grants	NDA
Total Operating Revenue	\$4,719,284

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$4,420,439
Adjustments	NDA
Books & Publications	\$4,584
Camps/Excursions/Activities	\$121,894
Communication Costs	\$7,284
Consumables	\$155,214
Miscellaneous Expense ³	\$158,372
Professional Development	\$43,162
Equipment/Maintenance/Hire	\$199,437
Property Services	\$83,524
Salaries & Allowances ⁴	\$107,374
Support Services	\$332,564
Trading & Fundraising	\$14,976
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$5,924
Utilities	\$45,824
Total Operating Expenditure	\$5,700,572
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$56,864

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$2,400,414
Official Account	\$204,547
Other Accounts	\$32,507
Total Funds Available	\$2,637,468

Financial Commitments	Actual
Operating Reserve	\$202,281
Other Recurrent Expenditure	\$8,768
Provision Accounts	NDA
Funds Received in Advance	\$934,072
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$26,226
Repayable to the Department	\$445,287
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$1,550,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$3,166,634

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.