

2025 Annual Report to the School Community

School Name: Wales Street Primary School (3139)



- 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 05 June 2026 at 08:15 AM by Robyn Owens (Principal)

- As executive officer of the school council, I attest that this 2025 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 05 June 2026 at 08:16 AM by Robyn Owens (Principal)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’. ‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

Updates to the ‘Performance Summary’ in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

The Wales Street Primary School mission is for students to be part of a diverse community-minded school dedicated to lifelong learning, helping students achieve their personal best.

We will achieve this by enabling students to be:

- Independent, creative and self-motivated
- Active inquirers in the local and broader community
- Reflective thinkers who are socially, environmentally, and digitally aware.
- Proud of their own and others growth and success

Our purpose is to enable students to become lifelong learners and to assist them with the necessary academic, social and emotional skills in order for them to become responsible citizens in a rapidly changing world. Our school promotes academic excellence; nurturing each student's talents whilst developing community minded individuals who embrace diversity and are respectful of each other and themselves.

The Wales Street Primary School community believes the values of Kindness, Respect, Responsibility and our new school value of Perseverance reflect our ethos and culture of our school community aspires to develop in our students. These values provide a framework for the development of self-esteem, interpersonal skills, resilience, leadership, and positive role modelling which are highly valued for the sense of community and agency they engender in our students.

Our values are:

- Respect - Respect for ourselves and others
- Responsibility - Taking responsibility for our learning, our actions, our school community and the environment
- Kindness - Thinking and acting with kindness
- Perseverance - Showing perseverance by continuing to try and not give up when things are difficult

Context:

Established in 1891, Wales Street Primary School is located in the Melbourne suburb of Thornbury approximately 10 kilometres northeast from Melbourne's Central Business District (CBD). The school site includes three main buildings that house classrooms, a multipurpose hall, dedicated specialist classrooms for the Arts, a library, a light timber construction (LTC) building and two relocatable buildings.

The school had re-development and construction of current buildings that were completed in late 2021. A school funded project to provide a Nature Play adventure playground and an outdoor classroom was completed in 2021. The funds were locally raised by the parent community through many years of running a successful Fete and other key community events. The use of outdoor spaces is conducive to the connection to nature and to care for the environment which is valued by our community. In 2023 we opened a second playground, the imagination playground built with locally raised funds. last year we designed and installed a new boat playground with school funds

and fundraising profits.

Enrolments for 2025 were 615 students across 25 classes. The Student Family Occupation Education (SFOE) index in 2025 is 0.1216. The staffing profile of Wales Street Primary School includes 47.03 fulltime equivalent (FTE) staff, Principal, two Assistant Principals, 1 Leading Teacher, 3 Learning Specialists and 17 Education Support (ES) staff, including classroom integration, school nurse, and office administration staff.

The schools F–6 curriculum framework incorporates the eight learning areas required by The Education and Training Reform Act 2006, aligned with the Victorian Curriculum 2.0. In 2016 the school gained accreditation for the International Baccalaureate - Primary Years Program and has been through an evaluation process in 2019 and in 2024, consolidating the program as a key point of difference for our school. The program is led by an Assistant Principal to ensure that consistency and rigor is sustained and forms the guides of direction for some of our professional learning.

Classroom teaching and learning is supported by the provision of a specialist curriculum. Physical Education (PE), Languages other than English (LOTE) Italian, Visual and Performing Arts, and Science, Technology, Engineering and Maths (STEM), are specialist areas provided by the school. A range of strategies and programs assist students needing additional support or extension and are provided by the school through the Tutor Learning Initiative, Literacy Intervention and the High Abilities program. Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include art, instrumental music, productions, camps and excursions, sporting programs and student leadership initiatives.

Progress towards strategic goals, student outcomes and student engagement

Learning

This year marked the launch of our new Strategic Plan, setting a clear and ambitious direction for Wales Street Primary School over the next four years. Grounded in our values of Respect, Responsibility, Kindness and Perseverance, the plan reflects our shared commitment to excellence in teaching and learning, student wellbeing, and strong community partnerships. Our Strategic Plan has been shaped through extensive consultation with staff, students and families, ensuring it represents the aspirations of our whole school community. A key focus of this work has been strengthening teacher capacity to differentiate the curriculum and increase the level of challenge for all students, alongside deepening the capacity of all staff to use data to inform planning, teaching and learning. Throughout the year, we have taken important steps to embed these priorities into our daily practice, particularly through strengthening Professional Learning Communities and building staff capability in the Victorian Curriculum 2.0 and Responsive Teaching.

We are proud of the progress made and remain committed to continuous improvement as we work towards achieving our shared vision for every learner at Wales Street Primary School. Our

school performance report shows outstanding results, with student achievement exceeding the state average in all areas.

Key Highlights:

- Year 3 NAPLAN Results: Our reading and writing results were exceptional, reflecting the success of our structured literacy program. The percentage of students strong or exceeding Victorian Curriculum standards in 2025 was 90% for reading and 95% for writing.
- Year 5 NAPLAN Results: A remarkable 86% of students were categorised as strong or exceeding in reading, and 86% in writing—both results significantly higher than the state average.
- These achievements demonstrate the impact of our evidence-based teaching practices and our commitment to continuous improvement.

In 2025, the introduction of the *Instructional Routines Playbook* strengthened whole-school consistency in teaching practice. Aligned with the Victorian Teaching and Learning Model 2.0, the Annual Implementation Plan (AIP) and School Strategic Plan (SSP), the Playbook outlines evidence-based practices that support differentiation, increase learning challenge, and promote high-quality teaching across all classrooms. It provides a shared framework for instructional coaching, Professional Learning Communities (PLCs), and ongoing staff development, supporting consistent implementation and collective accountability. Our PLC focus for 2025 was focused on literacy: PHORMES and writing from P-6.

Key focus areas were:

- Establishing routines
- Checking for understanding
- Teach & review concepts

Support for Students with Additional Needs

Wales Street Primary School continued to prioritise targeted support for students requiring additional assistance through the Department's Tutor Learning Initiative. This program provided focused support in literacy and numeracy, enabling students to consolidate foundational skills and make measurable progress. To further strengthen our intervention approach, two Education Support staff were upskilled to deliver the *MiniLit* program. This evidence-based literacy intervention has expanded our capacity to provide structured, small-group support, ensuring early identification and targeted teaching for students with additional learning needs.

Extension Opportunities for High-Achieving Students

The school maintained its participation in the Victorian High-Ability Program (VHAP), offering identified students access to enriched and challenging learning experiences beyond the classroom. In addition, Wales Street Primary School introduced a school-based High Abilities Program. In Semester One, selected students in Years 4–6 participated in an advanced mathematics program, while in Semester Two, students in Years 3–5 engaged in targeted writing workshops designed to extend their skills and deepen their thinking.

Across all year levels, the IB Primary Years Programme (PYP) underpins our approach to teaching and learning, with a strong emphasis on student voice and agency. This ensures that all students are appropriately challenged and supported to engage deeply in their learning.

In 2025, our school began a strong focus on sustainability and environmental responsibility. We are working towards becoming a ResourceSmart school, further strengthening our commitment to sustainable practices across the school community. Our Sustainability Leader and dedicated student sustainability group have played an important role in leading initiatives, promoting environmental awareness and encouraging sustainable habits among students and staff. Sustainability is becoming increasingly embedded within classroom learning and everyday school operations, supporting students to become active and informed global citizens while fostering pride in maintaining a sustainable school environment.

Wellbeing

Student wellbeing remained a central priority at Wales Street Primary School throughout 2025. Our focus has been on strengthening a consistent, whole-school approach to wellbeing through clear systems, processes and a shared language. This has supported greater consistency across classrooms and ensured students experience predictable, supportive learning environments.

A key priority has been building staff capacity to identify and respond to the diverse wellbeing needs of students. Through targeted professional learning and ongoing collaboration, staff have strengthened their ability to support student engagement, emotional regulation and positive relationships. This work has been embedded through our Professional Learning Communities, where teams collaborate to implement and evaluate consistent practices.

We continued to partner with external organisations to enhance our wellbeing programs. These included URSTRONG to support friendship skills. Our whole-school scope and sequence for Resilience, Rights and Respectful Relationships (RRRR) was further refined to ensure consistent delivery across all year levels. Targeted programs such as REACH (Years 5–6), the I CAN program (Year 3), and Cybersafety sessions (Years 2–6) supported age-appropriate skill development. Our Year 6 Friendship Mediators program also promoted positive peer interactions during recess and lunchtime.

Our school values of Respect, Responsibility and Kindness continue to underpin our culture and are evident in everyday interactions. In 2025, Perseverance was introduced as a fourth value, with the Junior School Council playing an active role in its selection. These values are recognised through our whole-school awards program alongside IB Learner Profile acknowledgements.

We remain committed to providing a safe, inclusive and supportive environment. A school nurse is onsite five days a week to manage first aid and medical plans and support staff training in asthma and anaphylaxis. Our Mental Health and Wellbeing Leader provides targeted support across all year levels, while our full-time Disability and Inclusion Leader builds staff capability and supports adjustments to meet diverse learning needs.

Strong transition processes further support student wellbeing. Our Foundation program includes school tours, information sessions and transition visits, while our Year 5–Foundation buddy program strengthens connection and peer support. Ongoing communication with families through information sessions, parent-teacher interviews and student-led conferences reinforces our partnership with the community.

Throughout 2025, we remained committed to fostering a strong sense of belonging, ensuring all students feel safe, supported and able to thrive.

Engagement

Wales Street Primary School continues to provide a safe, inclusive and highly connected learning environment, with student wellbeing and engagement central to our work in 2025. Our strong school culture supports students to develop a sense of belonging, alongside resilience, perseverance, confidence and positive relationships.

Student attendance remains a strength, with absenteeism below the state average and consistent with similar schools. A proactive and data-informed approach is maintained through Compass, enabling ongoing monitoring and early identification of concerns. Our Wellbeing Coordinator works in partnership with families to ensure timely and targeted support for students.

Our outdoor classroom, nature play area and Imagination Garden continue to enhance student engagement and wellbeing. These spaces, developed through community fundraising, are embedded in teaching and learning programs and provide rich opportunities for inquiry, collaboration and play. Play-Based Learning remains a key component of our early years program, with the Hub supporting purposeful and engaging learning experiences.

Our start-up program continues to establish clear expectations, develop essential agreements and build positive, inclusive classroom environments at the beginning of the school year, supporting strong student engagement from the outset.

Student engagement is further strengthened through a broad range of opportunities including camps, sport, specialist programs, lunchtime clubs and an expanding student leadership program. These experiences support student voice, agency and connection to the school community.

Strong partnerships with families remain a priority, supported through parent-teacher interviews, student-led conferences and information sessions. This collaborative approach ensures that student learning, wellbeing and engagement are consistently supported both at school and at home.

Together, these approaches reflect our ongoing commitment to strengthening teacher practice, using data to inform decision-making, and ensuring all students are supported and challenged to achieve their best

Other highlights from the school year

Numerous special events took place at Wales Street Primary School in 2025. We had a complete calendar of events and community involvement was once again strong. The Wales Street Social team were very active in delivering a range of well-loved social events throughout the year such as the open-air movie night, school picnic, school disco, and fundraising through our parent band

and trivia night. Parents and families enjoyed the social community events and attendance was strong throughout the year.

In September, we welcomed the return of the whole school concert. This was a huge success and truly showcased the amazing talents of our students. Thanks to Samantha, our performing arts teacher for her dedication, organisation, creativity, and attention to detail, it was an outstanding performance. The positive feedback from parents, students, and staff was overwhelming.

Other Notable Highlights included:

- Grade 6 camp to The Summit Trafalgar East
- Grade 5 camp to PGL Campaspe Down
- Grade 4 camp to Arrabri Warburton
- Term 2 education week open morning
- Student led conferences in term 3
- Excursions and incursions connected to units of inquiry
- Special day celebrations including Italian day, book week
- Grade 6 Exhibition
- Grade 5 Mini Exhibition
- Grade 4 Personal Inquiries
- Participation in a wide variety of sporting programs including interschool sport, gala days, netball and other sporting clinics.

Financial performance

Wales Street Primary School continues to strategically manage its financial position, ensuring all available funds are allocated to support school operations, staffing and key initiatives. Through the School Strategic Plan and the Annual Implementation Plan, our budget prioritises student learning, wellbeing and infrastructure improvements while maintaining high levels of financial guidance.

The school's Cash Flow Statement reflects an overall surplus for the year. Projected expenditures account for accumulated balances, ensuring that every dollar is used to benefit our students and school community. The finance committee met monthly to regularly review and monitor expenditure and revenue, safeguarding well-informed decision for the viability of the school's financial position. In 2025, the school continued to significantly invest in infrastructure development including:

School Funded:

- Painting of the school hall
- New classroom furniture
- New pirate ship Playground

- Upgrades to buildings
- New retaining wall behind the oval
- Drinking Taps (JSC Fundraising)

**For more detailed information regarding our school please visit our website at
www.walesstps.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 613 students were enrolled at this school in 2025, 308 female and 305 male. 4% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	79.1%	
	Similar schools	78.0%	
	State	82.0%	

School Staff Survey

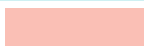
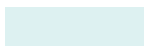
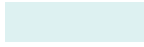
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.2%	
	Similar schools	78.2%	
	State	77.4%	

LEARNING

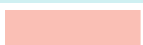
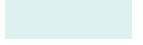
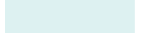
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	91.7%	
	Similar schools	94.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.3%	
	Similar schools	94.4%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	88.0%		87.2%
	Similar schools	84.1%		83.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	86.0%		88.3%
	Similar schools	89.2%		88.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	76.8%		82.6%
	Similar schools	82.8%		82.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	80.2%		78.5%
	Similar schools	84.6%		82.8%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	62.1%	
	Similar schools	78.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	78.4%	
	Similar schools	74.6%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	70.0%		75.8%
	Similar schools	74.3%		75.6%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	66.8%		73.6%
	Similar schools	73.4%		74.1%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	16.6	17.2
	Similar schools	18.0	18.4
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	93.9%	
Year 1	School	90.9%	
Year 2	School	92.1%	
Year 3	School	91.7%	
Year 4	School	91.6%	
Year 5	School	90.9%	
Year 6	School	90.1%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$6,113,091
Government Provided DET Grants	\$757,001
Government Grants Commonwealth	\$14,187
Government Grants State	\$0
Revenue Other	\$47,020
Locally Raised Funds	\$868,125
Capital Grants	\$0
Total Operating Revenue	\$7,799,424

Equity	Actual
Equity (Social Disadvantage)	\$34,068
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$34,068

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,898,099
Adjustments	\$0
Books & Publications	\$6,892
Camps/Excursions/Activities	\$257,809
Communication Costs	\$7,798
Consumables	\$165,575
Miscellaneous Expenses ²	\$60,896
Agency Staff	\$75,669
Professional Development	\$57,451
Equipment/Maintenance/Hire	\$100,052
Property Services	\$131,887
Salaries & Allowances ³	\$388,463
Support Services	\$28,981

Expenditure	Actual
Trading & Fundraising	\$45,547
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,192
Total Operating Expenditure	\$7,276,312
Net Operating Surplus/-Deficit	\$523,112
Asset Acquisitions	\$286,483

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$847,917
Official Account	(\$9,744)
Other Accounts	\$27,574
Total Funds Available	\$865,748

Financial Commitments	Actual
Operating Reserve	\$229,702
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$54,912
School Based Programs	\$16,308
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,196
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$63,000
Capital - Buildings/Grounds < 12 months	\$182,907
Maintenance - Buildings/Grounds < 12 months	\$94,894
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$644,920

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.