

# 2023 Annual Report to the School Community

School Name: Meeniyian Primary School (5420)



- 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 14 April 2024 at 11:56 AM by Gene Vanderzalm (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 18 April 2024 at 10:43 AM by Kate Thomas (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

Values: Meeniyan Primary School's values underpin all that we do. It is our goal to have them engrained in all of our practice from the way we teach and learn to the conversations we have with one another. We manipulated our school values into the acronym D.R.I.V.E so they are easy to recall and so they engage and motivate us to be our best. D stands for Diversity - we accept that all learners have different needs and interests and that all students learn in different ways. We adjust our learning accordingly and seek to understand difference. R stands for Resilient - by establishing clear goals and expectations we aim to develop grit at all times and bounce back when we find ourselves in the pit. I stands for Integrity - we help students develop the courage to practice what they know is right for them or the group and to not be swayed by what might be quick, easy or popular. V stands for Voice - we expect that each student uses their voice for the good of the group or themselves and that they then follow up on what needs to be done to achieve their goals. E stands for Expectations - we understand that some expectations are set for the good of the group and that other expectations we set for ourselves. Expectations are the guard rails that keep us on track. Our school: 2023 felt like the year where life settled down again. The students and staff found a wonderful rhythm and we achieved some outstanding results. At the beginning of the year we went through our 4 year review process and set some challenging goals we predict will take the school to a stronger place in terms of student learning as well as student and staff wellbeing. Numeracy will be the major focus during this time and we are excited by the start we made in 2023. Staff began creating Unit Overviews which outline the learning steps in key maths areas. These overviews will be built up to form a bank of outstanding explicit instruction for years to come. They are built from close links to the Victorian Curriculum and strengthened by current resources. Much of the innovation in this area has come from our involvement in the Primary Maths Science Specialist program that we will run at the school across 2023 and 2024.

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

### Learning

At Meeniyan Primary our School Strategic goals for 2023-2026 focus on: 1. Improving student learning achievement and growth in Numeracy 2. To strengthen the connectedness, resilience and wellbeing of all students. 2023 was our review year and thus the start of us implementing this SSP. As with all review crossover years, it was an opportunity to celebrate the growth we had made in the previous SSP and begin working towards our next set of goals. The departments statewide goals of supporting students from the effects of COVID meant we took small but decisive steps. 2023 saw us orient our PLC towards Numeracy. Of great support to this change in direction was the school being included in the Primary Maths Science Specialist (PMSS) program. Throughout the year the school focussed on 1. student learning by supporting both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy, and 2. The key implementation strategies were: Numeracy 1. Review schools curriculum documentation and assessment schedule for Maths and make improvements where necessary via PLC cycle, 2. Establish 1:1 mentor sessions between Learning Specialist and classroom teachers.

Our Performance Summary indicates that we are performing generally Above the State in Student, Parent and Teacher satisfaction surveys. 2023 saw a transition to different NAPLAN measures so it was difficult to compare to historic trends. Still, we saw a decline in Writing results compared to State, a rise in Numeracy and Reading stayed above State. The school looks forward to establishing comparisons with future years under these new NAPLAN measures as we are heavily influenced by cohorts due to our size. Surveys indicate that we continue to achieve well above the State median for Parent and Staff satisfaction. Our Student survey results have continued the upward trend of recent years. For Student Safety we are well above the State median for Connectedness to School, Student Voice and Stimulated Learning. These are pleasing results as they have been a focus in recent AIPs.

In 2023, our NAPLAN results for year 5 were above the State in Reading. However, of some concern was our Year 5 results in Writing and Numeracy. In Writing we were well below the state. This is historically an area the school excels in and we will monitor it closely. The Numeracy result, although below the State is steadily tracking upwards and we anticipate far greater gains in the years ahead off the back of our PMSS work and the fact it is our PLC focus. In 2023 we focussed on increasing teaching staff capacity to read, analyse and action assessment data formatively through more comprehensive and accessible assessment tools, techniques and representation. Reflecting on impact on learning became part of our PLC action cycle which allowed staff to be more precise in their practice and assignment of learning tasks.

Our item analysis of NAPLAN maths and reading data indicates our students need support with a range of different areas that will be used to direct the focus of our future PLCs.

## Wellbeing

As mentioned earlier, the departments statewide goals of supporting students from the effects of COVID meant we took small but decisive steps. In the area of Wellbeing our goal was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The actions we took included 1. Implement the whole school approach to the delivery of: Respectful Relationships (RR) and the Resilience Project resources, 2. Introduce Engagement Officer support for 4 days per week.

Our Performance Summary indicates that we are performing generally Above the State in Student, Parent and Teacher satisfaction surveys. Surveys indicate that we continue to achieve well above the State median for Parent and Staff satisfaction. Our Student survey results have continued the upward trend of recent years. The school continues to focus more on 4 year trends for survey data as we are heavily influenced by cohorts due to our size. Our Student survey results have continued the upward trend of recent years. For Student Safety we are well above the State median for Connectedness to School, Student Voice and Stimulated Learning. These are pleasing results as they have been a focus in recent AIPs. ATSS has continued to trend at or above in most areas of the survey Some anomalies that emerged in 2023 that we will continue to monitor include Help Seeking 58%, Physical and Mental Health 55% and Not Experiencing Bullying 78%. We feel all three of these indicators tie closely together and relate back to resilience and mental health. Parent Satisfaction with the school is 92% putting it well above the Victorian government primary schools median of 82%. Specific areas of strengths are General Satisfaction (100%), Parent Participation and Involvement (95%), School Communication (97%), School Pride and Confidence (95%), High Expectations For Success (95%), Physical Environment (95%). The School Climate measure on the School Staff Survey is 83% which is above the State median of 73%. The school has moved well above the state sub category 'Instructional Leadership' where it now sits at 92% compared to the State mean of 76%. For Student Safety we are well above the State median for Connectedness to School, Student Voice and Stimulated Learning. These are pleasing results as they have been a focus in recent AIPs.

This year the school included the Resilience Project curriculum resources into our SEL program. Currently, all students are receiving SEL lessons on the same day in the same session and our Wellbeing officer works closely with classes to deliver these lessons. Our PWO continues to coordinate Breakfast Club every Thursday morning. Thanks to the support of Foodbank, local businesses and our local parents for supplying food and time to make this program a reality. Other highlights in this space include the growing support and initiatives provided by our Parent Connect group. This group continues to gain momentum every year and in 2023 organised a number of outstanding events for the school community including a Trivia Night at the Meeniyah Hall and Colour Run for the students. The student's Junior Action Team (JAT) has also started initiating more student voice in 2023. The group sparked the return of the Lunchtime Clubs program and participating leading each of the club activities.

Of some concern was a significant spike in student's absent for 20+ days per year, with 51% of our students sadly achieving this feat. Historically the school has had around 20% of students with absence in this range. The school will make this a high priority in 2024 employing a range of strategies to combat and understand this recent phenomena.

## Engagement

Our approach to engagement is strongly connected to curriculum and student wellbeing as the relationship between the three is interdependent. The Attitudes to School Survey indicated that there is one key factor that could be affecting attendance and general engagement at school. Motivation and Interest in school was and has been historically low at our school. In 2023 we were placed at 75% positive endorsement compared with the State average of 79%. As a school we will continue to work with students to use their Voice and help build a school that interests them and motivates them to be better people. The Engagement measure of attendance is a growing concern that emerged in 2023. As a school we are aware of students who are away regularly and have implemented a personal approach involving the class teacher to ring on the second unexplained day. If the absence continues then the Principal contacts the parents to determine what the issue is. One major issue is families taking holidays during school terms. We encourage people to use school holidays but for a range of reasons this trend is very popular at the moment. Another reason for the absence of students, is students who travel to our school rather than their local school.

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## Other highlights from the school year

The school was most pleased with the way we have transitioned in recent years and still maintained a harmonious learning environment for students and staff. In recent years, a number of experienced staff had retired from teaching, it is most pleasing to see a new wave of middle leaders emerge from this new group. This was most highlighted by two teachers excelling in the PMSS program and PH in his first year as Learning Specialist leading our PLC and conducting regular 1:1 mentor sessions with each teacher. Another transition was the development of our MPS student library. Losing the MARC library after 40+ years left a large

whole in our resourcing so it was nice to develop such a vital resource so smoothly. The final transition and perhaps most pleasing to follow was the number of students who began to settle into school. The effects of COVID were massive for a number of students but it was obvious throughout 2023 how many of them reengaged with school and were able to thrive again in their learning. Infrastructure developments were another highlight. The school completed an amphitheatre to host school assemblies and other key events as well as a new student toilet block. Both these assets were developed over a number of years and will benefit our students for years to come.

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## Financial performance

The school is currently in surplus for the following reasons: Facilities Reserve. We have gradually accrued funds remaining in the annual Facilities budget to fund large long term projects and larger facilities emergency and repairs. This is an expectation of the Department to manage and provide funds at a local level for such services. Program Coordination School: We are the base school for the Corner Inlet Cluster Sports. Sub Program Holding Fund. We operate a sub program holding fund to access if there is a major unexpected program budget need. Specifically it is to fund any major unexpected staffing expenditure that may unexpectedly arise such as long term, non claimable sick leave.

**For more detailed information regarding our school please visit our website at**  
<http://tarwinvalley.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 148 students were enrolled at this school in 2023, 67 female and 81 male.

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

### Overall Socio-Economic Profile

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

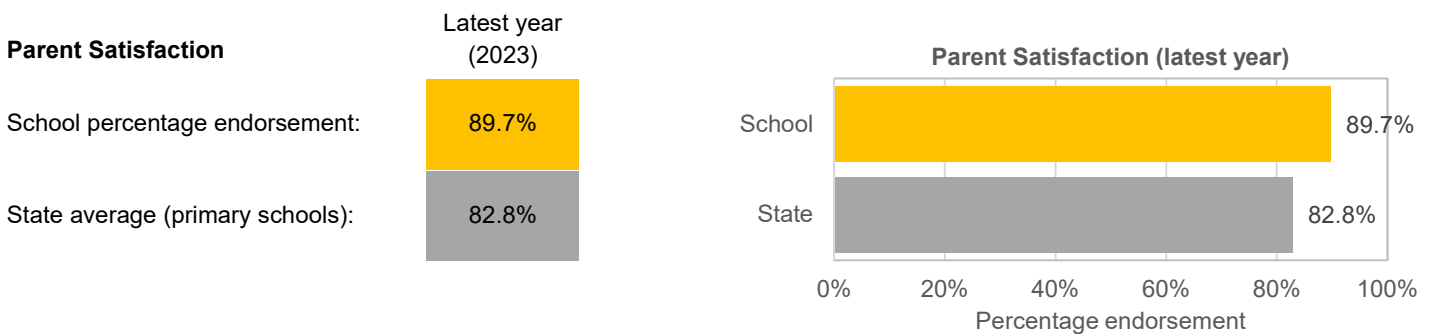
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

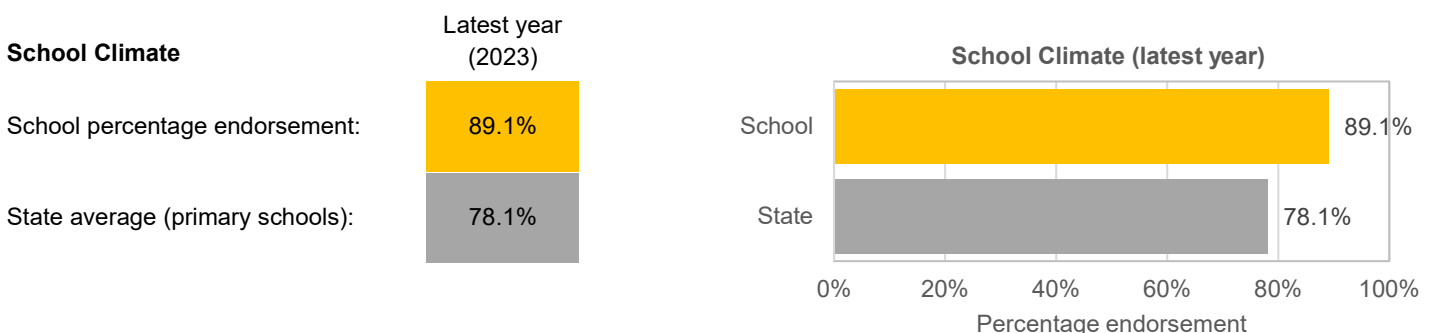


### School Staff Survey

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:

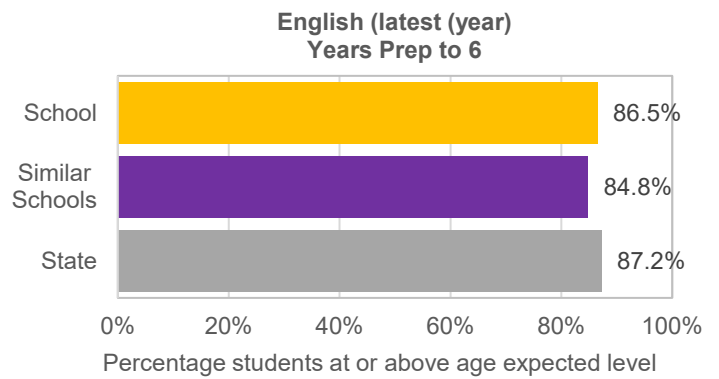
86.5%

Similar Schools average:

84.8%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

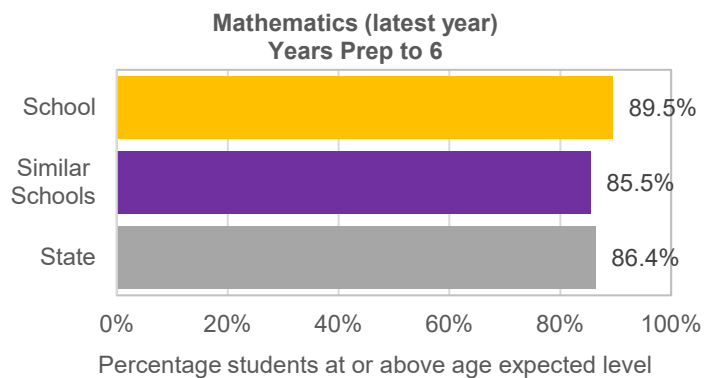
89.5%

Similar Schools average:

85.5%

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:

71.4%

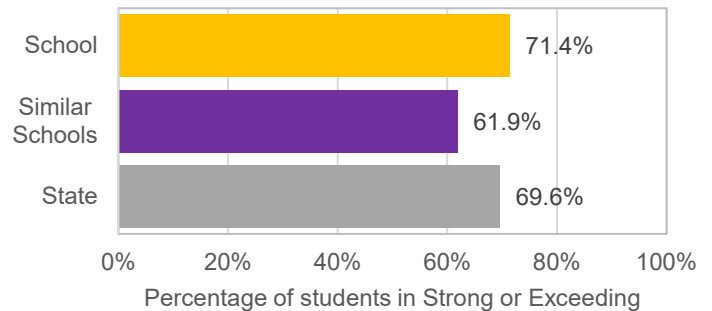
Similar Schools average:

61.9%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

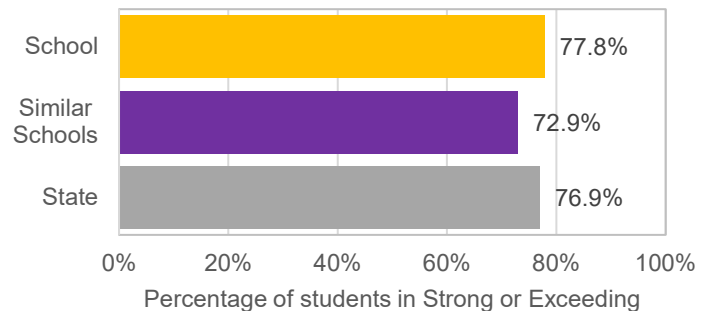
Similar Schools average:

72.9%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

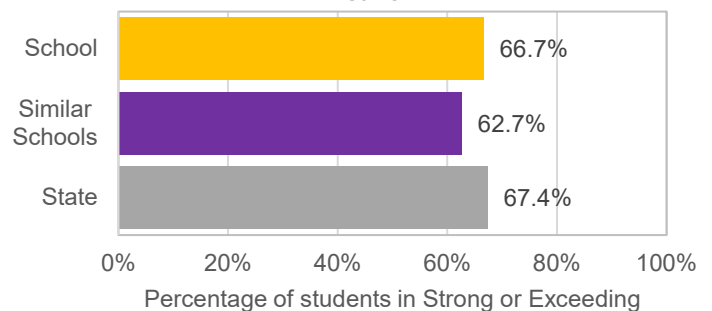
Similar Schools average:

62.7%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.6%

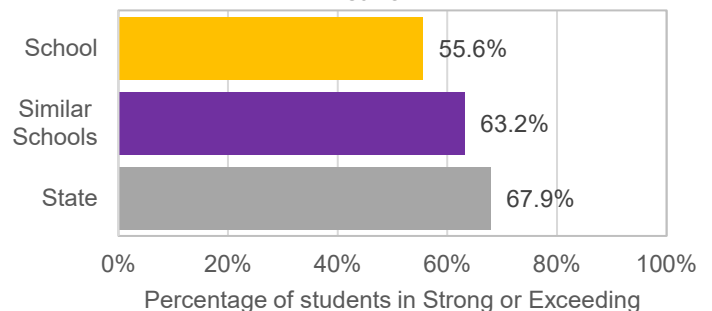
Similar Schools average:

63.2%

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:

64.0%

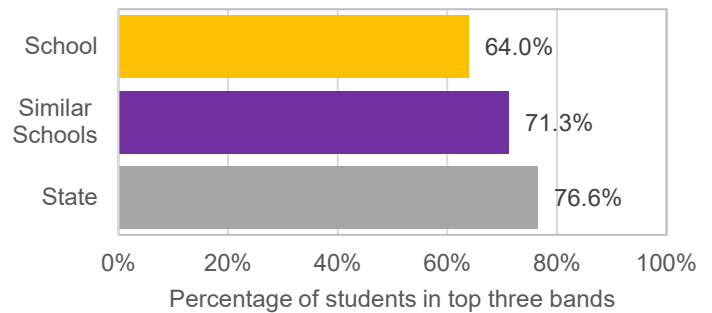
Similar Schools average:

71.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

86.7%

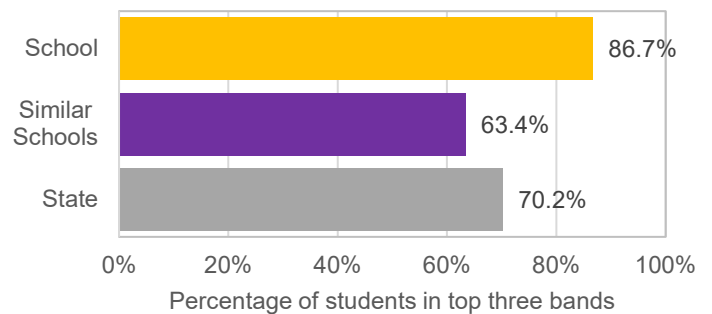
Similar Schools average:

63.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

52.0%

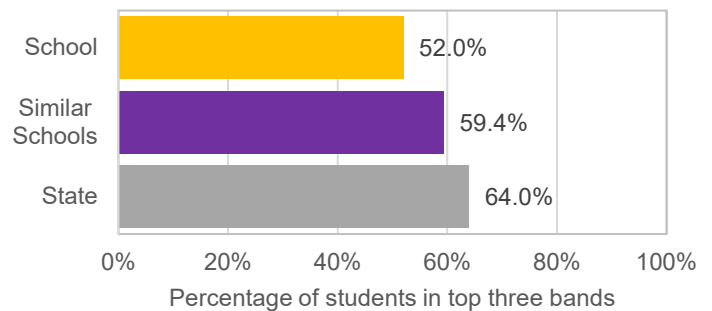
Similar Schools average:

59.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.0%

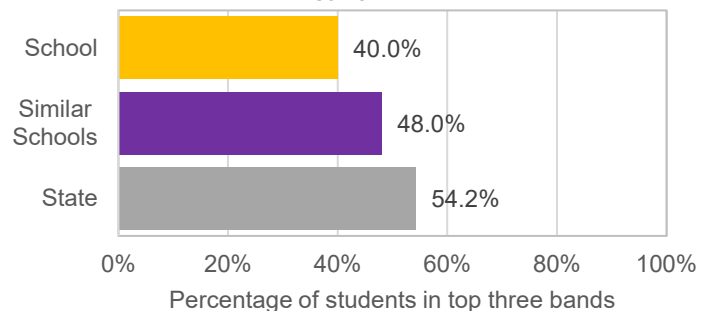
Similar Schools average:

48.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

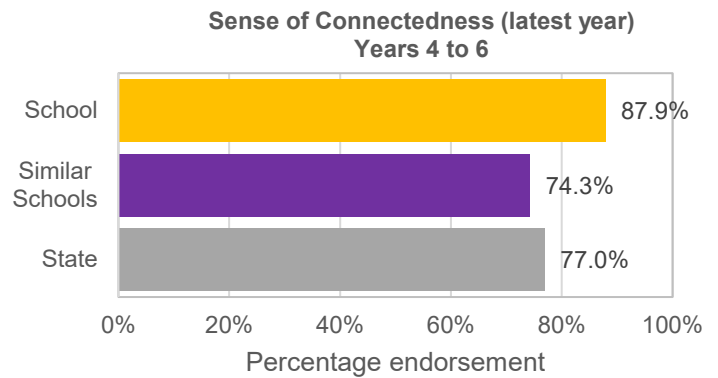
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	87.9%	80.8%
Similar Schools average:	74.3%	77.0%
State average:	77.0%	78.5%

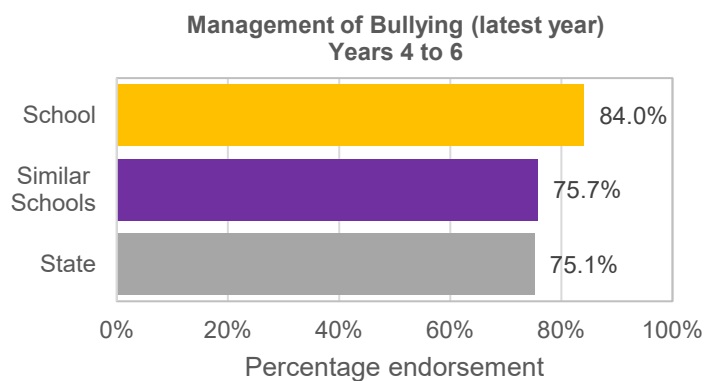


### Student Attitudes to School – Management of Bullying

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:	84.0%	83.2%
Similar Schools average:	75.7%	78.5%
State average:	75.1%	76.9%



## ENGAGEMENT

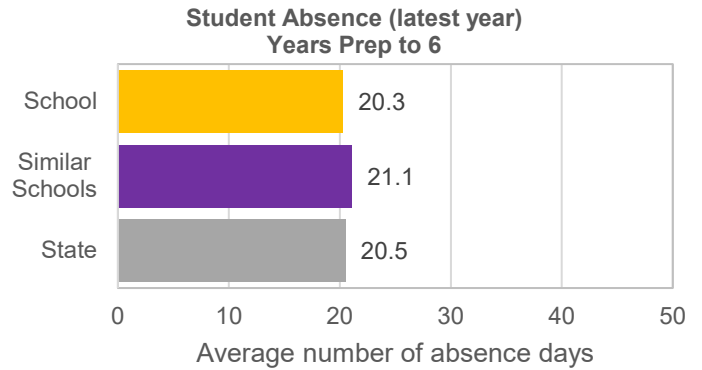
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	20.3	16.8
Similar Schools average:	21.1	18.6
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):	91%	91%	90%	89%	89%	89%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,971,055
Government Provided DET Grants	\$341,028
Government Grants Commonwealth	\$9,566
Government Grants State	\$0
Revenue Other	\$42,177
Locally Raised Funds	\$59,697
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,423,523</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$55,523
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$55,523</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,818,984
Adjustments	\$0
Books & Publications	\$4,874
Camps/Excursions/Activities	\$18,794
Communication Costs	\$2,164
Consumables	\$19,713
Miscellaneous Expense <sup>3</sup>	\$47,604
Professional Development	\$7,876
Equipment/Maintenance/Hire	\$26,894
Property Services	\$118,792
Salaries & Allowances <sup>4</sup>	\$54,065
Support Services	\$73,810
Trading & Fundraising	\$4,631
Motor Vehicle Expenses	\$141
Travel & Subsistence	\$0
Utilities	\$13,858
<b>Total Operating Expenditure</b>	<b>\$2,212,200</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$211,323</b>
<b>Asset Acquisitions</b>	<b>\$15,329</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	\$375,022
Official Account	\$7,709
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$382,731</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$52,316
Other Recurrent Expenditure	\$9,889
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$62,204</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.*