

# 2021 Annual Report to The School Community



**School Name: Boisdale Consolidated School (6207)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2022 at 02:17 PM by Lionie Armitage (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2022 at 08:43 PM by Tracey Harper Harper (School Council President)

# How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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### What do ‘*Similar Schools*’ refer to?

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

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

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### What does ‘*NDP*’ or ‘*NDA*’ mean?

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

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

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

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### What is the ‘*Victorian Curriculum*’?

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

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

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

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

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

## About Our School

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### School context

Boisdale Consolidated School is a P-6 school of 226 students and 12 classrooms in 2021. There were 22.6 FTE staff members, none of which identify as an Aboriginal or Torres Strait Islander. The school is located just outside the township of Boisdale on the Newry Road 10 km from the Maffra township. The school caters for children from Boisdale and the surrounding districts of Llowalong, Coongulla, Maffra, Newry, Valencia Creek and Tinamba. Students travel mainly by bus. Many students come from a dairy farming background or industries associated with farming. The school's Student Family Occupation and Education Index (SFOE) is sitting at 0.4395 which sits within the medium band. At the school, there are seven students who identify as either Aboriginal or Torres Strait Islander and no overseas students.

Our mission is, "As a community we are committed to inspire, support and educate inquisitive thinkers who value personal growth and collaboration in an ever changing world."

Our vision is, "Together we strive to develop an enthusiastic culture of learners, enabling them to grow in a safe and supportive environment."

The School's Values of Show Respect, Bounce Back, Do your Best, Work as a Team, Be a Mate under the umbrella of "Think Proud, Act Proud, Be Proud" provide a unique philosophy that underpins all teaching and learning at the school. The school offers fully equipped classrooms. The BER (Building the Educational Revolution) building and our other permanent modular buildings offers opportunities for students to learn in a shared open learning space. The school has an onsite solar indoor heated swimming pool that is usually used by students for swimming lessons but due to repair issue costs, lessons were outsourced in 2021. The school has a fully equipped student kitchen garden and an outdoor classroom. Other programs at Boisdale Consolidated School include Visual Arts, Indonesian, Music, Boisdale Dance Group, Bike Brigade, Student Leadership, Camps and excursions and the Prep/Grade 6 Buddy Program.

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### Framework for Improving Student Outcomes (FISO)

Due to the pandemic in 2020, The Victorian Education Department initiated three priorities for all schools in 2021. These were; Learning, Catch Up and Extension Priority, Happy, Active and Healthy Kids Priority and Connected Schools Priority. Our focus, as remote learning continued, was to embed these key improvement strategies when designing and delivering various learning tasks to our students via remote learning.

In addition to these 3 improvement strategies, 2021 was the second year of our new School Strategic Plan (SSP). The KIS we were to focus on were threefold:

KIS 1. Develop, document, monitor and evaluate a whole school essential learning sequence for Literacy and Numeracy linked to the Victorian Curriculum.

KIS 2. Embed a whole school evidence based instructional model in all teachers' practice.

KIS 3. Embed and document a cohesive and consistent whole school approach to building student engagement and positive behaviour.

Unfortunately, after another year of the pandemic, most KIS were hindered. However, we were able to achieve the following:

- Improve teacher capacity to collect, analyse and use student achievement data to teach to each student's point of need.
- Commence the establishment of PLC structures to support teacher collaboration and reflection of strengthening teaching practice.
- Maintain some whole school professional learning on identified core curriculum priority areas via video link.
- Commence Engagement in PMSS Initiative
- Commence the Tutor Learning Initiative

To align with our "Improve Student Engagement and Wellbeing" goal from our SSP, "Embed and document a cohesive and consistent whole school approach to building student engagement and positive behaviour" and "Evaluate current practice, develop and implement a whole school strategy for the teaching of social and emotional health" were also

selected as KIS's for 2021. Disruptions caused from COVID-19 also meant that progress was hindered and modifications were made. The Respectful Relationships curriculum resources were able to be implemented into weekly teaching and learning sequences. However, we remain at the beginning of embedding the Respectful Relationships whole school implementation cycle. In 2021, we had also planned to revisit our school values and School Wide Positive Behaviour Support (SWPBS) structures, mechanisms and practices. Again, this work was hindered by remote learning, however we were able to begin a new positive yard acknowledgement system associated with our school values. This will continue in 2022 and will be a key feature of our future SWPBS review, evaluations and refinements.

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## Achievement

Remote learning in 2021 continued to bring many disruptions to teaching and learning, however our students and staff all adapted exceedingly well to the new challenges that were thrust upon us. Staff were able to utilise digital tools to ensure content delivery, explicit instruction and assessment remained ongoing throughout the various bouts of remote learning. Some students thrived during remote learning and capitalised on the autonomy that was created through the various self-directed and project-based learning tasks that were implemented.

In terms of teacher judgement data, our school was slightly above similar schools and on par with state averages for the percentage of students at or above age expected standards in English at 86.3 % and in Mathematics we were above similar and state standards at 95.3%

Students on the Program for Students with Disabilities were supported through 1 to 1 aiding support in classrooms for the time fraction allocated for their funding. The Reader's Workshop Instructional Model remained a primary focus for our school within the achievement realm. Learning Walks and continued coaching/mentoring structures have assisted the leadership team to ascertain the level to which teachers have been able to embed this framework and will also provide valuable information in regards to what further supports are required for individual teachers. 2022 will see us continue to monitor the Reader's Workshop and introduce the Writer's Workshop model to compliment the learning of literacy.

In 2021, we began taking part in the Primary Mathematics Science Specialist (PMSS) initiative under the mathematics stream. This involved one of our current teachers improving their capacity, skills, knowledge and practice in teaching mathematics. In turn, this will subsequently lead towards them leading whole school change and improvements in our mathematics instructional model and other practices associated with teaching mathematics across the school in 2022 and beyond.

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## Engagement

The school average number of absence days in 2021 sat at 16.7 which was both higher than the average for similar schools (14.7) and the state average (13.8). However, the four-year average is now sitting at 14.1 which is a marginal improvement on the average for similar schools (15.2) and the state average (15.3). COVID-19 would certainly be a factor in the high absence levels in 2021, however, this will still be an area of focus and constant monitoring in 2022 and appropriate interventions will be put into place to support families of students who are chronically absent. The School worked closely with the area's Student Wellbeing and Engagement Officer to work with families where there was high levels of non-attendance. Student Support Groups meetings were also held with families where specific wellbeing support strategies were put into place in response to the specific circumstances that was causing high levels of absenteeism.

'Empowering students and building school pride' was once again identified as a KIS in the 2021 AIP. Although we anticipated that the disruptions which led to reduced progress within this KIS would not occur again in 2021, they unfortunately did! As part of the work associated with this KIS, we will look towards embedding and documenting a

cohesive and consistent whole school approach to building student engagement and positive behaviour through evaluating and refining our SWPBS structures and practices. An evaluation of our school values commenced in 2021 and will sit alongside our SWPBS work in 2022. As part of this, we will also seek student and community input to ascertain whether our values remain contemporary for our current cohort of students across the school.

2021 Parent Opinion Survey data improved slightly on the previous year. 'Student Connectedness' rose from 86% to 89%, 'Promoting Positive Behaviour' rose from 74% to 88% and 'General Satisfaction' rose from 74% to 77%. Some of the 2021 Students' Attitudes to School Survey data trended down on the 2020 survey. The following areas - 'Managing Bullying' went down from 77% to 73% and 'Sense of Connectedness' decreased from 77% to 71%. However, 'Advocate at School' rose from 84% to 90% in 2021.

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## Wellbeing

In a second year of the COVID 19 Pandemic, much of our wellbeing 'work' and initiatives continued to be significantly modified to support the health and wellbeing of our students and their families. As in 2020, Health and Wellbeing had been identified as a KIS where the school evaluated current practices and looked towards developing and implementing a whole school strategy for the teaching of social and emotional health. A re-evaluation and re-implementation of our SWPBS practices and Respectful Relationships initiative will become part of our Health and Wellbeing work in 2022.

The School Chaplain Program will continue to play a key role in working one on one or in small groups with children who need additional supports within the wellbeing space as the funding continues into 2022. The chaplain will work closely alongside and be guided by our Assistant Principal (appointed in 2020) who will also be pivotal in our wellbeing and engagement work in the year ahead. This role has been integral in supporting staff, students and families during 2021.

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## Finance performance and position

The annual finances were in surplus this year however, due to a significant decline in student enrolments towards the end of 2021 and staffing decisions based on higher enrolment numbers coupled with the sudden resignation of the School Principal late December 2021 there has been a significant impact on the staffing arrangements planned for 2022. These factors will impact the finances of future years. An Assistant Principal was appointed in November 2021. Their role will primarily encompass a wellbeing and engagement and as a result the school's equity cash was transferred to credit in order to support the financing of this position.

The school received the Shade Sail Grant of \$24,000 as part of the Shade Sail Grant. They have been installed over the asphalt area and grassed areas near the BER and modular buildings to enable outdoor learning spaces. Families who borrowed ICT devices in 2020 home learning, received their devices as part of the Building the Digital Divide – Computer Ownership to Technology. Due to already receiving 10 devices from DET during this time we only required 3 more to meet our family obligations which were in turn supplied by DET so we didn't have to break any ICT leases which would have been a substantial cost to the school.

Parent and Friends fundraising started strong raising \$4,000 in Terms 1 and 2 but unfortunately with COVID19 and remote learning, fundraising didn't continue in Terms 3 or 4.

We received \$5000 compensation for the pool surface from VPR with the other \$10,000 compensation coming 2022. In 2021 we successfully received a grant for \$200,000 to install an new inclusive playground and sensory space through the Inclusive Funds Grant. This very exciting project is planned to be completed around October 2022.

**For more detailed information regarding our school please visit our website at**  
**<http://www.boisdalecs.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 245 students were enrolled at this school in 2021, 117 female and 128 male.

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

### Overall Socio-Economic Profile

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

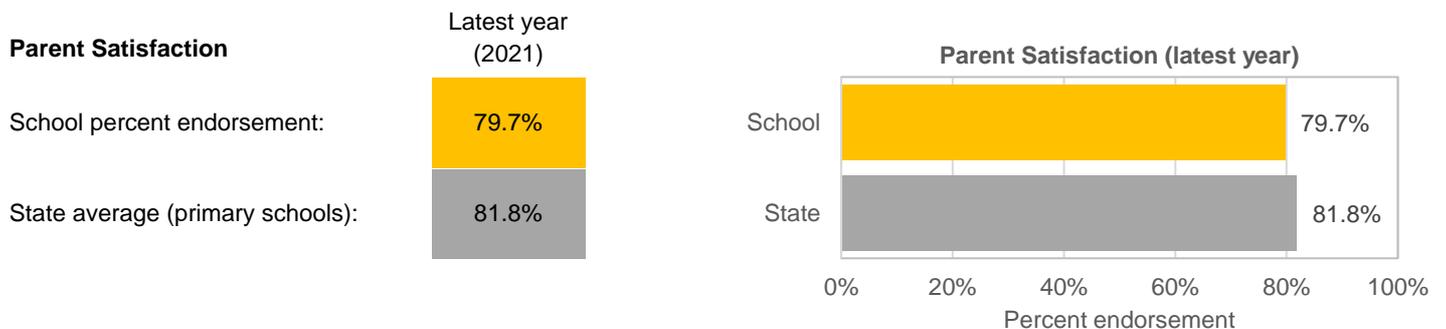
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

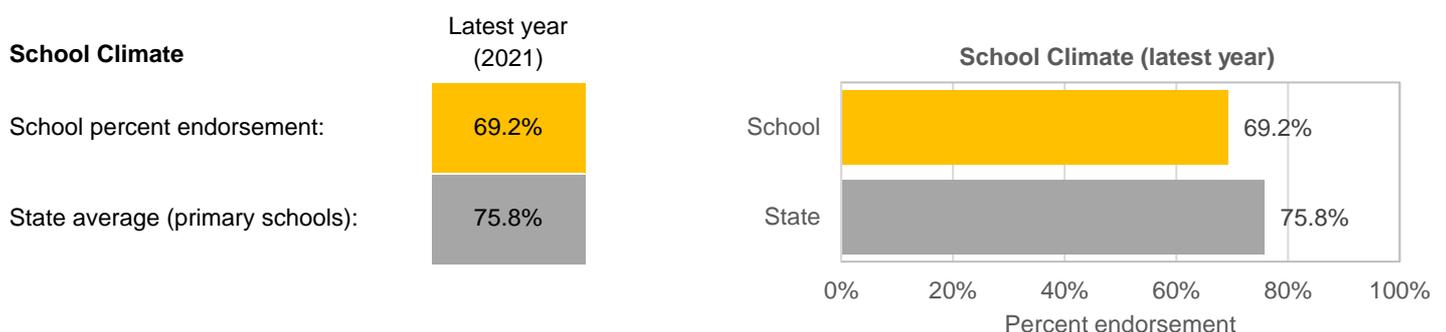


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

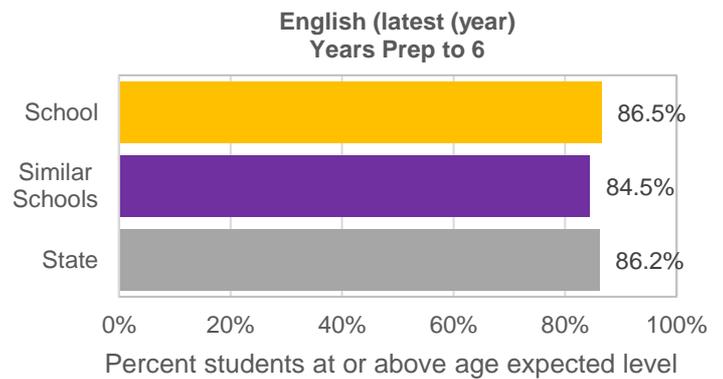
86.5%

Similar Schools average:

84.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

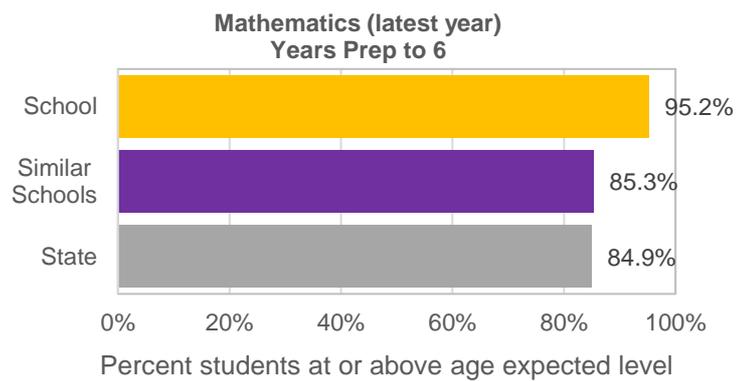
95.2%

Similar Schools average:

85.3%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

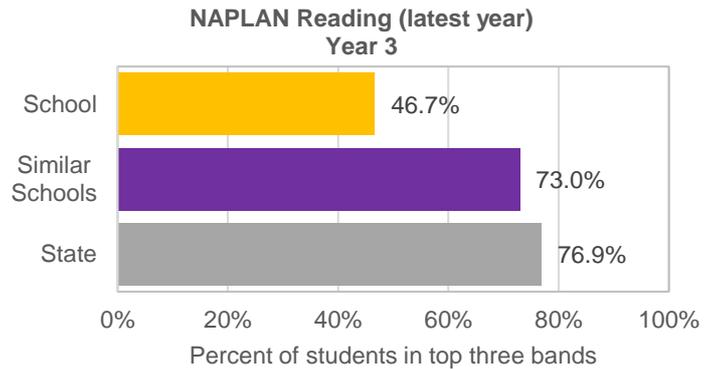
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

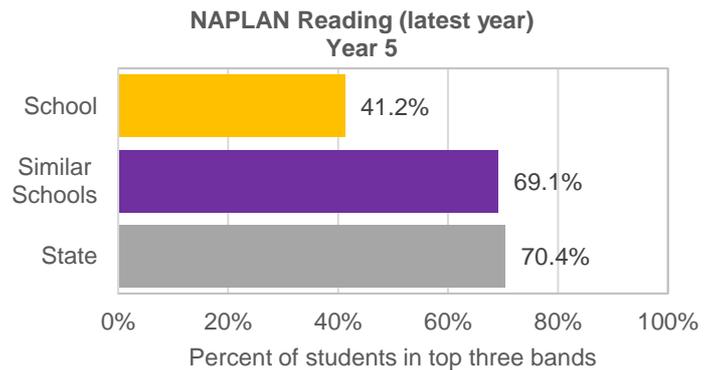
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.7%	54.7%
Similar Schools average:	73.0%	72.9%
State average:	76.9%	76.5%



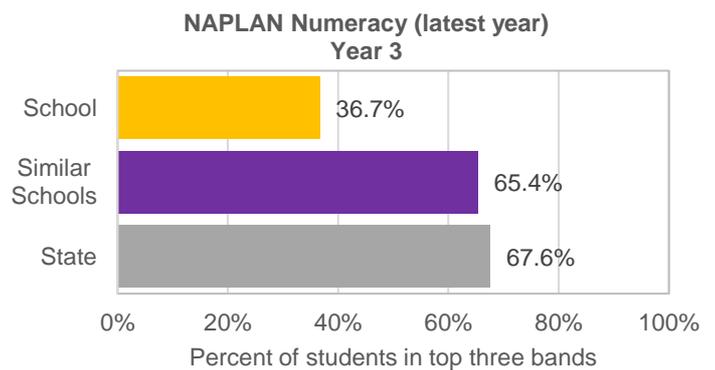
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.2%	42.5%
Similar Schools average:	69.1%	63.0%
State average:	70.4%	67.7%



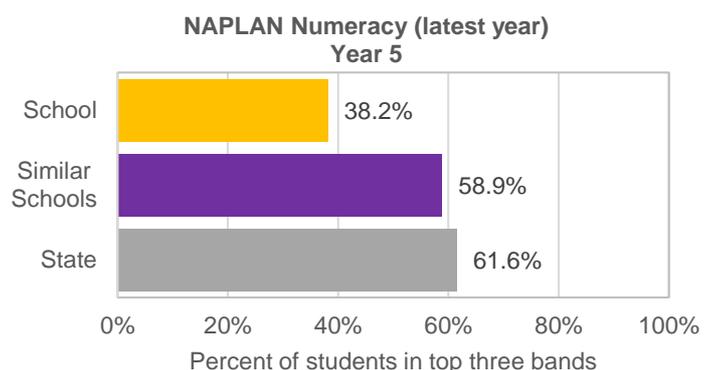
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.7%	53.1%
Similar Schools average:	65.4%	68.4%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.2%	40.0%
Similar Schools average:	58.9%	54.5%
State average:	61.6%	60.0%



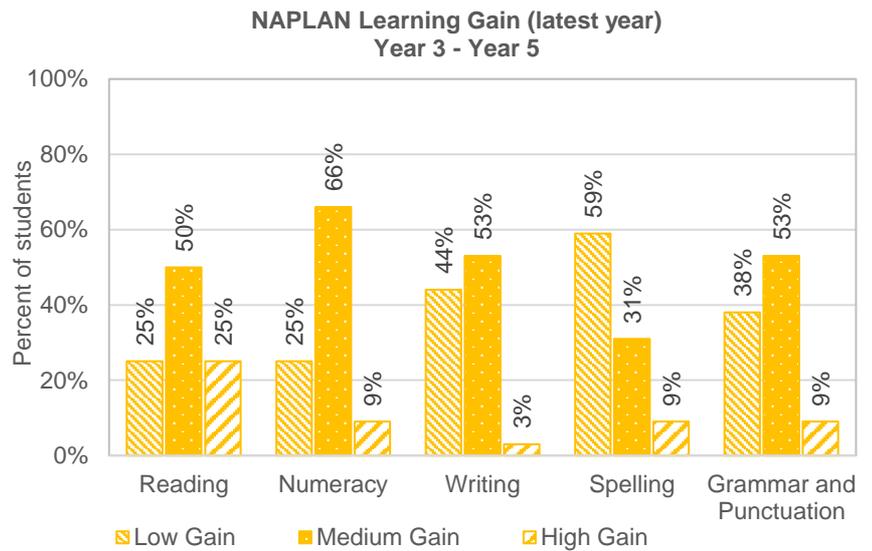
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	50%	25%	22%
Numeracy:	25%	66%	9%	22%
Writing:	44%	53%	3%	18%
Spelling:	59%	31%	9%	18%
Grammar and Punctuation:	38%	53%	9%	17%



## ENGAGEMENT

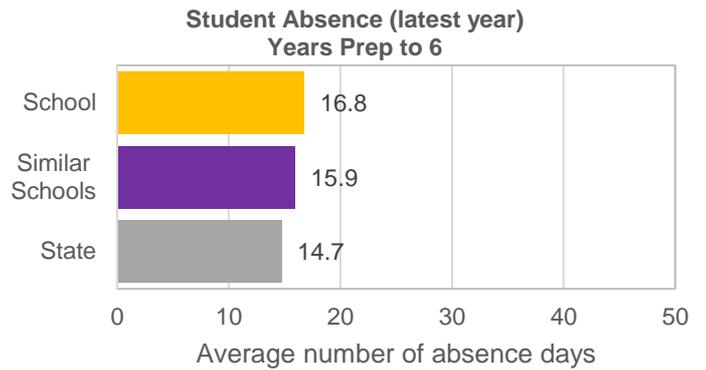
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.8	15.5
Similar Schools average:	15.9	15.3
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	92%	91%	93%	92%	92%	90%

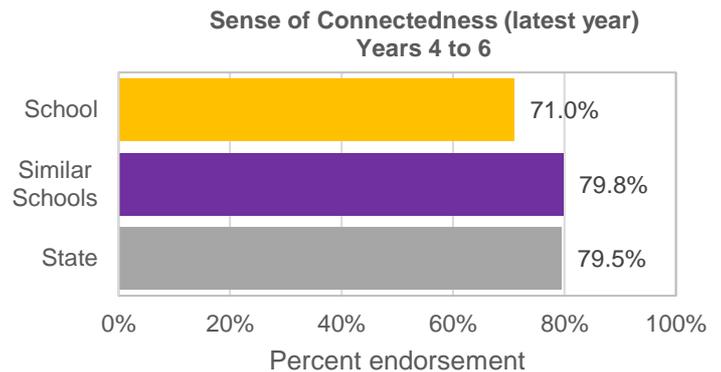
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	71.0%	74.5%
Similar Schools average:	79.8%	79.8%
State average:	79.5%	80.4%

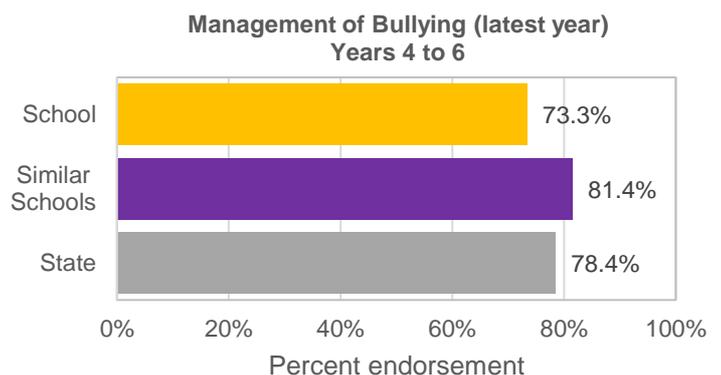


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.3%	77.3%
Similar Schools average:	81.4%	80.7%
State average:	78.4%	79.7%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,299,663
Government Provided DET Grants	\$465,753
Government Grants Commonwealth	\$9,300
Government Grants State	\$5,000
Revenue Other	\$36,264
Locally Raised Funds	\$90,504
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,906,483</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$110,217
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$110,217</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,192,774
Adjustments	\$0
Books & Publications	\$5,869
Camps/Excursions/Activities	\$38,272
Communication Costs	\$7,738
Consumables	\$38,846
Miscellaneous Expense <sup>3</sup>	\$9,945
Professional Development	\$4,792
Equipment/Maintenance/Hire	\$49,711
Property Services	\$150,322
Salaries & Allowances <sup>4</sup>	\$172,970
Support Services	\$27,171
Trading & Fundraising	\$26,936
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$50,315
Utilities	\$18,614
<b>Total Operating Expenditure</b>	<b>\$2,794,276</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$112,207</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$190,232
Official Account	\$8,351
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$198,583</b>

Financial Commitments	Actual
Operating Reserve	\$87,023
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$27,260
School Based Programs	\$11,514
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$52,820
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$198,617</b>

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