**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/%22%20%5Ct%20%22_blank)).
* 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 of the previous calendar year 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 31 March 2023 at 11:55 AM by George Danson (Principal) |

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| * This 2022 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 27 April 2023 at 12:45 PM by Tiffany Fuller (School Council President) |

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School Name: Le Page Primary School (5422)

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
* 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).

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

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

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

What does *‘NDP’* or ‘*NDA*’ mean?

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

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

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

What is the *‘Victorian Curriculum’*?

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

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

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

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

‘Levels A to D’ may be used for students with 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** |
| Le Page Primary School is a small school, located in Cheltenham, 20 kilometers south-east of Melbourne.Our Vision: There is a prosperous path for every child. Each journey is theirs to lead. There is a place, in which every child can shine. Our Mission Statement: Identify the talent, develop the confidence and create the leader.Our Habits-               Be proactive (I’m in charge)-               Begin with the end in mind (have a plan)-               Put first things first (work first then play)-               Think ‘win-win’ (everyone can win)-               Seek first to understand, then to be understood (listen before you speak)-               Synergise (together is better)-               Sharpen the saw (balance feels best)Our Attitude     Gratitude: Be thankful for what we have.     Empathy: Practice random acts of kindness.     Mindfulness: Keep in the present moment.One of the staff's favourite quotes: "What do we live for, if it is not to make life less difficult for each other?" In 2022, the school had 9 grades and 188 students. There were 24 .41 staff: classroom teachers (13.10 time fraction), principal (1.0), Education Support Staff in integration, welfare and English and an Additional Language roles (8.10), tutor (0.50) and 2 Education Support Staff in administration (1.80).The 2022 grade structure was: FA (20 students); FB (20 students); 1/2 A (22 students), 1/2 B (23 students); 1/2 C (23 students); 34A (18 students); 34B (19 students), 34C (19 students) and 5/6A (24 students).In 2022, the Learning Specialist acted as Assistant Principal.A Leading Teacher was recruited and managed the Disability and Inclusion Program.No staff identified as Aboriginal or Torres Straight Islanders, and two students identified as Aboriginal. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The School Improvement Team led the collaborative development, management and ongoing evaluation and monitoring of effective teaching and learning programs and resources. The SIT implemented the school’s key improvement strategies and supported teachers to effectively differentiate learning for all students. This enabled both learning catch-up and learning extension, including the delivery of the 2022 Tutor Learning Initiative. The staff worked on increasing capacity to capture, analyse and utilise assessment data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning. The main action was developing data literacy of teachers, to identify students requiring additional support and their individual points of needs.   In 2022, staff professional learning had a major focus on mathematics. As a result, new teaching approaches were visible in lessons. Teachers facilitated number talks and posed open-ended mathematical questions to support student learning from different points of need.On a fortnightly basis professional learning teams met to discuss student achievement data and to increase their confidence and capacity to identify student learning needs of all of their students. Teachers were increasing their practice of identifying student learning needs based on diagnostic assessment data.PLTs, tutors and some Education Support Staff planned more open-ended tasks to cater for differentiation of every student, but also met fortnightly with the Disability and Inclusion Leading Teacher, to review and write Individual Education Plans, and to discuss and plan relevant curriculum and teaching approach adjustments.The tutor program targeted the Year 1-2 cohort in 2022, with a focus on literacy, to build student capacity to be numerate, understanding how to read and interpret written mathematical stories, questions and problems.  Some positive student achievement data included:  -       The percentage of students in the top three bands of testing in NAPLAN Reading Year 3 was 88% which was higher than the similar school average and state average.   -       The percentage of students in the top three bands of testing in NAPLAN Numeracy Year 3 was 68% which was slightly lower than the similar school average and higher than the state average.   -       The Year 5 results for NAPLAN tests in Reading and Numeracy were lower than the similar school and state average. This was attributed to the small Year 5 cohort of 7 students, comprising quite diverse learning styles and learning histories.  |
| Wellbeing |
| In 2022, the aim was to effectively mobilise available resources to support students' well-being and mental health, especially the most vulnerable. The focus was to develop, document and implement a tiered and responsive approach to support student well-being and inclusion.**Tier 1 Responsive Approaches (across the whole school)**The Measurable Results Assessment tool collected data linked to student, parent and staff judgements of well-being and connectivity, and provided feedback which directed program planning.Social and Emotional direct lessons were aligned with the Victorian Curriculum and taught in a scope and sequenced approach from Foundation to Year 6.Cultural Studies with a focus on students’ family backgrounds was introduced and facilitated by the Art teacher on a weekly basis.Physical Education and sporting activities were increased. The specialist P.E. teacher also facilitated weekly Resilience, Rights and Respectful Relationships lessons.The Gratitude, Empathy and Mindfulness tool from the Australian Resilience Project was threaded through classrooms.The Child Safe policies were reviewed and modified to include latest policies and guidelines.Some positive student feedback included:-       The percent of positive endorsement on the Student Attitude to School - Sense of Connectedness factor (Years 4-6) was 89% which was more than 10% higher than the similar school and state average.-       The percentage of positive endorsement on the Student Attitude to School - Management of Bullying factor (Years 4-6) was 88.3% which was more than 18% higher than the similar school and state average. **Tier 2 Responsive Approaches (targeting students identified as requiring additional support)**Teachers implemented and modelled consistent routines.The Assistant Principal, Disabilities and Inclusion Leading Teacher, the Tutor, and Education Support Staff facilitated specific learning tasks for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate.Documentation was collated of observations, referrals and home-school communication processes for all students deemed at risk.   Organising opportunities for at-risk students to participate in a range of Tier 2 interventions and programs was a focus. Students participated in hybrid remedial approaches of in-class and withdrawal instruction for literacy, numeracy and social development.  Lunchtime clubs supported students as they participated in structured and interest-based activities.   Self-assessment against the DET Inclusive Schooling Index tool was completed.   **Tier 3 Responsive Approaches (targeting students identified as requiring major adjustments for learning)**Bayside-Peninsula schools were the first to transition from the Program for Students with Disabilities to the new Disabilities and Inclusion Model. Adjustments to support students in their learning were observed and documented over ten-week periods to create Disability and Inclusion profiles. Profiles were presented to the Department of Education and Training and funding to maintain adjustments was approved.NDIS specialists were welcomed onsite to support students in a hybrid manner, sometimes in the classroom, sometimes out, on a one-on-one basis and in small groups. Specific resources were purchased for students requiring support with social and emotional self-regulation.  Student Support Group Meetings were scheduled each term, in which parents, teachers and some students reviewed their academic and personal goals and created new ones. Much celebration was had. |
| Engagement |
| Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. The average number of student absence days Years Prep-6 at Le Page Primary School was 25.4. The similar school average was 21.9 and the state average was 23.3.   2022, was the most difficult and challenging year to maintain onsite momentum and to not return to remote learning. With severe waves of COVID and Influenza in semester 1, students and staff were advised by the Schools Operations Guide to stay away from school with even the mildest of flu-like symptoms. Likewise, the greatest teacher shortage in recent history developed and schools were unable to access enough casual relief teachers to cover staff absenteeism. Just like the students, full-time and casual teachers were forced to isolate for a week at a time and sometimes multiple times, as illness infiltrated families, community groups and student cohorts at school.In 2022, some Le Page Primary School families returned to overseas homelands to visit loved ones for extensive periods of up to 50 days. This was the first opportunity for families and friends to reunite from across the world, post COVID global vaccination. This factor was significant in the higher absenteeism record for Le Primary Students in 2022.To foster student connectivity and engagement the staff facilitated a range of strategies. The focus on increasing student voice and engagement, was supported by systems and processes in three areas:     1. Leadership, starting with adults learning and modelling, then teaching students to lead.     2. Culture, creating a leadership environment and sharing leadership with students.     3. Academics, students setting and achieving goals and empowering learners.Each student developed a personal mission statement.   Each grade created collective mission statements and collective academic goals. The academic goals changed on a termly basis and were aligned with the Annual Implementation Priority goals and targets. In 2022, the major focus was numeracy.The 3-6 students had their goal and tracking systems displayed on walls. Tracking was done on a weekly basis.The Annual Implementation Priority Goals were displayed in classrooms and across the school e.g., in the staff room, corridor etc. Student Notebooks were revised, in which students' mission statements, goals, monitoring systems, reflections and celebrations were filed. The aim was for all students to have a deeper connection with their recorded education plans/journeys/milestones etc. The aim was to create a deeper sense of student voice, connectedness, and students seeing themselves as self-driven learners.  Student leadership roles were delegated on a termly basis and all students committed to at least four classroom leadership roles throughout the year.  Each term student job vacancies were advertised for roles across the school. An advertisement board was developed, and students submitted application forms and sat interviews for the positions of leadership.  The Student Lighthouse (Student Representative Council) membership tenure became one semester, to allow more students to be elected. Students on the Lighthouse Team made decisions about school activities and the purchase of resources e.g., outdoor games and obstacle courses, and facilitated special events.  Positive endorsement of the Attitudes to School Survey for students Years 4-6 factors for Student Voice and Agency, Engagement and Student Ownership increased.  |
| **Other highlights from the school year** |
| The Year 3-6 Woorabinda Camp at Yallourn was an incredible experience for the students. Activities included canoeing, damper making, nature walks and a talent show. The students had opportunity to increase their confidence, their resilience and further developed positive relationships with peers and staff.  There were excursions to the Zoo, Science Works and Twisted Science. Mad About Science was much enjoyed onsite.  The Movie Making Program was a major highlight. Each grade wrote and acted in their own movies that were screened at Village Cinemas. The students got to walk down the red carpet on the gala night.  The first Leadership Day was held in Term 4. The students and staff articulated and demonstrated how they practice Stephen Covey's 7 Habits of Highly Effective People, at school and at home. There were student presentations, performances and classroom walk-throughs for visiting parents and educators. |
| **Financial performance** |
|   The schools' overall financial position on December 31st 2022 was modest, but secure.  The Student Resource Package was in surplus. One of the largest expenditure items for 2022 was the replacement of all basketball and netball towers. Continuation of Kingston's onsite Out of School Hours Care service agreement continued in 2022. School Council approved an agreement for weekend orchestra and martial arts workshops in the school hall, with student scholarships being the payment for facility usage. The school received a $25,000 state government grant for an additional outdoor learning space. The government initiative saw every school fitted with a shaded area.  $16,000 was granted by the state government's Suburban Rail Link Project, for the creation of a Reflection Zone on the school grounds, for special events such as ANZAC and Remembrance Day ceremonies and First Peoples ceremonies.  |
| **For more detailed information regarding our school please visit our website at <https://lepage.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 189 students were enrolled at this school in 2022, 73 female and 116 male.

15 percent of students had English as an additional language and NDP 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

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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 78.6% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 69.3% |
| State average (primary schools): | 73.4% |

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

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

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 81.0% |
| Similar Schools average: | 89.3% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 79.2% |
| Similar Schools average: | 88.5% |
| State average: | 85.9% |

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 top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 88.0% | 74.2% |
| Similar Schools average: | 85.9% | 83.8% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 66.7% | 50.0% |
| Similar Schools average: | 76.5% | 76.3% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 68.0% | 51.5% |
| Similar Schools average: | 71.3% | 72.8% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 50.0% | 46.9% |
| Similar Schools average: | 59.1% | 64.9% |
| State average: | 54.2% | 58.8% |

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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 89.0% | 84.8% |
| Similar Schools average: | 77.2% | 78.6% |
| State average: | 78.1% | 79.5% |

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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 88.3% | 85.8% |
| Similar Schools average: | 75.0% | 77.7% |
| State average: | 75.8% | 78.3% |

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.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 25.4 | 19.2 |
| Similar Schools average: | 21.9 | 15.4 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

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

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 87% | 89% | 88% | 88% | 85% | 87% | 86% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,392,486 |
| Government Provided DET Grants | $270,841 |
| Government Grants Commonwealth | $5,930 |
| Government Grants State | $8,263 |
| Revenue Other | $5,282 |
| Locally Raised Funds | $120,152 |
| Capital Grants | $19,646 |
| Total Operating Revenue | **$2,822,600** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $24,325 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$24,325** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,260,271 |
| Adjustments | $0 |
| Books & Publications | $136 |
| Camps/Excursions/Activities | $62,291 |
| Communication Costs | $3,400 |
| Consumables | $25,141 |
| Miscellaneous Expense 3 | $15,642 |
| Professional Development | $19,557 |
| Equipment/Maintenance/Hire | $88,718 |
| Property Services | $55,725 |
| Salaries & Allowances 4 | $24,831 |
| Support Services | $56,532 |
| Trading & Fundraising | $11,471 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $35,677 |
| Total Operating Expenditure | **$2,659,393** |
| Net Operating Surplus/-Deficit | **$143,561** |
| Asset Acquisitions | **$60,493** |

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 25 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $14,282 |
| Official Account | $6,777 |
| Other Accounts | $0 |
| Total Funds Available | **$21,059** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $21,059 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $18,500 |
| 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 |
| Total Financial Commitments | **$39,559** |

*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.*