

# 2021 Annual Report to The School Community



**School Name: Rockbank Primary School (0919)**



- 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 29 March 2022 at 01:44 PM by Darryl Spiteri (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 29 April 2022 at 03:53 PM by Lyn Courtice (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

Rockbank Primary School has a rich history, opening in October 1868 to service the farming areas around Rockbank at the time. The school is located in the Rockbank Township just off the Western Highway amongst several new developments. Rockbank Primary School has a current Student Family Education and Occupation index of 0.4425, which has shifted significantly over the past four years. The school had an enrolment of 260 students by the end of the year spread across twelve classrooms. International students are accepted at Rockbank Primary School and in 2021 there were 0 students from this program. The classroom composition in 2021 was 3 x Foundation/1, 4 x Year 1-2, 2 x Year 3-4 and 3 x Year 5-6. There is a staff FTE of 27.0 with no Aboriginal or Torres Strait Islander staff. This has enabled the school to successfully support student groupings, whilst also assisting cohorts of students with additional needs. This structure encourages strong team collaboration between teachers, as well as a School Improvement Team and newly appointed Team Leaders.

Our 2021 enrolments indicated a significant increase in student numbers due to several estates being developed within our current Designated Neighbourhood Area, all with new houses.

The main focus from the Annual Implementation Plan is to improve student outcomes in literacy and numeracy, as well as greater focus on student engagement and attendance. It was still very difficult to achieve set goals in 2021 due to the increased disruption caused by the COVID 19 pandemic.

Much of 2021 was conducted remotely and it was difficult to focus on specific skills across the school, such as writing. As a result we were unable to meet our targets in this area.

Teachers continued to work in weekly Professional Learning Communities where student outcomes have become the main focus with data being central to decision making. This has become an embedded practice at Rockbank Primary School.

Our school vision 'Believe Nurture Achieve' and our four school values of respect, togetherness, learning and safety reflect our school's culture. Our values align with the implementation of the Child Safety Standards and we implement Respectful Relationships and You Can Do It! at our school. Our school values are used as common language and underpin every decision, with the values linked to School Wide Positive Behaviour Support which are represented on our school matrix. Our school wide house system is used to support a team approach to achieving success with Peacock, Harrison, Missen and Fisher all equally represented. In 2021 we introduced our Dojo points system and Dojo shop to provide students at the school with a consistent reward system and tangible goals. Organised play time activities also help to develop socialisation among students and provides them with scenarios that further enhance friendships and school connectedness. Our Wellbeing Centre continues to assist with resettling students who might be experiencing challenges in their classroom. There are also a number of students on social skills programs. The Wellbeing Centre is overseen by a Wellbeing Coordinator who provides teachers with support in assisting students with additional needs.

Data collection and analysis is a clear focus at Rockbank Primary School. With the help of a Learning Specialist our teachers, diagnose, assess and implement differentiated learning programs. We continued to provide an enhanced reporting system to provide real-time feedback to parents and to make reporting more relevant to student progress. In 2021 we continued to use the SeeSaw platform to provide parents with visual updates on their child's learning and engagement.

In 2021 the Specialist Program consisted of PE, AUSLAN, and Art. There were also 3 teachers who provided support for the Tutor Learning Initiative. Their main role was to help students who are close to the necessary standard and may have been affected by remote learning to receive individualised support through differentiated small group teaching. In 2021 there was also an EAL coordinator to manage the growing number of EAL students within the student population.

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### Framework for Improving Student Outcomes (FISO)

During 2021 at Rockbank Primary School we intended to focus on Building Practice Excellence to impact our Key Improvement Strategy of improving outcomes in Writing, Mathematics and Reading. The school has implemented Professional Learning Communities (PLC) successfully in 2021 despite having much of the year completed remotely. This work has been led by the Learning Specialist. This strategy worked well in small groups and positively affected all groups who were targeted for support. Teachers were able to communicate remotely and as a result of this process, improved PLC practice has become an embedded part of data analysis and planning in teams. The indicator to determine whether this strategy was successful was the use of NAPLAN data. NAPLAN data indicates strong gains in reading across the school, with relative growth in Year 5 being at 23% and students achieving at or above benchmark growth at 36% which is above the State average. Growth in writing and numeracy continues to be a problem for this school, so a big focus on these two curriculum areas will be apparent in 2022, through the use of consultants in numeracy and literacy. NAPLAN data for students in the Top 2 bands in Year 3 was strong with numeracy at 24%, reading at 43% and writing at 38%. Targetted teaching will be provided to students in the Top 2 bands to ensure they remain in this target group in 2023. Maintaining students in the top 2 bands, particularly in writing has been a challenge for this school.

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## Achievement

During remote learning in 2021, staff found it increasingly difficult to maintain student engagement despite trying to keep the process as routine as possible. Teachers provided an amazing amount of support to all students and modified programs to suit the needs of all students and their families. There were however, a number of students whose interest waned over the remote learning period and did not make the necessary progress as a result of this situation. We have every confidence that we tried everything to support those who became disengaged over this period. The vast majority of our students were completely engaged and a number of our students thrived in the remote learning environment. As a result of this we are more prepared to provide remote learning options to students who might feel more comfortable in this environment when they are disengaged at school.

During remote learning our staff successfully navigated the online spaces that were necessary to provide continuity for our students. They completed daily instructional videos for each task, held twice daily whole class check-ins, social check-ins for those who needed it, individualised meetings with students and parents to gauge progress and a range of highly engaging tasks. Students were expected to upload work to SeeSaw as it was completed and teachers interacted with this information by providing feedback on most tasks. Teachers were also readily available to assist students and families when they were having difficulty with the content or technology. Some students, whose parents were essential workers continued to attend school.

Students on the PSD program were supported by their teachers and an Education Support person was assigned to each one to provide added support. This model worked extremely well and our PSD students seemed to cope best with the remote learning format as there was a clear routine and clear expectations.

During periods of onsite learning, we tried hard to focus on literacy and numeracy and did not put added pressure on students or teachers to 'catch-up' by the end of the year. The focus clearly shifted to student wellbeing and teachers ensured that students were able to re-familiarise themselves with the rigours of schooling and dealing with a series of closures and COVID outbreaks. It was challenging, but the teachers and students did an amazing job in ensuring that all students returned to learning as quickly as possible.

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## Engagement

It was difficult to maintain student engagement in 2021 during the remote learning period, but teachers used a number of methods to maintain involvement and sustain interest. Teachers provided a number of inter-connected tasks that enabled students to extend their learning and complete tasks at different levels that were aligned with each child's individual abilities. The Specialist team also provided inter connected tasks that enabled students to see a clear sequence of learning.

Attendance is constantly monitored by the Attendance Committee, administration staff and the Student Welfare Officer.

We identify students who have been absent for prolonged periods and work with their families to enable them to return to school more regularly. Where there is chronic absence we engage with Student Wellbeing Officers at the Regional Office who assist in this process. As a school we have a series of motivational activities that promote attendance at school. The class with the highest attendance each week receives the school mascot 'Rocky' to look after for the following week. This is a highly engaging program at our school. Students who achieve maximum attendance each term are placed in a draw to receive a prize. Any students with chronic absence work with the Assistant Principal to formulate plans for greater attendance. Attendance has become a focus for our school, although this was difficult to monitor in 2021 due to COVID and remote learning. In 2021 our school formed an attendance committee and created a document outlining the staged approach to attendance and the process for absence that enables everyone at the school to be on the same page.

In 2022 we are shifting our focus towards ensuring student agency is present in planning and students are more able to identify deficiencies in their learning. We are mindful of student wellbeing as a direct impact of COVID-19 and are ensuring that we monitor and act accordingly to support students who may need it.

Since returning to school our main focus has been to identify student need and if any gaps in learning are present after 2021. These students are receiving targeted programs through the Tutor Learning Initiative to provide a boost and hopefully ensure students have not been disadvantaged as a result of the events of 2020/21.

Attitudes to school data shows that our students are feeling safe and connected to the school. Students feel that they are learning when in class and also feel that their wellbeing needs are being met. Bullying is dealt with swiftly and students who need assistance with this are given the opportunity to participate in Social Skills Programs both as a victim and as someone who is seen as a bully by others. Our social skills programs have been in operation for 3 years and have been highly effective for reducing in school issues. The Wellbeing Centre continues to enable students to self-regulate and return to class in a more settled state and ready to learn.

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## Wellbeing

In 2021 student wellbeing was a strong focus at Rockbank Primary School. Our Assistant Principal ensured students and families were connected to learning through teachers monitoring individual student progress and assessing need. Students whose parents are essential workers and those who were deemed vulnerable were provided with the opportunity to attend school. Students were provided with technology when it was requested and some students were also given Internet for the duration of remote learning. When students returned to school at various points across the year, they were monitored and support was provided by our wellbeing team. Some students required Counselling and others required deeper support, some of which is ongoing in 2022. We acquired funding for the Schools Chaplaincy Program in 2021 and 2022. This has been a wonderful addition to our wellbeing programs as it has provided counselling for students who have needed it.

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## Finance performance and position

Rockbank Primary School has been building a surplus each year due to the growth that has been occurring. In 2021 we had 217 students on census day and finished the year with 260. The School's surplus enabled a twelve class model to be implemented despite a sharp drop in enrolments. The decision to maintain the same number of classes enabled the school to deal with the increase in enrolments over the course of the year. All available spaces are being used in the school as classroom spaces.

Our school hall is hired out to a local dance company and a tutoring group over the week. The revenue raised from this goes towards upgrading the school.

In 2021 there were no major projects at the school, except for the covering of one of the playgrounds with shade sails. Four table tennis tables were also installed as a result of sporting grants funds. The school has been successful in obtaining a Shade Sail Grant to erect an outdoor learning space in 2022. There will also be a new art room space and

staff space included in 2022. The dirt mound will also be removed to minimise the risk of snakes entering the play areas around the school.

In 2022 we will aim to build more shade solutions for our students and to cover the newer playground. We used equity funding for a number of programs and resources in 2021. Equity was used to enable our teachers to access a Literacy Consultant who continued to work with our teachers with a focus on writing. Equity also enabled us to hire an extra Education Support Staff member to deal with the increased number of students with additional needs as the year progressed. It also enables our school to provide time to team leaders and our Professional Learning Community Coordinator to ensure policies, processes and planning are reflective of our Annual Implementation Plan and Strategic Plan goals. Equity has also been used to ensure teachers have the necessary assessment tools required to keep track of student outcomes. Equity has also enabled us to have a numeracy consultant to assist teachers with the implementation of a problem based numeracy program. Teachers have access to Essential assessment, SeeSaw, PAT-M and PAT-R.

**For more detailed information regarding our school please visit our website at**  
<http://www.rockbankps.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 212 students were enrolled at this school in 2021, 95 female and 117 male.

50 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).

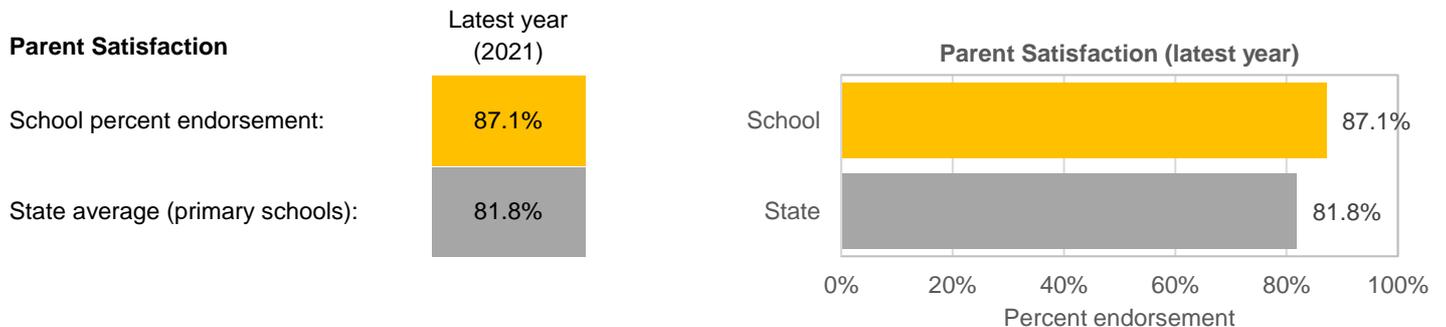
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

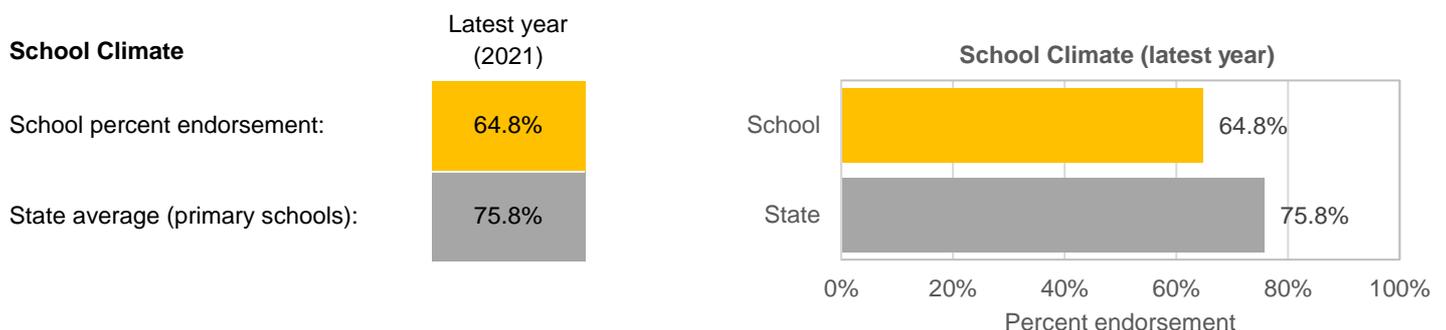


### School Staff Survey

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:

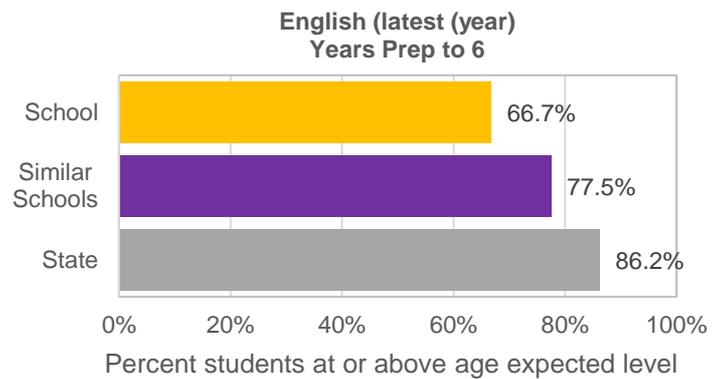
66.7%

Similar Schools average:

77.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

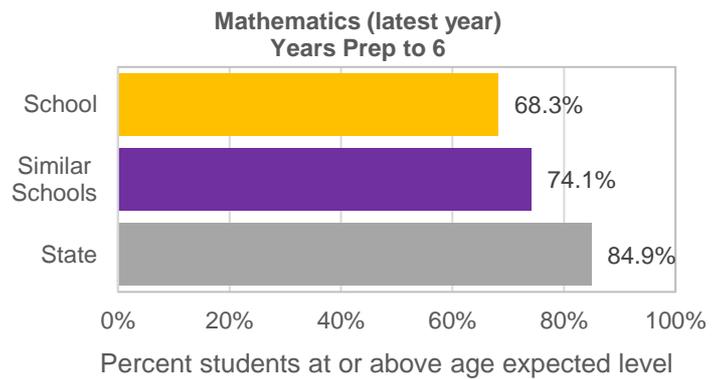
68.3%

Similar Schools average:

74.1%

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.

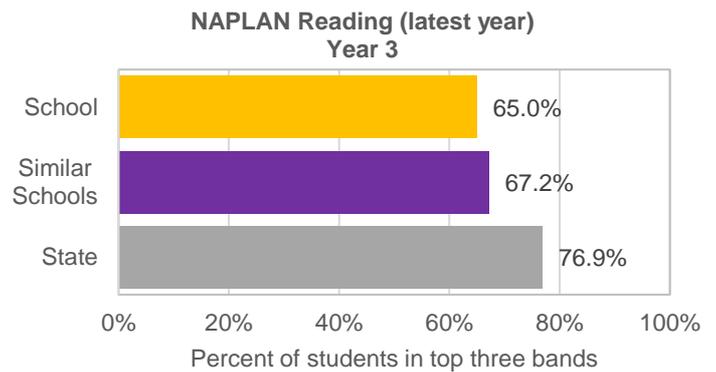
**NAPLAN**

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.

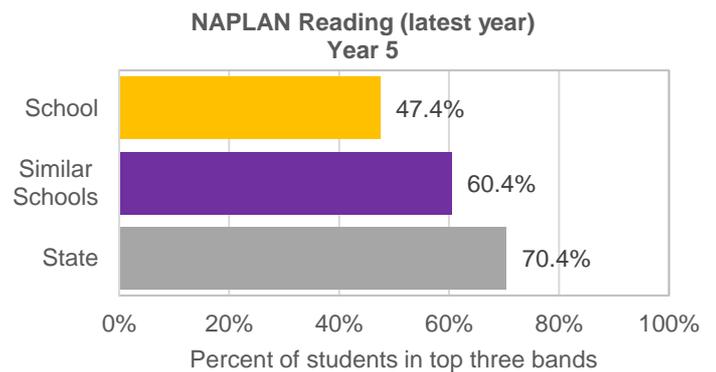
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.0%	53.6%
Similar Schools average:	67.2%	65.9%
State average:	76.9%	76.5%



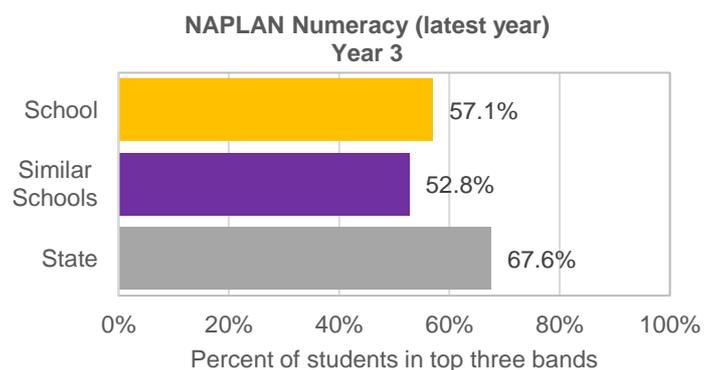
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.4%	46.5%
Similar Schools average:	60.4%	56.5%
State average:	70.4%	67.7%



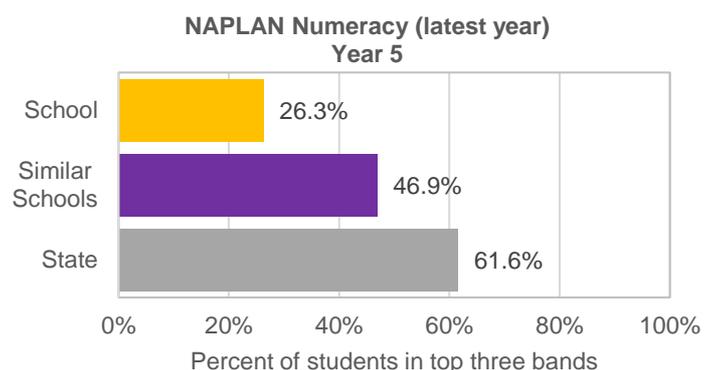
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.1%	45.6%
Similar Schools average:	52.8%	53.3%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	26.3%	31.0%
Similar Schools average:	46.9%	46.5%
State average:	61.6%	60.0%



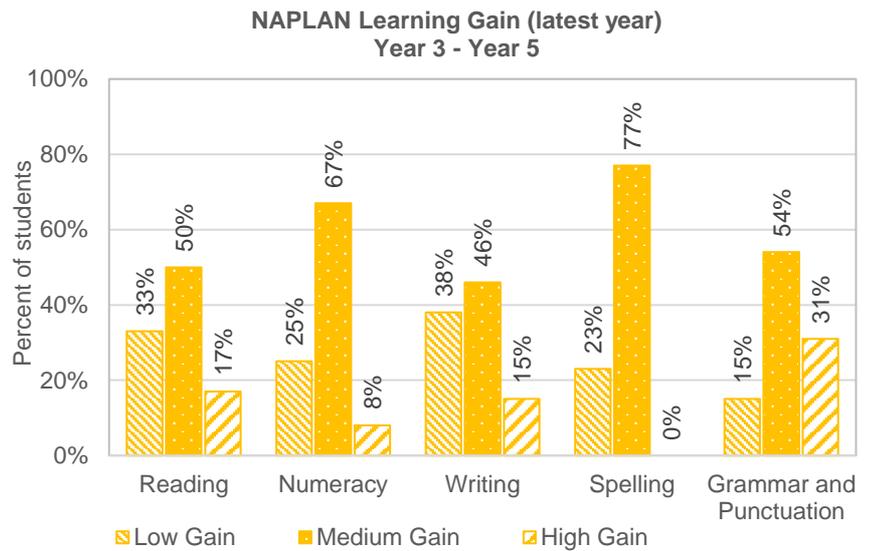
## ACHIEVEMENT (continued)

### 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:	33%	50%	17%	21%
Numeracy:	25%	67%	8%	24%
Writing:	38%	46%	15%	25%
Spelling:	23%	77%	0%	31%
Grammar and Punctuation:	15%	54%	31%	26%



## ENGAGEMENT

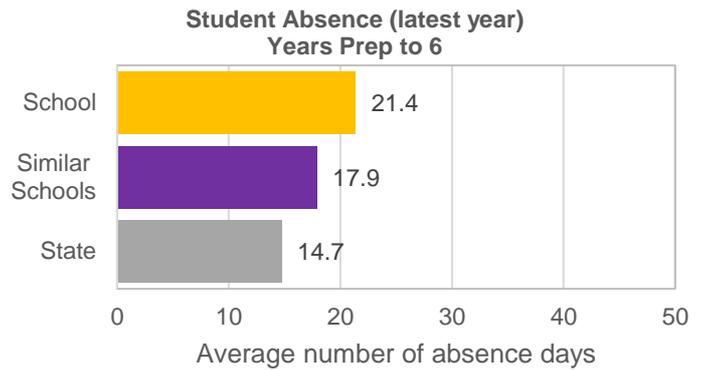
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.4	23.9
Similar Schools average:	17.9	17.8
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%	88%	89%	90%	90%	89%	NDA

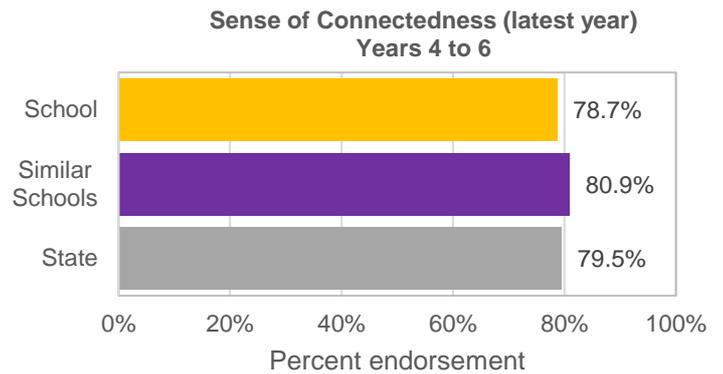
## WELLBEING

**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:	78.7%	80.2%
Similar Schools average:	80.9%	83.3%
State average:	79.5%	80.4%

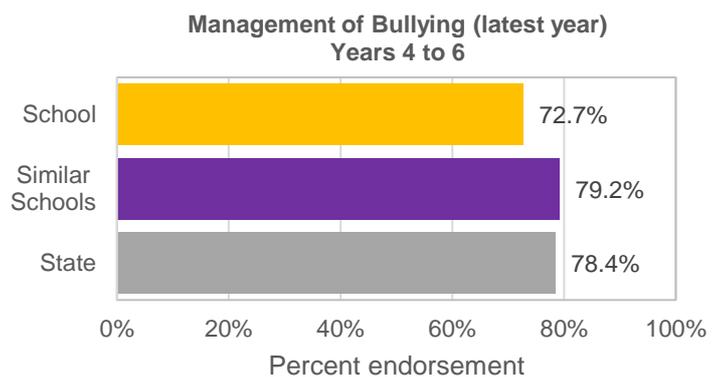


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	72.7%	76.9%
Similar Schools average:	79.2%	81.5%
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	\$3,041,413
Government Provided DET Grants	\$269,301
Government Grants Commonwealth	\$3,351
Government Grants State	\$0
Revenue Other	\$5,259
Locally Raised Funds	\$92,203
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,411,526</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$144,724
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$144,724</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,477,511
Adjustments	\$0
Books & Publications	\$4,150
Camps/Excursions/Activities	\$40,316
Communication Costs	\$4,037
Consumables	\$53,231
Miscellaneous Expense <sup>3</sup>	\$17,532
Professional Development	\$2,937
Equipment/Maintenance/Hire	\$48,666
Property Services	\$9,156
Salaries & Allowances <sup>4</sup>	\$37,559
Support Services	\$87,417
Trading & Fundraising	\$7,132
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,370
<b>Total Operating Expenditure</b>	<b>\$2,816,014</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$595,512</b>
<b>Asset Acquisitions</b>	<b>\$28,500</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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$194,103
Official Account	\$57,755
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$251,858</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$55,241
Other Recurrent Expenditure	(\$229)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,000
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	\$70,000
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
<b>Total Financial Commitments</b>	<b>\$305,012</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.*