

2024 Annual Report to the School Community

School Name: Moe (Albert Street) Primary School (2142)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2025 at 05:29 PM by Monique Osborn (Principal)

- As executive officer of the school council, I attest that this 2024 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 March 2025 at 02:23 PM by Monique Osborn (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Albert St (Moe) Primary School encourages "Everyone to dare to dream and reach their potential in supportive, caring environments and together we recognise and celebrate our success"

Our values are Partnership, Respect, Optimism and Pride. We are a Child Safe school and recognise the importance of inclusivity.

Our school is centrally located in the Latrobe Valley, in the township of Moe. The school's socio-economic band is high as it supports families from a disadvantaged community. During 2024 the school's enrolment fluctuated around 125 students, accommodating a transient population throughout the year, due to housing and family circumstances.

The school operated as a Junior Unit (Prep/1, Years 1/2 and Years 2/3) and a Middle/Senior Unit (Years 3/4 and 2x Years 5/6). Learning Assistants were appointed to each classroom and one Learning Assistant shared between the two Year 5/6s in a team-teaching capacity).

Learning Assistants supported tier 2 and 3 interventions and extensions. Our workforce comprised of 4 full time teachers and five part time teachers.

A full time Disabilities Inclusion Leader, a part time Speech Therapy Assistant provided support for funded students and those requiring significant adjustments in their learning program.

Fulltime Wellbeing and Welfare officers and a part time School's Community Outreach Nurse supported a significant number of our students and their families with mental and physical health needs.

Specialist programs for visual art, digital technology and library are implemented across the school throughout the year. Twelve students were funded as PSD ranging from level 1 to level 3 for disabilities and behaviour, with staffing and resourcing allocated accordingly. As reported on the 2023 NCCD, 78% of our total student cohort required adjustments for physical, emotional/social and/or academic support. This is an increase of 20% from the previous year.

Fourteen of our cohort identified as ATSI students. Our Kurnai Language and Culture Program is implemented across the school by a staff member with permission from a Kurnai Elder, ensuring that our ATSI students and all other students are developing a deeper understanding of First Nations culture. The Welfare Officer is our nominated Marrung Lead, who together with principal have completed SPPIKE training to ensure culture awareness and inclusion for ATSI students. Seven students have English as an Additional Language, some of whom were supported by a representative from the Area EAL support program as well as additional online classes. We continued to partner with staff from Berry Street and VACCA Side by Side which focusses on re-engaging students exhibiting chronic absenteeism. A family case worker and tutor appointed to the school continued to partner with the Wellbeing Team, specific students and their families, for academic, financial and moral support. The school has an Out of School Hours program which is implemented on weekdays and school holidays in the Multi-Purpose room. Albert St PS has an active School Council with membership of parents/carers, DE staff, community members and nominated members.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2024 Annual Implementation Plan focussed on improving the outcomes of reading and numeracy and student engagement. The Curriculum Team comprising of Literacy, High Intensity Teaching Strategies, Student Engagement and Disabilities Inclusion Leaders overseen by the principal, continued to professional learning support for teaching and learning, planning, assessments, interventions and extension work for identified students. More specifically, throughout the year, strategies to further develop the capacity of teachers and learning assistants to implement guided reading, sounds write and Heggerty. The purpose of this professional learning, led by the Literacy Leader was to create a consistent approach to teaching reading and spelling skills across the school. There was also a focus on analysing and triangulating literacy data collected from formal and informal assessments, to improve the accuracy of teacher judgement for mid-year and end of year reporting. An assessment schedule including English Online (Prep-2) PAT-R (Years 3-6) and F&P. The HITS Leader continued coaching and mentoring work focussing on student engagement strategies including turn and talk questioning, feedback and collaborative learning to contribute to the improvement of reading and numeracy student outcomes. Leadership attended Professional Learning focussing on the Gradual Release Model, implemented by Bronwyn Ryrie Jones. Members of the Curriculum Team also attended Docklands PS to observe classroom implementing the Gradual Release Model, which led to further refinement of ASPS teachers' planning and practice. This resulted in the transference of teacher instruction to students spending more time demonstrating their learning in numeracy and literacy. By the end of term 1 2024 all teachers and learning assistants completed Sounds Write Training to ensure a consistent approach to spelling across the school and further support the literacy learning outcomes of students. The data collected from Sounds Write sessions also contributed to developing greater accuracy of teacher judgement for mid-year and end of year reporting. Even though the Year 3 and Year 5 NAPLAN reading results reported that the percentage of students in the Strong and Exceeding proficiency levels were below Similar Schools for 2024, the 2-year average reported the percentage of students above Similar Schools. The Year 3 and 5 NAPLAN numeracy results reported the percentage of students in the Strong and Exceeding proficiency levels were below Similar Schools for 2024, the 2-year average reported Year 5v students above Similar Schools.

Wellbeing

Throughout 2024 there was a continued focus on improving student engagement in learning through their wellbeing. The Student Engagement Leader liaised with Berry St consultant to revisit morning Circle Time and support teachers to access online Masterclasses to further develop trauma informed practices. The Principal and Welfare officer met regularly with Berry St and VACCA family case workers and Berry St tutor to discuss student engagement and parent assistance required. Provision of financial support for uniform, medical procedures and medicines has contributed towards improving student attendance. The Welfare Officer continued to liaise

with external services- DFFH, Orange Door, Anglicare, Headspace to support student and family welfare. The Wellbeing Officer supported students and their families with soft landings on arrival to school, modified attendance plans and tier 3 support during class time, recess and lunch time. Tier 2 and Tier 1 social programs developed and implemented Buddies P/1 & year 5/6; social groups and emotional regulation groups.

Key Contact meetings attended by Wellbeing Team and 2 staff from Regional office SSS team to discuss Tier 1 - Preventative and Health promoted practices, Tier 2 - Targeted and additional practices and Tier 3 - Intensive individualised practice. Providing support for referrals for student assessments, review of behaviour and safety plans, SSG meetings, and conducting observations of individual students in the classroom to develop strategies to aid student engagement. The Community Nurse in Primary Schools supported student engagement and education. A focus has been on attending a Gender Clinic to strengthen support for non-binary and transgender students with resources and professional learning for staff. Sessions on reproduction education were implemented for senior students. Referrals for speech assessments, dietitian, OT and counselling have also been completed by the CNIIPS. Hearing tests were implemented for years 2 and 4 in term 4 in preparation for 2025 NAPLAN. Vision Screening will be the next program to be implemented.

Teachers have participated in Science of Learning (Nathaniel Swain) to increase student engagement in learning. The Attitudes to School Survey reported an increase in 'stimulating learning' from 68% (2022) to 79% (2023); 'student voice and agency' 51% (2022) to 65% (2023); 'sense of connectedness' from 57% (2022) to 63% (2023), 'teacher concern' from 60% (2022) to 62% (2023)

Engagement

The 2024 Annual Implementation Plan also focussed on improving student engagement in learning. This work was led by the Student Engagement Leader who focussed on activating student voice across the school to strengthen student participation and ownership or and engagement in learning. Students were experiencing the shift to extended periods of learning. A PIVOT survey was implemented in years 3- 6 during June and November to collect data on students' thoughts regarding learning goals, teacher feedback and small group work to support learning. 75 out of 82 students agreed - strongly agreed that learning intentions were displayed for them to understand the purpose of the lesson in June and 55 out of 70 students in November. In June 68 out of 82 students agreed and strongly agreed that teachers gave regular feedback to assist learning and 60 out of 70 in November. In June 60 out of 82 students found working small groups helped to improve understanding and 48 out of 70 in November. PROP days were scheduled for each term, when students participated in

The Side bySide Program continued to address chronic attendance issues by working collaboratively with Berry St and VACCA workers, another seven students were enrolled in the program. An improvement in attendance of these students was noted. The Welfare Officer continued to address student attendance issues at Key Contact Meetings and referrals to the Region and DFFH for assistance. The Wellbeing Team implemented a range of school-based interventions in partnership with families and organisations to encourage attendance via special events to earn house points. In 2023 41% of students recorded 20+ absences a significant drop in 2024 at 22%. Attendance on special events were recorded at Day for Dolly 90%; Book Week Parade 95.5%; Athletics Day 85%; Family Lunch Day 84.5% and Wheelathon 83%. Additional programs and opportunities were provided to students throughout the year to encourage reengagement. Rotary Scholarship Community Program, Sports Days, 5-day Swimming Program,

School Concert, Art club (lunchtime), Sustainability/Gardening Club, Family woodwork evenings and Discos. A school values day was implemented each term whereby students were organised in house colors to participate in Partnership, Respect, Optimism and Pride based activities. A focus on House Teams for earning reward points involved students, staff and parents motivated attendance and engagement.

Other highlights from the school year

Art Specialist teacher has liaised with Student Engagement Leader to establish a student voice component in lessons. The teacher created handouts with simple rubrics defining success criteria for pre-assessment art activities. Upper Primary students use these to reflect on and write improvement goals. A '3D Dragon Puppet Project' was developed through student voice and agency, inspired by a year 6 student's love of making dragon puppets, and asking if she could teach this to her peers. The year 6 student became the project's mentor artist and 'team teacher'. Year 6 students involved in the Rotary Scholarship Community Program, held a Wheelathon to raise funds for the construction of wheelchairs to be supplied to children in third world countries with mobility issues. Rotary Students created a podcast on The students appeared on TV and ABC radio to promote their work. Organisers of "Do It For Dolly" requested our student participate in their photoshoot to advertise the National 2024 campaign. The request was due to the ongoing commitment the school has in promoting Child Safe and "Do It For Dolly." Junior School Council Students have partnered with Latrobe City and Martin Cameron MP to install seating at the front of the school. A \$30,000 grant was awarded by Active Sporting Schools to convert an asphalted area of the school into a mini traffic school for Bike Education. The asphalt has been marked and painted and signage purchased.

Financial performance

Our school continued to operate in surplus during 2024. Social Disadvantage Equity Funding was used to support all our families with the provision of essential education items to ensure that all students had basic supplies for their learning. Some of this funding as well as Mental Health Funding was jointly used to finance the School Outreach Nurse position with Latrobe Community Health. Professional Learning and the resourcing funding continued to ensure Sounds Write training for staff and purchasing of Decodable readers. The Disabilities Inclusion Funding was used for staffing and the purchasing of consumables for tier 2 and tier 3 interventions. Locally raised funds contributed to the final payments of the climbing equipment in the playground. A successful Active After School Grant has been targeted to creating a Mini Traffic School in the school grounds which will link to Bike Education and Traffic Safety. A Bate Scholarship Grant has enabled students to participate in a Kurnai Culture Excursion and the purchase of E reader pens to support students requiring additional reading assistance.

For more detailed information regarding our school please visit our website at <https://www.aspsmoe.vic.gov.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 140 students were enrolled at this school in 2024, 81 female and 58 male.

6 percent of students had English as an additional language and 13 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).

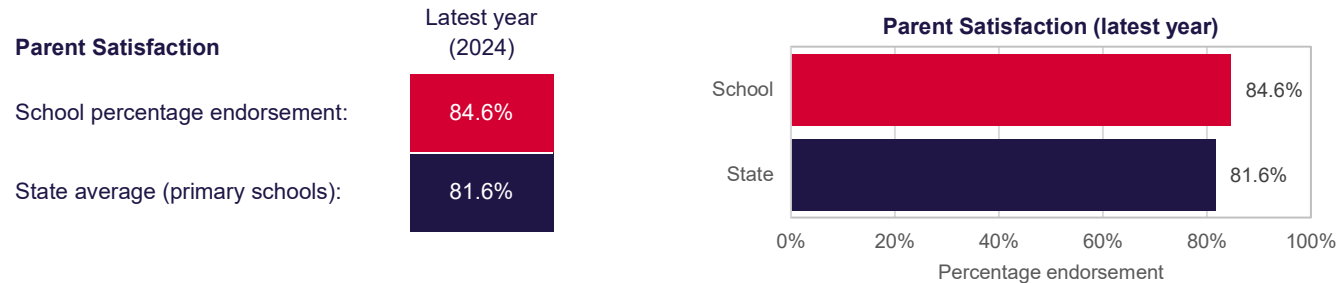
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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



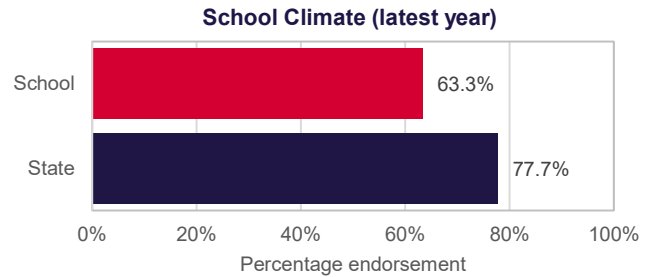
School Staff Survey

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

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

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

School Climate	Latest year (2024)
School percentage endorsement:	63.3%
State average (primary schools):	77.7%



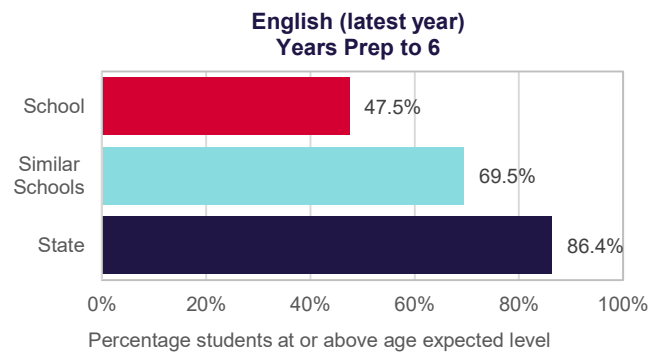
LEARNING

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

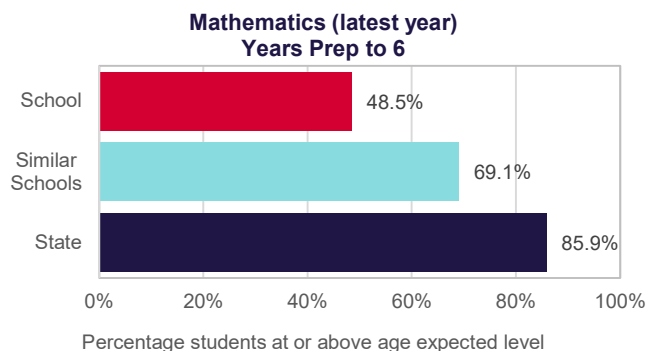
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	47.5%
Similar Schools average:	69.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	48.5%
Similar Schools average:	69.1%
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.

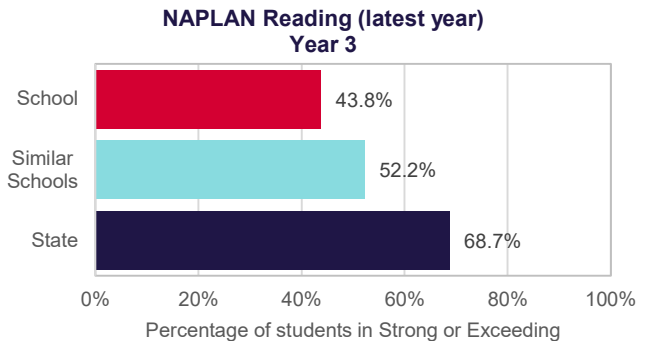
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

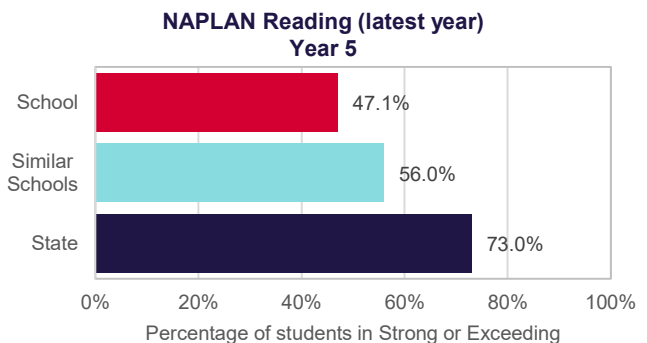
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.8%	54.3%
Similar Schools average:	52.2%	50.4%
State average:	68.7%	69.2%



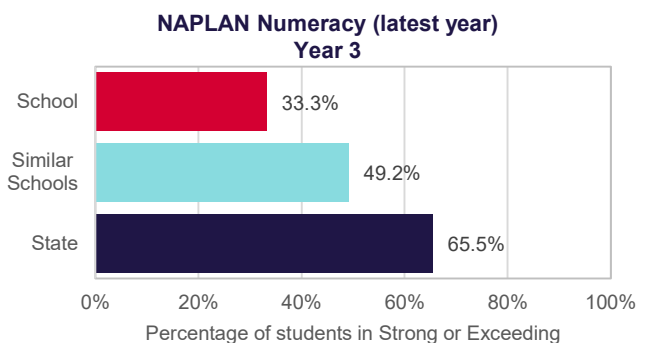
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.1%	64.1%
Similar Schools average:	56.0%	58.2%
State average:	73.0%	75.0%



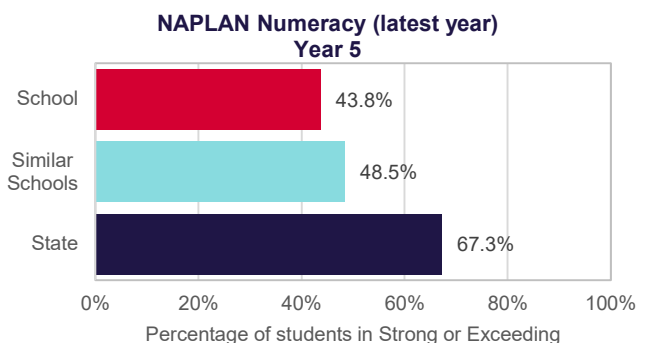
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	41.2%
Similar Schools average:	49.2%	47.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.8%	55.3%
Similar Schools average:	48.5%	48.3%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

41.2%

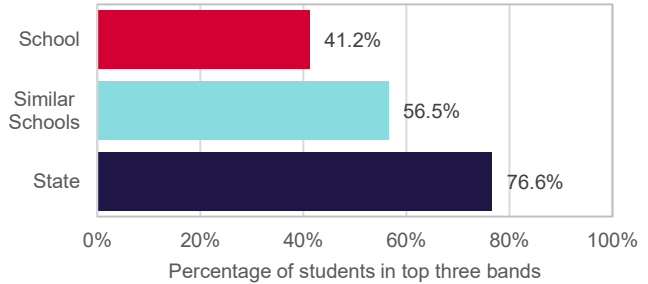
Similar Schools average:

56.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

47.1%

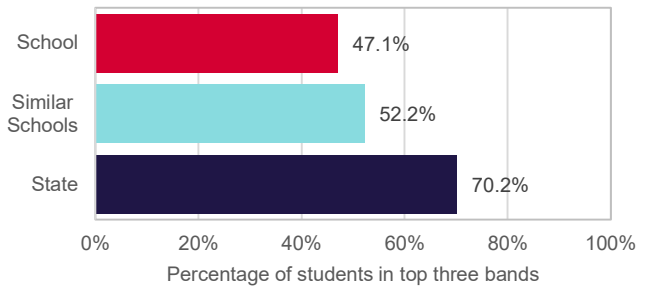
Similar Schools average:

52.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

25.0%

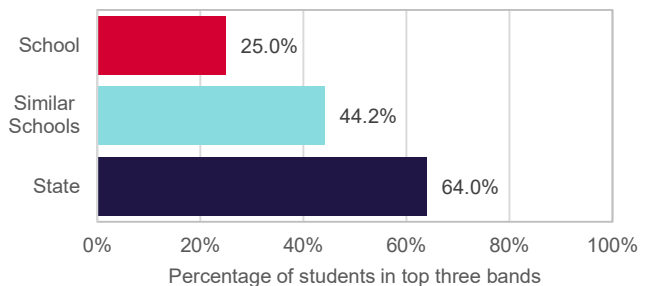
Similar Schools average:

44.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

43.8%

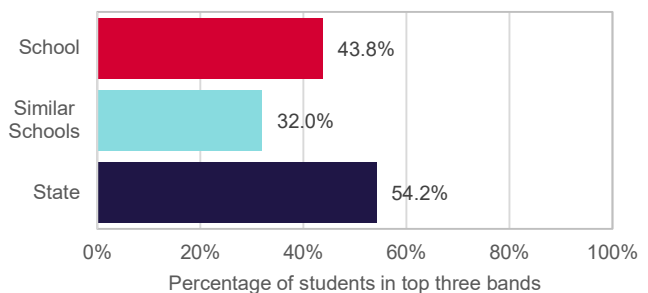
Similar Schools average:

32.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

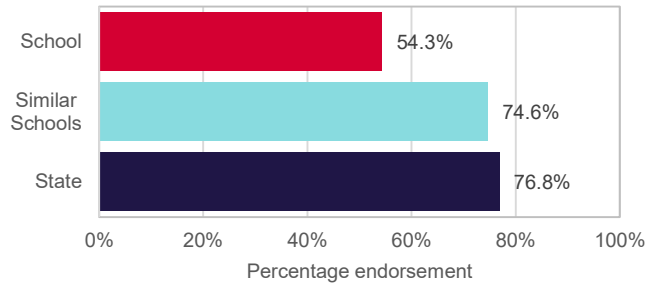
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	54.3%	59.1%
Similar Schools average:	74.6%	75.4%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



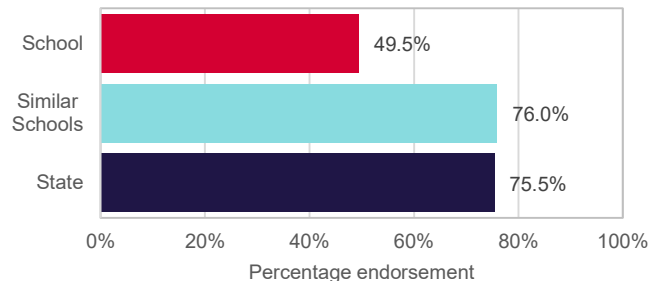
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	49.5%	57.4%
Similar Schools average:	76.0%	76.4%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

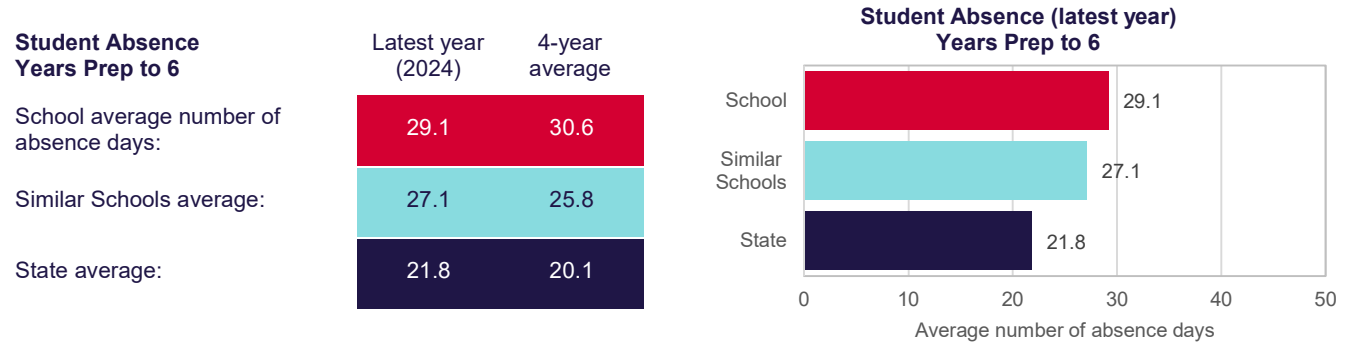


ENGAGEMENT

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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	84%	83%	87%	87%	84%	85%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,994,653
Government Provided DET Grants	\$587,274
Government Grants Commonwealth	\$4,111
Government Grants State	\$0
Revenue Other	\$27,811
Locally Raised Funds	\$56,020
Capital Grants	\$0
Total Operating Revenue	\$2,669,870

Equity ¹	Actual
Equity (Social Disadvantage)	\$408,912
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$408,912

Expenditure	Actual
Student Resource Package ²	\$1,920,945
Adjustments	\$0
Books & Publications	\$727
Camps/Excursions/Activities	\$26,803
Communication Costs	\$2,876
Consumables	\$45,951
Miscellaneous Expense ³	\$8,932
Professional Development	\$9,311
Equipment/Maintenance/Hire	\$43,901
Property Services	\$87,846
Salaries & Allowances ⁴	\$108,594
Support Services	\$31,475
Trading & Fundraising	\$95,421
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,808
Total Operating Expenditure	\$2,403,590
Net Operating Surplus/-Deficit	\$266,279
Asset Acquisitions	\$59,397

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$585,972
Official Account	\$17,413
Other Accounts	\$0
Total Funds Available	\$603,386

Financial Commitments	Actual
Operating Reserve	\$80,673
Other Recurrent Expenditure	\$0
Provision Accounts	\$758
Funds Received in Advance	\$62,458
School Based Programs	\$106,049
Beneficiary/Memorial Accounts	\$2,879
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,185
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$106,653
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$208,483
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$600,139

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

