

2025 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 02 April 2026 at 09:39 AM by Monique Osborn (Principal)

- As executive officer of the school council, I attest that this 2025 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 02 April 2026 at 09:40 AM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available 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 2025 the school's enrolment fluctuated around 111 students, accommodating a transient population throughout the year, due to social housing and family circumstances.

The school operated as a Junior Unit (Prep & Year 1/2) and a Middle Unit (2x Year 3/4) and a Senior Unit (2x 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 principal, 5 full time teachers and 5 part time teachers; 4 full time education support staff and 2 part time education support staff; a full time Business Manager and a part time Administration Officer. A part time grounds person and casual handyman assist to maintain buildings and grounds. Two volunteers provide support in the library and art room.

A full time Disabilities Inclusion Leader, a full time Language Intervention/Disabilities Co-ordinator provided support for funded students and those requiring significant adjustments in their learning program.

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

The Curriculum Team is comprised of a High Impact Teaching Strategies Leader, Student Engagement Leader, Literacy Leader and Disabilities Inclusion Leader, who oversee the Curriculum and Wellbeing programs across the school in accordance with FISO (Framework for Improving Student Outcomes) 2.0

The Executive Team is comprised of the principal and 2 leading teachers to oversee school logistics.

Specialist programs for visual art, digital technology are implemented across the school throughout the year. A library program is implemented by a library technician in partnership with the class teacher.

Twelve students received disabilities inclusion funded ranging from level 1 to level 3, with staffing and resourcing allocated accordingly. As reported on the 2025 NCCD, 68% of our students required significant adjustments for physical, emotional/social and/or academic support.

Sixteen of our cohort identified as ATSI students. Our Kurnai Language and Culture Program is implemented across the school by a teacher 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 and together with the principal have completed SPPIKE training to ensure culture awareness and inclusion for ATSI students. ASPS

encouraged partnerships with ATSI families with Yarning Circle time implemented by local First Nation's people and KESO; Moe/Newborough Campfire Conversations and ASPS Campfire Conversations.

Five 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 (final year of program) which focussed 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. An active Junior School Council comprised of years 3-6 students. Albert St PS continues to have active School Council with membership of parents/carers, DE staff, community members and nominated members. Fundraising, Finance and Buildings and Grounds Sub committees were well represented. A community approach to fundraising events were coordinated and implemented throughout the year as well as onsite working bees.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2025 Annual Implementation Plan focussed on improving the outcomes of reading and student engagement. The Curriculum Team comprising of Literacy, High Intensity Teaching Strategies, Student Engagement and Disabilities Inclusion Leaders and overseen by the principal and provided professional learning support for teaching and learning, planning, assessments and interventions & extension work for identified students. The Literacy Leader organised reading resources Decodables Australia for the Prep- Year 2 students. Online access was given to Years 1/2 students to encourage reading at home. The Literacy Leader also continued to work with teachers to strengthen their implementation of Heggerty (phonics program) for accuracy and consistency. With the appointment of a new Literacy Leader in term 3, a focus was placed on understanding of phonemic awareness for teachers to support junior students with decoding reading skills and spelling.

The High Intensity Teaching Strategies Coach continued to provide individual professional development and group sessions focussing on Check for Understanding strategies including Cold Calls, Turn and Talk and small Whiteboards, this was implemented with support from a purchased professional Learning Platform- Steplab. Components of the Gradual Release Instructional Model were reinforced in planning and implementation of lessons. This assisted to focus students on learning but reducing cognitive load- too much information given at the one time. Those teachers who had not observed learning at Docklands Primary school in 2024, attended providing a further opportunity to observe the Gradual Release Model in action.

The 2025 staff survey indicated that 86% of teachers and education staff positively endorsed Instructional leadership and rated higher than the state primary school average of 79.4% Trust in colleagues was reported at 88% which also rated higher than the state at 83%

Wellbeing

Throughout 2025 there was a continued focus on improving student engagement in learning through their wellbeing. The Berry Street Education Model underpins the school's approach to trauma informed and strength bases strategies for support student engagement and learning. New staff members were trained in BSEM to strengthen our collective professional approach to student wellbeing. The Student Engagement Leader continued to liaise with Berry St consultant to review and strengthen the BSEM strategies across the school. The Side by Side involving family support workers and tutors supported specific students to maintain engagement in their learning. The Welfare Officer continued to liaise with external services- DFFH, Orange Door, Anglicare, Headspace to support student and family welfare. A counsellor from Relationships Australia partnered with the school to provide free sessions to select students. A Kids Connect consultant also attended the school to work with families enrolled in the program. LCHS Allied Health Team engaged specific groups of students in Lego Club focussing on active listening, working as a team and social communications and relationships.

Student social, emotional and physical behaviours were closely monitored and when necessary formally recorded by teachers, Learning Assistants, Disabilities Inclusion Leader and Coordinator and the Welfare Officer. These notes provided the bases of discussions at Wellbeing Team meetings and Key Contact Meetings for tier 3 interventions and follow up support with relevant organisations and services. The parent/carer's survey reported 79% believed the school managed bullying positively and 10% had a neutral position. 78% believed the school promoted positive behaviours and 18% had a neutral position. 89% believed the school promoted resilience and confidence while 9% had a neutral position. 86% believed the school catered for diversity while 10% had a neutral position.

Regular Key Contact meetings were attended by the 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 including sessions on reproduction education for senior students and hygiene sessions for all students. Referrals for speech assessments, dietitian, OT, continence cognitive assessments, Diabetes and counselling have also been completed by the CNiPS in consultation with the Wellbeing Team.

Support programs for students transitioning to from year 6 to year 7 and kinder to prep were implemented in partnership with the Secondary School and surrounding Kinders and Childcare centres. The Parent/carers survey reported that 74% believed transitions processes were positive and 17% had a neutral position. 84% believed their children had positive connections with the school and 8% had a neutral position.

Engagement

The 2025 Annual Implementation Plan focussed on improving student engagement in learning, this work was led by Student Engagement Leader (SEL) and monitored by ISS Senior Leader (1) during terms 1 and 2. A professional learning day on the first day of term for teachers introduced consistent classroom set up (tables in rows, storage of student resources, minimal distractions located in rooms) to lower cognitive load and increase student focus. Timely peer walk-throughs encouraged ongoing consistent classroom set ups throughout the year. Pictorial posters of expected behaviours in the classroom and yard were developed in consultation with staff and students and displayed throughout the school. SEL developed protocols for consistent timely implementation of Morning Circle Time (Berry St Education Model) reviewing expected Behaviours, School Values and Positive Primers. Student Engagement Leader liaised with Berry St consult to review student engagement strategies. An immediate positive change to school culture was commended by ISS Senior Leader at the end of term 1 and also reported in a staff survey conducted by SEL percentage of positive responses. -'The 2025 table setup to engage students in their learning is= 94% -'The 2025 consistent expectations for storage of materials = 72% 'I refer to the Tier 1 Behaviour posters daily. = 66%; My students consistently meet the required line up expectations 72%; I feel that ASPS currently has a safe, calm and orderly learning environment- 83%

In response to dysregulated students leaving the classroom without permission, a lanyard system was introduced to identify the purpose of the student being out of their classroom, which were used consistently. The Student Engagement Leader coordinated the updating of Learning Landscapes were developed for Foundation, years 1, 3 and 5 outlining skills for Bookwork and Writing, Listening and Speaking, Organisational, Independent and Interpersonal for consistency of behaviours across all classes. Student Attitude to School Survey (years 4-6) 92% of students indicated that teachers expect them to pay attention; 78% of students believe that class teachers set clear rules for class behaviour expectations. 90% of students indicated that teacher expect them to do their best.

Attendance was monitored by the Welfare Officer, parent portal communications were regularly sent to parents/carers of absent students to determine reason for follow up. The Welfare Officer continued to address student attendance issues at Key Contact Meetings and referrals to the Region and DFFH for assistance. Phone calls, welfare checks were also implemented. Specific students were identified to participate in ongoing The Side by Side program involving Berry St and VACCA workers to liaise with families and tutor students for learning catch up. 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. Forty-two percent of students achieved 90-100% attendance and 36% achieved 80%-90% attendance during 2025. Student attendance of 100% 90% and 80% during each term and annual are recognised and awarded at assemblies. Special events, Day for Dolly, RU Ok Day, Book Week, Athletics Day, Fun Swimming Day, Family Community Picnics, excursions, incursions, fundraiser out of uniform days, puzzle club, Wellness Wednesdays, art club and sustainability are held throughout the year to encourage attendance. A Community Pantry, Breakfast Club, Out of School Hours Care Program, State School Relief, School's Glasses program, Dental Van were programs implemented to support wellbeing and attendance.

Other highlights from the school year

A highlight of 2025 was the School Concert, which was created and directed by a small group of staff. Props and costumes were created by a group of staff and parents. All students prepared and rehearsed items and specific students excelled in resilience and confidence in leading roles. The school community provided positive feedback regarding the performance and associated fundraising activities.

A second Active School Grant enabled the purchase and installation of a shipping container converted to a play and storage area for donated bikes and helmets. A partnership with Lowanna Secondary College enabled the completion of a set of road signs for the 'traffic school'. Three staff members completed Bike Ed training and implemented the program on school site for years 3-6 students utilising the area created from a previous Active Schools Grant. A road safety incursion was organised for years P-2. The outcome of the program was an increased number of students riding independently to school and a small number of students riding a bike for the very first time.

The school partnered with the Latrobe City Council Stroll and Roll initiative, whereby students supervised by some staff to walk or ride to school from designated areas. Students maintained a record of their activity and were rewarded with prizes. The outcome is an increased number of students walking and riding to school.

The school partnered with the Latrobe City Council for Tree Planting, whereby the Junior Unit planted trees at Gaskin Park in Churchill as an extension to the school's sustainability work.

Once again selected Year 6 students participated in the Moe Rotary Community Scholarship program to complete a number of projects (cultural, spiritual, sport, art) under the supervision of Welfare Officer.

A partnership with Monash University Community Based Placements for 1st medical students included Teddy Bear Hospital whereby students participated in activities to reduce anxieties regarding certain medical procedures- x rays, injections, plaster casts and bandaging.

Financial performance

Our school continued to operate in surplus during 2025. 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 was used to purchase of Decodable readers, online reading app, document cameras, podiums and Steplab platform and training. The Disabilities Inclusion Funding was used for staffing and the purchasing of consumables for tier 2 and tier 3 intervention, as well as release for Diabetes training and First Aid training and noise cancelling headphones. Locally raised funds contributed to the resourcing the construction and installation of the Ga Ga Pit. A second successful Active After School Grant enabled the purchase and installation of a modified container for storing Bike Ed Equipment and the development of an off-road bike track in the school grounds. A Bates Scholarship Grant was

used to fund the 5/6 cooking program, microphones for classroom teachers, assisted parents/carers to supplement the cost of the whole school swimming program

**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

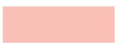
A total of 113 students were enrolled at this school in 2025, 64 female and 48 male. NDP had English as an additional language and 14% were Aboriginal or Torres Strait Islander.

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.

2025			
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	78.3%	
	Similar schools	85.7%	
	State	82.0%	

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

2025			
% positive endorsement School Climate (School Staff Survey)	School	72.4%	
	Similar schools	74.6%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	48.3%	
	Similar schools	69.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	57.9%	
	Similar schools	68.5%	
	State	84.2%	

NAPLAN

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

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	53.3%		52.9%
	Similar schools	53.3%		51.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	71.4%		66.0%
	Similar schools	56.1%		57.5%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	40.0%		40.8%
	Similar schools	48.2%		47.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	35.7%		50.0%
	Similar schools	50.1%		48.8%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	64.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	58.3%	
	Similar schools	66.7%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	47.8%		55.9%
	Similar schools	75.0%		75.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	59.5%		56.6%
	Similar schools	76.2%		76.9%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	27.4	30.9
	Similar schools	27.8	27.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	86.9%	
Year 1	School	92.5%	
Year 2	School	85.5%	
Year 3	School	88.6%	
Year 4	School	84.0%	
Year 5	School	84.8%	
Year 6	School	83.9%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,974,059
Government Provided DET Grants	\$462,947
Government Grants Commonwealth	\$6,409
Government Grants State	\$0
Revenue Other	\$30,707
Locally Raised Funds	\$68,159
Capital Grants	\$0
Total Operating Revenue	\$2,542,281

Equity	Actual
Equity (Social Disadvantage)	\$322,555
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$322,555

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$1,945,234
Adjustments	\$0
Books & Publications	\$1,031
Camps/Excursions/Activities	\$22,586
Communication Costs	\$2,903
Consumables	\$46,890
Miscellaneous Expenses ²	\$13,589
Agency Staff	\$0
Professional Development	\$10,336
Equipment/Maintenance/Hire	\$44,413
Property Services	\$99,446
Salaries & Allowances ³	\$99,767
Support Services	\$20,697

Expenditure	Actual
Trading & Fundraising	\$86,973
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,642
Total Operating Expenditure	\$2,415,507
Net Operating Surplus/-Deficit	\$126,775
Asset Acquisitions	\$22,819

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$653,148
Official Account	\$23,318
Other Accounts	\$0
Total Funds Available	\$676,467

Financial Commitments	Actual
Operating Reserve	\$78,379
Other Recurrent Expenditure	\$3,737
Provision Accounts	\$1,344
Funds Received in Advance	\$45,533
School Based Programs	\$457,970
Beneficiary/Memorial Accounts	\$3,850
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,700
Repayable to the Department	\$4,506
Asset/Equipment Replacement < 12 months	\$117,422
Capital - Buildings/Grounds < 12 months	\$41,000
Maintenance - Buildings/Grounds < 12 months	\$194,572
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$950,014

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.