

# 2022 Annual Report to the School Community

School Name: Carranballac P-9 College (5486)



- 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 April 2023 at 01:23 PM by Merridy Patterson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 25 May 2023 at 12:15 PM by Matthew Nielsen (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 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.

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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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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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

Carranballac is a two-campus P-9 College located in Point Cook, a suburban community, 25 kms south-west of the Melbourne city centre. The College was established in 2002 with the opening of its first campus in Dunnings Road followed in 2006 by the second campus in Jamieson Way. Our 2022 enrolment was 1186 Foundation to Year 9 students divided almost evenly across both campuses. The College serves the demographically diverse communities of Point Cook and Altona Meadows. The area is primarily residential serviced by a wide range of expanding commercial businesses and family services. The modern amenities and parklands create an environment for a well-organised, quiet and interactive community. The College's two campuses provide a range of facilities enabling ready access for community activities and shared usage including a joint use agreement with Scouts Victoria which is also used by the Before/After School Care Program on the Boardwalk Campus. The College has a primary and secondary structure with separate timetables. A school review in 2021 provided a School Strategic Plan which set the direction for the next four years. Carranballac P-9 College comprises a range of flexible learning and teaching spaces, including well resourced libraries, music rooms (including a recording studio and rehearsal rooms), science labs, a performing arts centre, food technology kitchens, a wood technology room, a visual arts facility which includes graphic and textile rooms and large gymnasiums. Students have access to outdoor facilities including ovals, basketball courts, shade covered playgrounds, passive play areas and kitchen gardens. The Student Family Occupation (SFO) index is currently in the Low-Medium socio-economic band. The College currently has an EAL profile of approximately 32% and 2.8% of students who qualify for the Program for Students with Disabilities (PSD) funding. The student population is culturally diverse, comprising of over 63 different nationalities from around the world including 20 students, 2% who are Aboriginal or Torres Strait Islander and in 2022 there were 16 international students enrolled. A number of support and extension programs are in place both within the core curriculum and as a part of an extensive extracurricular program. Japanese language is provided for Foundation to Year 7 students, extending to year 8 in 2023. In 2022 the college employed 77.9 FTE teaching staff, two Campus Principals and three Assistant Principals each leading a lead team focused on achieving the goals in the Annual Implementation Plan. Strategic employment has been undertaken with methods based staff (English, Maths and Science) for the secondary school. An educational support (ES) staff structure, with 24.3 FTE staff is in place to support students with additional needs. Currently there are no Aboriginal and Torres Strait Islander staff employed. The College has a strong focus on mentoring and coaching to support the implementation of targeted teaching and learning. The School Council is active in overseeing policy development and financial control. Parents and Friends subcommittee actively engage in the life of the school. The College's Mission statement is: Our College fosters excellence in lifelong learners who are resilient, connected and respectful. The College's Vision is: One College, Infinite possibilities, Working together, Embracing the future. The College's Values are: Respect, Inclusiveness, Resilience, Integrity, Responsibility

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The focus of our work has been the FISO 2.0 dimensions of Teaching and learning, Engagement, Support and Resources, Assessment and Leadership. The 2022 Annual Implementation Plan (AIP) goals focus on the departmental initiatives of Learning and Well-Being as well as Carranballac Strategic Plan Goals of maximising student growth in literacy and numeracy as well as student voice and learner agency.

Years Prep to 6 teacher judgements in English indicate 80.7% of students are at or above the expected level for their age. Years Prep to 6 teacher judgements in Mathematics indicate 77.1% of students are at or above the expected level for their age. Teacher judgements of students in years 7 to 9 indicate that 56.5% of students in English were at or above the expected level for their age. Teacher judgements of students in years 7 to 9 indicate 47.1% in Numeracy were at or above the expected level for their age. Students at Carranballac College had high learning gains in NAPLAN Reading in Years 3, 5 and 7 with an increase to 64.9% in Year 3 in the top three bands, 68.1% in Year 5 in the top three bands and 56.1% in Year 7 in the top three bands. Students at Carranballac College also had strong gains in NAPLAN Numeracy in Years 3 and 9 with 52.1% in the top three bands in Year 3 and 40% in the top three bands in Year 9.

In 2022 the College had 33.6 students funded through the Program for Students with Disabilities. These students were provided with additional support from educational support staff to enable them to meet the goals in their individual learning plans.

In 2022 the College continued engagement with the Differentiated Support for School Improvement team with a whole College focus on building the capacity of middle leaders and improving the teaching of reading. All Professional Learning Communities focused on

improving the teaching and learning of reading and numeracy across the College, in line with Annual Implementation Plan goals. Students in Year 9 who were identified as below level in reading and numeracy were supported by the MYLNs initiative.

## Wellbeing

Wellbeing was prioritised for staff, students and their families following the remote learning periods of 2020 and 2021. The school's Wellbeing Coordinator continued to oversee the following key staff: Psychologist, Speech Pathologist, Mental Health Practitioner and Cairmillar (intern psychologists) to address the increasing demands within the Carranballac community. The School Wide Positive Behaviours Program was reviewed and revised with professional learning provided for staff. The Respectful Relationships strategy continued to be delivered. The school values of Respect, Inclusiveness, Resilience, Integrity, Responsibility are taught and emphasised in all subjects and classrooms. The Attitude to School Survey positive responses to sense of connectedness were 69.6% in Years 4-6 and 30.2% in Years 7-9. 81% of students positively endorsed not experiencing bullying in the 2021 Attitudes to School Survey.

## Engagement

Carranballac College places significant importance on students being at school every day and on time. Average student absence for 2022 was 27.3 in Prep to Year 6 and 33.1 in Years 7 - 9. 2022 provided additional challenges due to the return from remote and flexible learning as well as isolation periods for illness. The students' responses to sense of connectedness in the 2022 Attitudes to School Survey was 69.6% Foundation-Year 6 and 30.2% in Years 7-9. This was a decline on the previous year and reflects the lengthy periods of illness and isolation mandates. In 2022 a Tiered Response to Attendance was developed to address student absences which includes processes and role marking procedures as well as focussed intervention on chronic absenteeism. To support student engagement during the transition back to on-site learning the College continues to have a focus on ongoing student wellbeing in line with departmental priorities.

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## Financial performance

### Financial 2022

At the end of the school year the college's finances were in surplus in both the credit and cash budgets. In order to strategically resource targets in the Annual Implementation Plan (AIP) and to further support staff in their work to improve student learning outcomes the following major programs were budgeted for:

- Purchase of technology equipment to the value of \$44086.00 including iPad's, laptops and laptop trolleys
- Books totalling \$45,700 to support literacy programs and promote reading within the college
- Classroom furniture to the value of \$26,030, as part of a 3 year plan to replace tired furniture
- Consultants to build teachers capacity to teach reading and numeracy, \$192,992 funded by equity funding

Major building repairs and refurbishments were undertaken including painting of classrooms \$58,821, re carpeting of buildings \$32,967 and installation of air conditioners \$16,207

**For more detailed information regarding our school please visit our website at**  
<https://carranballac.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1186 students were enrolled at this school in 2022, 545 female and 641 male.

31 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

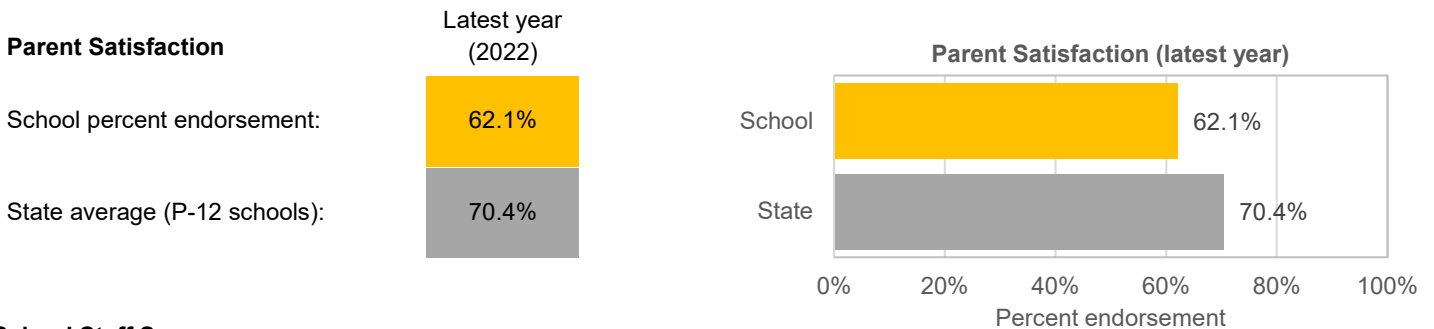
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

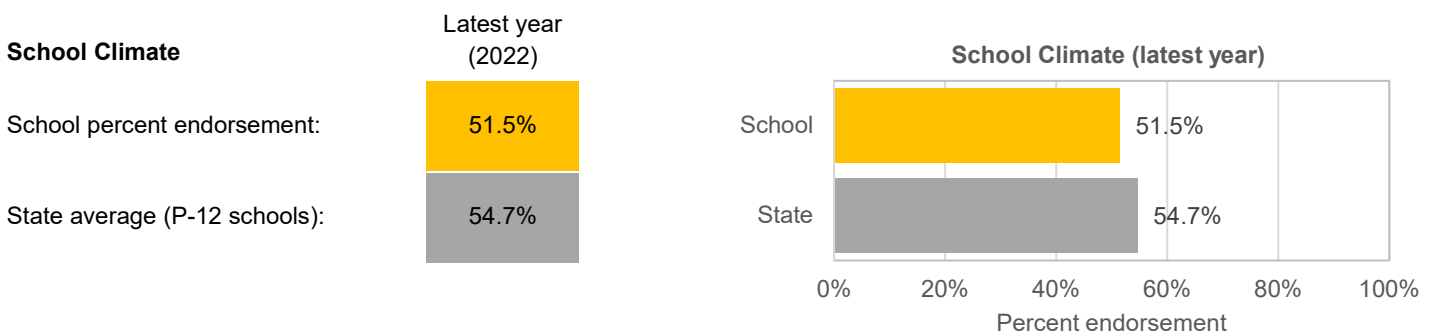


### School Staff Survey

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.



## LEARNING

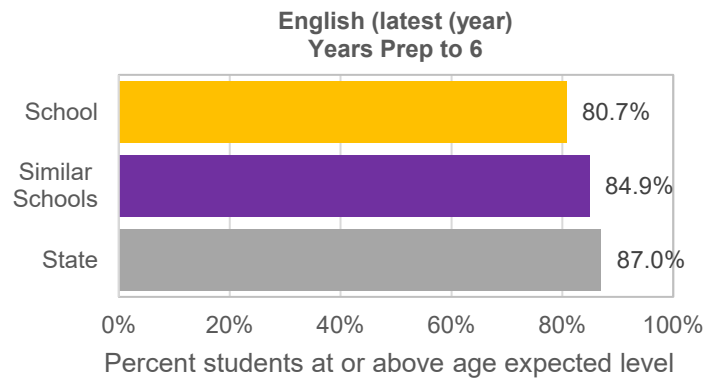
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

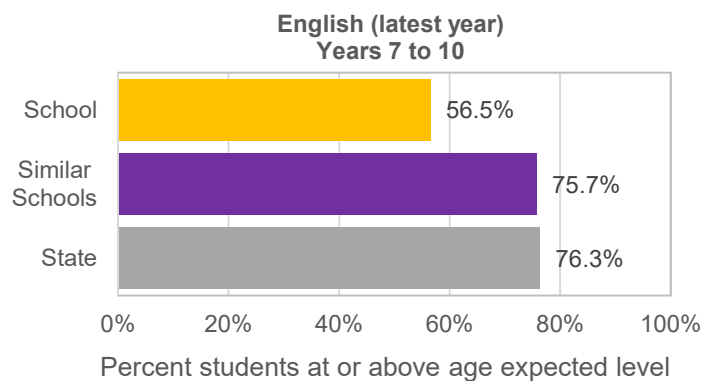
#### English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	80.7%
Similar Schools average:	84.9%
State average:	87.0%



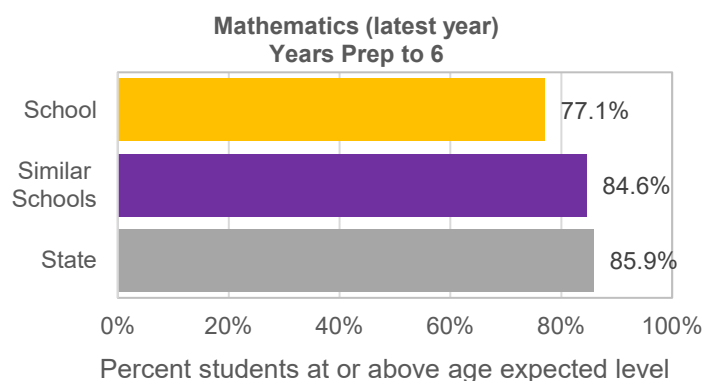
#### English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	56.5%
Similar Schools average:	75.7%
State average:	76.3%



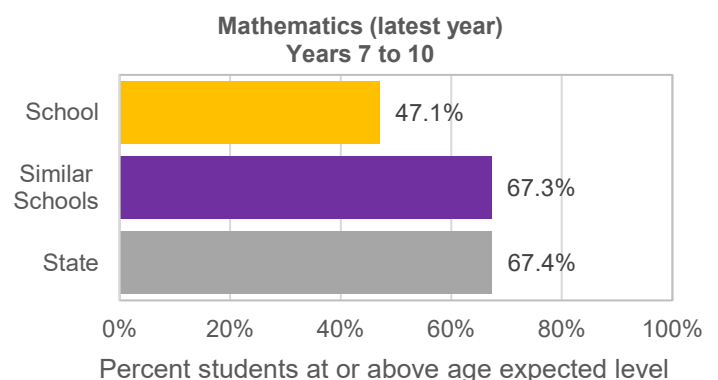
#### Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	77.1%
Similar Schools average:	84.6%
State average:	85.9%



#### Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	47.1%
Similar Schools average:	67.3%
State average:	67.4%



## LEARNING (continued)

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

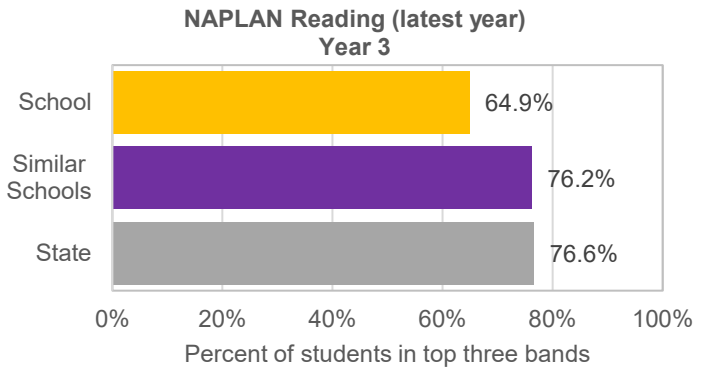
### NAPLAN

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

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

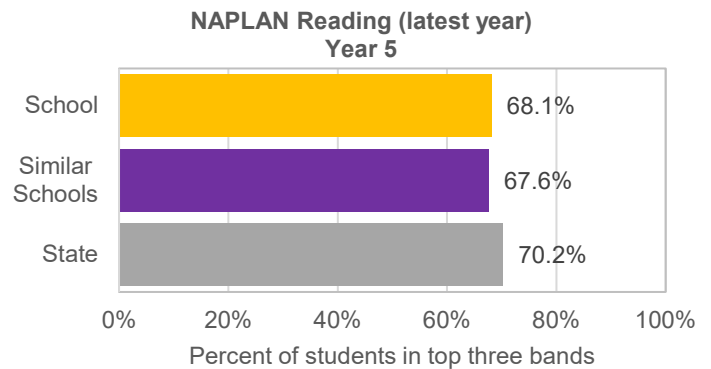
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.9%	62.8%
Similar Schools average:	76.2%	75.2%
State average:	76.6%	76.6%



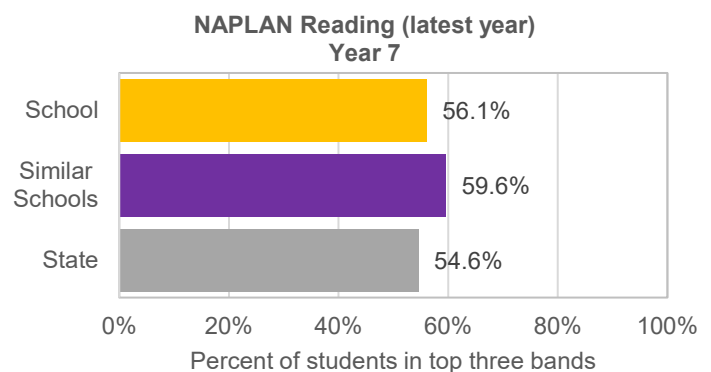
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.1%	62.0%
Similar Schools average:	67.6%	65.2%
State average:	70.2%	69.5%



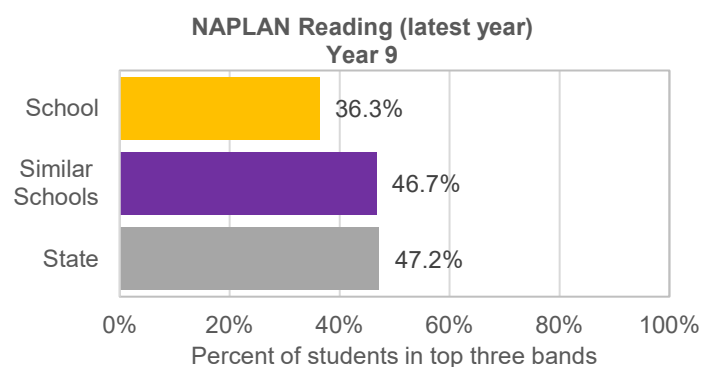
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.1%	50.8%
Similar Schools average:	59.6%	58.4%
State average:	54.6%	55.3%



#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.3%	37.3%
Similar Schools average:	46.7%	44.4%
State average:	47.2%	46.0%





**LEARNING (continued)**

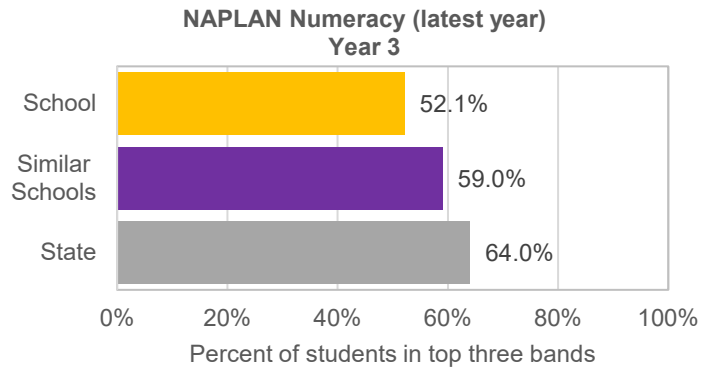
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN (continued)**

**Numeracy Year 3**

School percent of students in top three bands:

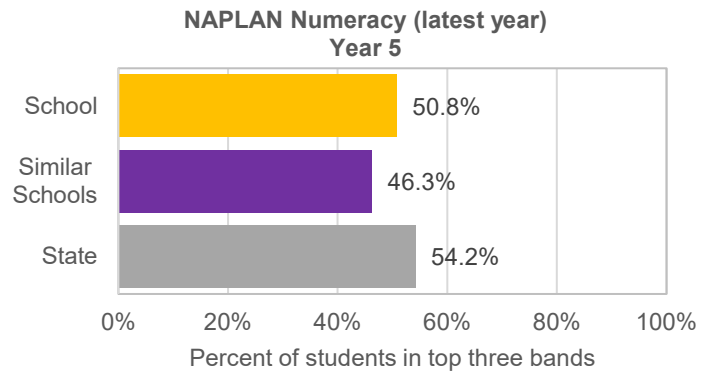
	Latest year (2022)	4-year average
School percent of students in top three bands:	52.1%	50.9%
Similar Schools average:	59.0%	60.8%
State average:	64.0%	66.6%



**Numeracy Year 5**

School percent of students in top three bands:

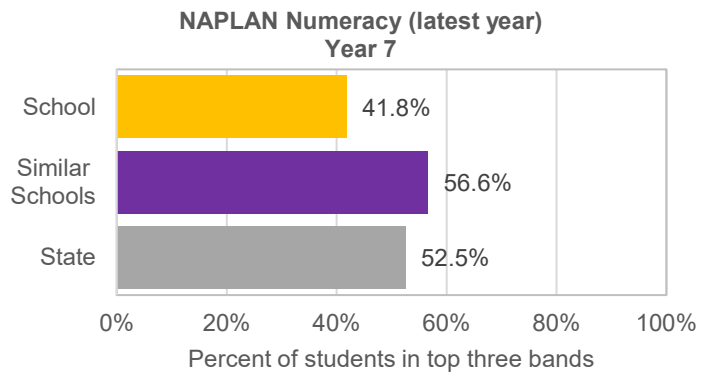
	Latest year (2022)	4-year average
School percent of students in top three bands:	50.8%	54.8%
Similar Schools average:	46.3%	52.5%
State average:	54.2%	58.8%



**Numeracy Year 7**

School percent of students in top three bands:

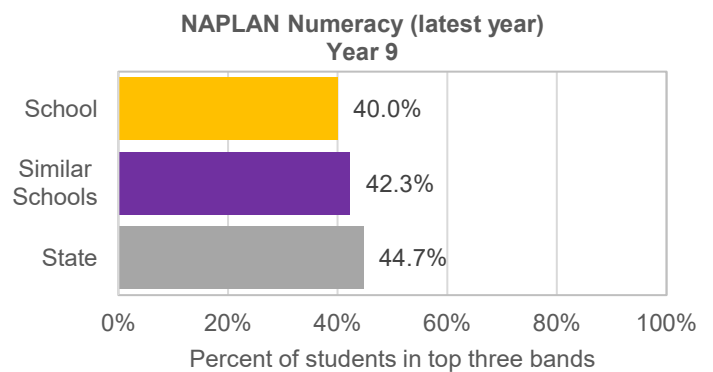
	Latest year (2022)	4-year average
School percent of students in top three bands:	41.8%	48.2%
Similar Schools average:	56.6%	55.9%
State average:	52.5%	54.8%



**Numeracy Year 9**

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	37.1%
Similar Schools average:	42.3%	42.1%
State average:	44.7%	45.6%



## 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.*

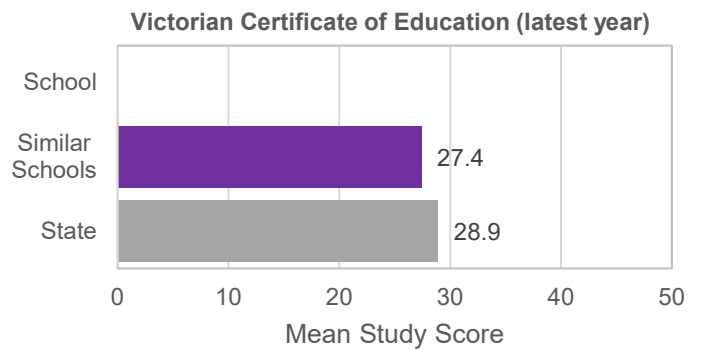
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	27.4	27.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

VET units of competence satisfactorily completed in 2022:

NDA

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

## WELLBEING

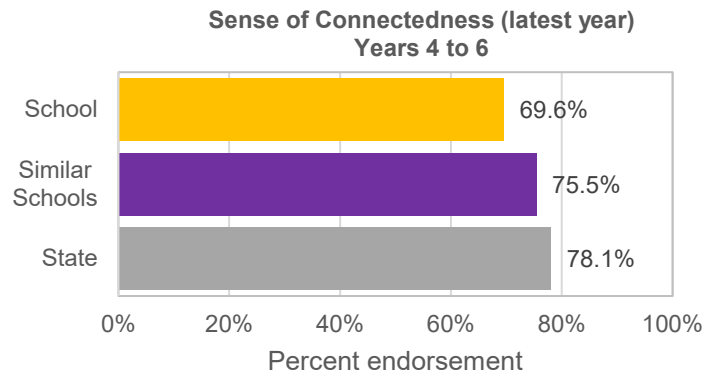
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

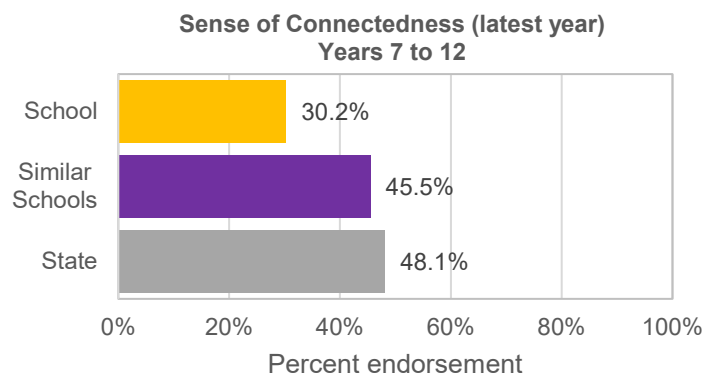
#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.6%	69.3%
Similar Schools average:	75.5%	77.2%
State average:	78.1%	79.5%



#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	30.2%	37.4%
Similar Schools average:	45.5%	49.9%
State average:	48.1%	52.5%



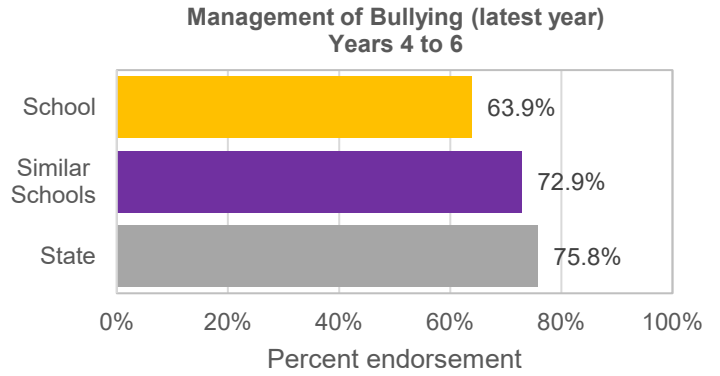
**WELLBEING (continued)**

**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).

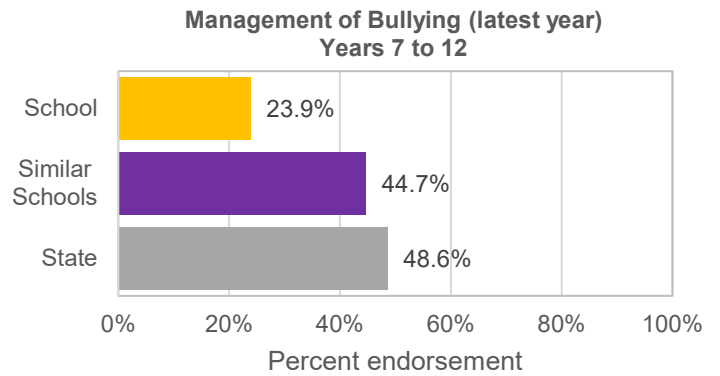
**Management of Bullying  
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	63.9%	66.3%
Similar Schools average:	72.9%	75.9%
State average:	75.8%	78.3%



**Management of Bullying  
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	23.9%	35.8%
Similar Schools average:	44.7%	50.6%
State average:	48.6%	54.0%



## ENGAGEMENT

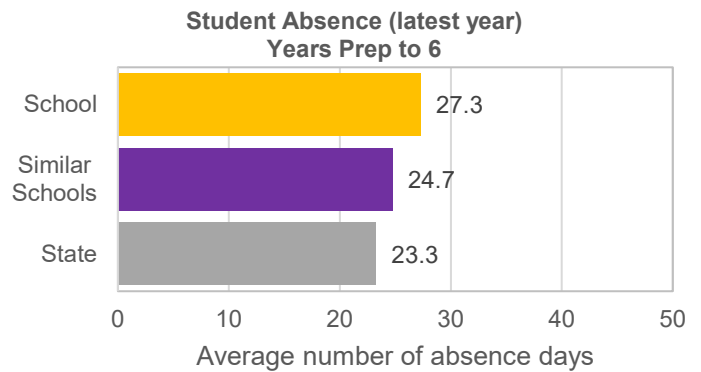
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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.

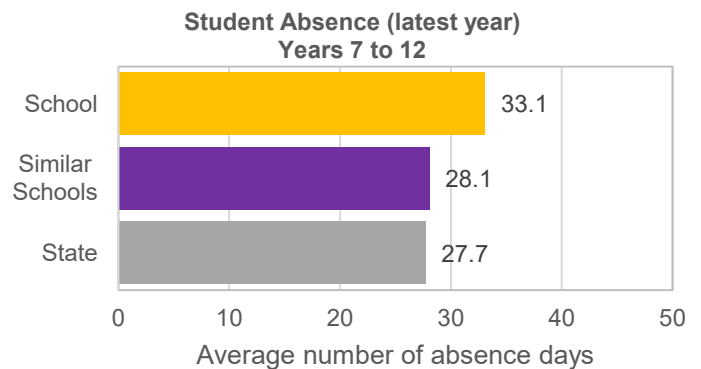
#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.3	20.2
Similar Schools average:	24.7	18.2
State average:	23.3	17.0



#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	33.1	27.4
Similar Schools average:	28.1	21.9
State average:	27.7	21.8



### 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 (2022):	87%	84%	86%	87%	86%	86%	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	84%	85%	81%	NDA	NDA	NDA	

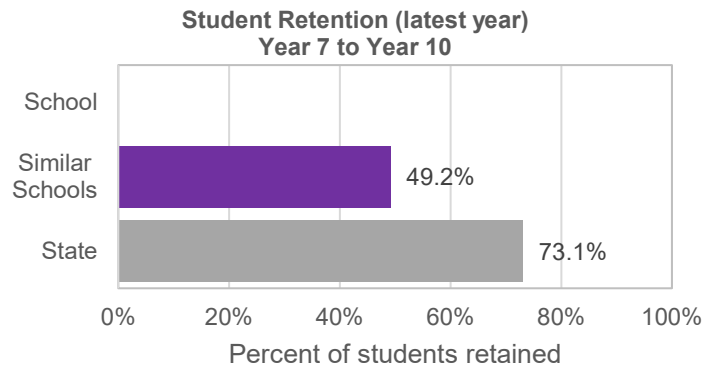
## ENGAGEMENT (continued)

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	49.2%	49.1%
State average:	73.1%	73.0%



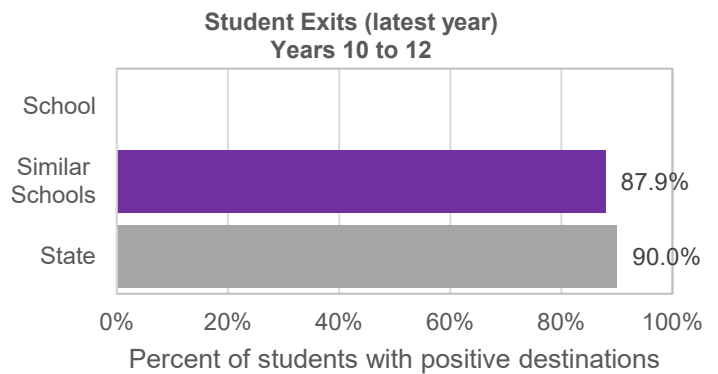
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	87.9%	90.0%
State average:	90.0%	89.3%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$13,371,871
Government Provided DET Grants	\$1,789,471
Government Grants Commonwealth	\$58,012
Government Grants State	\$0
Revenue Other	\$39,112
Locally Raised Funds	\$613,893
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$15,872,359</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$270,461
Equity (Catch Up)	\$54,070
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$324,531</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,942,699
Adjustments	\$0
Books & Publications	\$62,915
Camps/Excursions/Activities	\$207,858
Communication Costs	\$36,288
Consumables	\$237,787
Miscellaneous Expense <sup>3</sup>	\$32,771
Professional Development	\$21,586
Equipment/Maintenance/Hire	\$306,116
Property Services	\$275,280
Salaries & Allowances <sup>4</sup>	\$36,749
Support Services	\$1,028,643
Trading & Fundraising	\$86,443
Motor Vehicle Expenses	\$21,028
Travel & Subsistence	\$0
Utilities	\$143,875
<b>Total Operating Expenditure</b>	<b>\$14,440,039</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,432,320</b>
<b>Asset Acquisitions</b>	<b>\$38,789</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 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,422,140
Official Account	\$97,497
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,519,637</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$378,575
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$117,280
School Based Programs	\$10,054
Beneficiary/Memorial Accounts	\$500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$37,738
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$279,926
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$178,548
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,002,621</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.*