

# 2017 Annual Report to the School Community

Heathcote Primary School  
300







## About Our School

### School Context

Heathcote is a small town nestled amidst a dynamic wine growing area. Our school has been an integral part of the Heathcote community for over 150 years. In the past 10 -15 years the population of our school has reflected a mobile population, this has started to change over the past couple of years as many people move into the area for lifestyle reasons. This is having a positive impact on the numbers of students enrolling and the diversity of our school and the broader community of Heathcote. Our school provides a rural setting in attractive grounds supported by a fabulous Stephanie Alexander Kitchen Garden.

In 2017 the school had 86 students, a SFOE of 0.6497 and a staff of four fulltime Classroom Teachers, three part time specialist teachers and three Education Support staff. We operated the following classrooms, Foundation and Year 1, Year 1-2, Year 3-5 and a Year 4-6 class. We offered specialist classes in the following areas - Library, Stephanie Alexander Kitchen Garden Program, Science, Technology Engineering and Maths (STEM), Indonesian, Music, Art, PE and Digital Technology. As a small school we change the way we offer specialist subjects each year to ensure a range of areas are covered as children progress through the school. The structure of our classrooms is always dependent on numbers. In 2017 our class numbers ranged from 18 to 23, with most classes having an Education Support member working with the teacher and students, this allowed for small group teaching to take place.

Our curriculum focus was to enhance the planning and teaching of our Reading and Writing workshop times, an English instructional model was put in place towards the end of the year and will continue to be developed and refined during 2018. A highlight of 2017 was our Musical Extravaganza. Our Music specialist subject was implemented under the guiding hand of Miss Somerville. Every class participated in preparing musical items for a performance at the RSL Hall in Heathcote. The Year 4-6 students learnt to play the Ukulele and presented their skills. Miss Somerville and her sister performed for us along with one of our talented parents, Casey Black. Every child had an opportunity to participate and demonstrate their talents in another format. Attendance at this event was around 120, we received fabulous feedback from all parents, students, community members and staff. This event contributed towards our goal of building school pride and a sense of belonging, we continue to work towards this each year with everything we do.

Our community links with the Heathcote Kindergarten and the Aged Care facility have been important to our school. The Kinder students came to our Library every fortnight to borrow books and cooked in our kitchen each term. Sharing our facilities and connecting with our neighbours has been a great addition to our school community. Welcoming our older neighbours to assembly opened up another aspect of intergenerational involvement as was the commencement of a Supported Playgroup funded through Mandalay once a week. We are lucky to be part of a great community. Utilising our Mountain Bikes will continue to grow in 2018. Delivery of the bikes was significantly delayed, once they arrived they were very popular with students. Mr Clayton trained as a Bike Education instructor and guided our Year 3-6 students on the finer points of riding and bike safety. Riding out to Derrinal and back at the end of the year was enjoyed by all participants. We are continuing to look at ways we can further utilise the bikes on a more frequent basis in 2018.

### Framework for Improving Student Outcomes (FISO)

- In 2017 the school minimised the number of priorities and initiatives undertaken in response to the large number that had been identified in 2016. The aim behind this was to assist in achieving outcomes successfully and to ensure focus was on what the school needed. The identified priorities sat well within the four year goals of the school strategic plan.
- The school identified *'Excellence in Teaching and Learning' – Curriculum Planning and Assessment* and *'Positive Climate for Learning' – Setting expectations and promoting inclusion* as the improvement Priorities and initiatives.

#### Rationale:

- Teachers would further develop their planning for positive teaching and learning experiences that catered for all students using the Victorian Curriculum as their key curriculum document. Developing long and short term planning goals across the English and Maths curriculum enabled all aspects of the relevant curriculum to be implemented. Differentiation was documented in weekly planning to indicate the provision for students below, at and above expected level. Students were grouped and taught at point of need to assist with successful outcomes.
- To foster an inclusive environment for staff, students and parents through the implementation of clear boundaries around behaviour and expectations for teaching and learning.
- To develop and implement consistent planning documents across all classrooms aligned to the Victorian Curriculum.
- To continue to develop and implement a consistent approach to monitoring and assessing students in English to identify and address students learning needs.
- Setting expectations and promoting inclusion to implement a whole school framework for student health, wellbeing, inclusion, engagement and behaviour.



## Outcomes –

- Teachers have developed explicit planning documents that reflect the Victorian Curriculum.
- We have a detailed English assessment schedule which we continue to refine and develop consistency school wide.
- Detailing 'below level, at level and above level' has reinforced teacher awareness of individual needs.
- A consistent, fair and firm approach to behaviour management has seen significant changes in our classroom and playground environment. Celebrating positive behaviours has been essential in changing our culture.
- We continue to work on developing positive approaches to wellbeing, inclusion, engagement and behaviour and see the work of the Respectful Relationships curriculum supporting this work in 2018.
- Our School Community Worker continued to engage with families and support students to engage with school life and deal with personal issues impacting on their learning. A School Community Group with representatives from all classrooms was established and will operate in 2018 to develop a calendar of social events to encourage parent engagement with our school community.

## Achievement

NAPLAN is one assessment on one day of the year. In small cohorts it can be difficult to establish a trend, the ability to see growth in a matched cohort from Year 3 to Year 5 has been impacted on by our mobile student population. The NAPLAN results are not consistent in year levels or subjects. In 2016 and 2017 staff have worked hard to establish calm classrooms, classrooms that reflect and provide an environment ready for learning. This change is demonstrated in the very positive results of our 2017 Attitudes to School Survey completed by Year 4-6 students. These results support the understanding that students need to be feeling safe, supported and valued to be ready to learn. Nurturing, care and expectations of the whole student are critical, looking at one set of data to judge students and a school is not helpful when considering the whole child.

In 2017 our teaching staff acknowledged our learning environment was ready to support the raising of academic expectations for all students. This work will continue in the way teachers are planning for teaching and learning, our assessment schedules continue to develop as is our ability to analyse data to inform future teaching. In 2018 Maths will be a focus for both teaching and learning and assessment across the school. Maths teaching and assessment has not had a consistent approach across the school for a number of years. This will change in 2018 as we seek out best practice in teaching Maths curriculum and assessment across the school. In 2018 we will also see greater emphasis on students starting to self-assess and set goals in partnership with parents and teachers, this will support an understanding of where their child is at and where they need to develop next.

Based on the Panorama Report for 2017 –

- NAPLAN
- Year 3 students participating – 12, Year 5 students participating - 8

Year 3 Maths – 50% of students were in the top two bands, similar schools had 29%

Year 5 Maths – 11% of students were in the top two bands, similar schools 16%. In 2016 there were no students in the top two bands. Of concern was a large percentage, 56% of students in the bottom two bands.

Year 3 Reading – 67% of students were in the top two bands, similar schools had 35%. The percentage in the bottom two bands had decreased from 33% in 2016 to 8% in 2017.

Year 5 Reading – 11% of students were in the top two bands, similar schools had 26%. 44% were in the middle two bands and 44% were in the lower two bands.

Year 3 Writing – 18% of students were in the top two bands, similar schools had 27%. No students were in the lower two bands.

Year 5 Writing – 0% of our students were in the top two bands, 63% were in the bottom two bands.

Reflecting on these results supports the focus on Maths and Writing in our Annual Implementation Plan. Reading in Years 3-6 is being reinvigorated and students are expecting to read at home each night.

- Student Attitudes to School Survey

2017 saw an enormous increase in how Year 4-6 students viewed our school, 94% felt connected to the school. A few examples are - 90% of students felt that classroom behaviour was effective, 100% felt teachers had high expectations for learning, 97% felt there was a sense of inclusion, 95% felt they were managing any bullying, 98% felt a stimulated learning environment was provided. Out of 19 indicators, 15 were 90% or above, three were in the 80% range and one was 42% indicating they had not experienced bullying. This score did not fit with the other statements but raised the focus for staff to unpack with students and parents what 'bullying' actually is.



- Parents

90% of parents were satisfied with the overall performance of the school. Some of the other indicators were - 89% School Support, 88% Parent Participation and Involvement, Physical Environment 93%. Teacher communication at 75% has encouraged staff to reflect on how and when we communicate with parents.

- Staff

An example of staff feedback - 92% of staff indicated the school had a collective responsibility to our students and 94% felt staff collaborated well with each other. Out of the 10 indicators, 5 were over 90%, 3 were in the 60% range and 2 were in the 80% range.

- Absences

The number of students with more than 20 absences was 39%, similar schools are 22%. 39% is down by 3% compared to 2016 but is still far too high. We continue to work on student attendance and families are becoming better at reporting absences however the number of days away impacts on student outcomes.

## Engagement

Heathcote PS staff continue to work hard on engaging students through classroom work, specialist classes and extracurricular activities.

Absences continue to be higher than similar schools our size. We continue to communicate with parents about the importance of daily attendance to support student outcomes.

Teachers continue to differentiate for students, indicating in their planning at level, below or above level to match students with work. Our Attitudes to School survey results indicated a shift in our student culture, a greater connectedness to our school and sense of pride.

This has been supported by our consistent, firm Behaviour Management policy. Students are celebrated for doing the right things and consequences are consistently and fairly implemented. This has resulted in students feeling safer at school and supported, if there are issues they are followed up by staff. Strong reinforcement of our School Values in daily interactions has been important.

Our School Leadership team helps to run assembly each week and are seen as strong role models in the yard. The team has 3 members, gender is not important, it is about having the right students in the team. In 2017 we had three young female students who carried out their roles with great success. Junior School Council has 2 members from each class and contribute towards the running of the school and fundraising activities.

Celebrating our Green Card recipients at Assembly has been a positive thing for students. Acknowledgement of students doing the right thing in our classrooms and grounds has impacted significantly on student behaviour and school culture. Our Green Card Star of the month was celebrated at assembly, in the newsletter and by having student photos on the office door for a month.

The Stephanie Alexander Kitchen Garden Program (SAKGP) continues to be an extremely positive program for our school. In 2017 we saw an influx of volunteer helpers in our kitchen and garden, the need to develop a roster was very exciting.



## Wellbeing

Our School Community worker, Clarissa, continued to connect with families and individual students through her small group and individual work. She has used the donations from the local Uniting Church to send home some food items to those families who may need a helping hand. Clarissa has also run sessions in the kitchen with small groups of parents to cook up meals and pop in the freezer for those who may need support from time to time.

Bendigo Health provided Free Oral health checks to over 90% of our families and Mobile Optometry provided free eye checks to 95% of our families.

We continued to offer the services of a DET Social Worker, Psychologist and Speech Pathologist on a fortnightly basis. This has been very welcome and supportive for our students and families.

Breakfast Club continues to operate two mornings a week, it has become a great place to eat and catch up before the day begins. We have a local volunteer, Heather, who is here every Tuesday to help out. Her support over the years has been greatly appreciated and we look forward to it continuing.

We have offered a range of workshops from Catholic Care Sandhurst, these have been well received and focus mainly on child development and parenting strategies.

Our Kinder Transition program starts in Term Three, this provides many opportunities for students to familiarise themselves with the school. It has been well received by parents.

We continue to offer a range of whole school activities, for example, sports, book week activities, community games, Alpha production.

For more detailed information regarding our school please visit our website at  
[www.heathcoteps.vic.edu.au](http://www.heathcoteps.vic.edu.au)



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 86 students were enrolled at this school in 2017, 41 female and 45 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>38%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>100%</td> <td>-</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>29%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>83%</td> <td>-</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>67%</td> <td>17%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	50%	38%	13%	Numeracy	100%	-	-	Writing	71%	29%	-	Spelling	83%	-	17%	Grammar and Punctuation	67%	17%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	50%	38%	13%																							
Numeracy	100%	-	-																							
Writing	71%	29%	-																							
Spelling	83%	-	17%																							
Grammar and Punctuation	67%	17%	17%																							



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>93 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	93 %	90 %	90 %	91 %	90 %	86 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	93 %	90 %	90 %	91 %	90 %	86 %										



### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

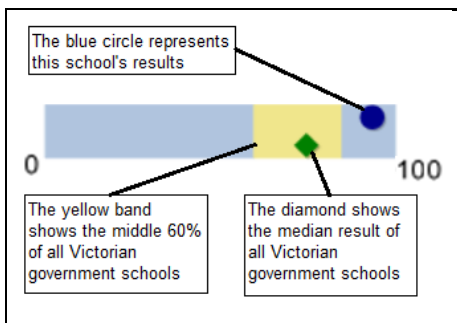
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

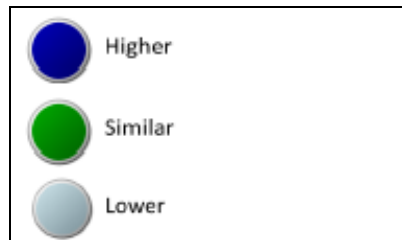


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

## Financial Performance and Position

### Financial performance and position commentary

*[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]*

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$892,781	High Yield Investment Account	\$86,782
Government Provided DET Grants	\$120,492	Official Account	\$17,169
Government Grants State	\$394	Other Accounts	\$5,258
Revenue Other	\$14,288	<b>Total Funds Available</b>	<b>\$109,210</b>
Locally Raised Funds	\$40,656		
<b>Total Operating Revenue</b>	<b>\$1,068,611</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$189,144		
<b>Equity Total</b>	<b>\$189,144</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$809,756	Operating Reserve	\$37,174
Books & Publications	\$328	Asset/Equipment Replacement < 12 months	\$12,585
Communication Costs	\$3,029	Capital - Buildings/Grounds incl SMS<12 months	\$5,258
Consumables	\$24,907	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,500
Miscellaneous Expense <sup>3</sup>	\$68,236	Revenue Received in Advance	\$2,393
Professional Development	\$1,502	School Based Programs	\$17,800
Property and Equipment Services	\$56,935	Other recurrent expenditure	\$23,500
Salaries & Allowances <sup>4</sup>	\$58,472	<b>Total Financial Commitments</b>	<b>\$109,210</b>
Trading & Fundraising	\$7,122		
Utilities	\$11,936		
<b>Total Operating Expenditure</b>	<b>\$1,042,223</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$26,388</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

- The School had a significant deficit at the end of 2015/2016. The 2017 School Council developed strategies to eliminate the deficit, and ensured future years resulted in a balanced outcome. 2017 resulted in a small surplus (2.53%) well within the School Councils stated objective.
- As the school is continuing to grow the School Council has made planning provision for additional staffing and student resources (from the 2017 year) for the school year 2019
- The School Council invested in 10 new laptops.
- The school continues to receive Equity funding as per its SFOE.



- A significant fundraising contribution was brought about by an initiative of the School Council to assist the Stephanie Alexander Kitchen Garden program.

*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.*