

# 2021 Annual Report to The School Community



**School Name: Wyndham Park Primary School (5540)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 April 2022 at 12:03 PM by Laban Toose (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 12:34 PM by Karla Murillo-Lopez (School Council President)

## How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

#### **School Profile**

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

#### **Achievement**

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

#### **Engagement**

Student attendance at school

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Wyndham Park primary school's purpose is to empower all members of our School Community to grow academically, socially and emotionally through living the school's motto of *Aspire, Learn & Achieve*.

To achieve this we intend to

- develop a consistent instructional model, and a high functioning Professional Learning Community (PLC) to enable staff to develop high levels of curriculum knowledge and build positive relationships with all key stakeholders
- build teacher capacity to develop and deliver a high level guaranteed and viable curriculum
- encourage and support students in developing their voice and agency in their learning.
- build a culture of high expectations for all learners.

We aim to nurture positive relationships within the community through

- fostering a more visible presence of parents & community involved in the classrooms.
- giving families opportunities for learning to assist their children's academic learning.
- offering supports such as translators to help families feel more comfortable when discussing their child's learning.
- continuing to develop and implement multiple sources of communication.

We aim to support the social and emotional wellbeing of all members of the school community through

- enhancing key transition points : Kinder - Foundation, Year 6 Year 7 and between year levels.
- Use of high level trauma informed practices and positive school wide behaviour supports.
- Partnering with and working with external agencies to support our entire school community

Wyndham Park primary school has committed to our School values of Respect, Responsibility and Safety. These values are at the core of the positive culture at our school. We have high expectations that our students and community will grow to their full potential and become active citizens and lifelong learners prepared for success in an ever-changing world.

Our School Wide Positive Behaviours supports (SWPBS) creates a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

It includes the implementation of evidence based practices and organisational systems for establishing a safe, purposeful and inclusive school and classroom learning environment, while also providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

#### Respect

Our respectful community is characterised by a genuine sense of success, care and inclusion. We respect the rights of everyone in our community and celebrate diversity and recognise the part we play collectively as members of a community.

#### Safety

Our Safe community is characterised by a commitment to creating a safe, supportive, success-oriented and stimulating learning environment.

#### Responsibility

Our Responsible community is committed to reaching our full potential by being active citizens and lifelong learners. Teachers guide learners to become responsible for their own learning in school and in life.

By addressing student learning needs and from a place of trust and positive relationships, students are better able to make good choices during learning as well as outside the classroom.

Wyndham Park Primary School, established in 2011, is a dynamic place of learning located in the suburb of Werribee

on the outskirts of Melbourne. Our modern facilities, situated in the Wyndham Park Precinct alongside the Wyndham Park Community Centre, and Wyndham Park Kinder, allow us to provide educational experiences that prioritise the development of strong Literacy and Numeracy skills. These educational experiences are underpinned by a holistic and trauma informed approach to wellbeing, engagement and Inclusion. We promote excellence in teaching and learning while developing students socially, emotionally and cognitively. We strongly encourage student voice and agency.

Our students and families come from a broad range of cultural backgrounds including Karen, Sudanese, Arabic, Maori, Tongan, Asian, Indigenous, and Anglo-Saxon cultures.

As a result, we place great importance on our strong English as an Additional Language (EAL) program supported by a number of Multi-cultural Educational Aides, EAL teacher, and a Community Hub Coordinator who work together to support students, strengthen home school partnerships, encourage parental engagement in students learning, and support families to see the school as a welcoming place where they are valued and supported.

Annually our average enrolments number approximately 400 students. Due to ongoing and sustained enrolment pressure we had implemented the Department of Education's Enrolment Management Plan, which is consistent with the priority placement order in the enrolment policy. This means that no students are enrolled from outside the designated neighbourhood area (DNA) unless they are siblings of students attending the school in the same year. To facilitate teaching and learning Wyndham Park PS employs 3 principal class officers, 2 Learning Specialists and 2 Leading Teachers. This leadership team supports 22 classroom teachers and 12 Education Support Staff.

At Wyndham Park Primary School, we have 19 classes across 4 learning communities. Within these learning communities we have established multi-age grade structures as follows - Yrs 1/2, Yrs 3/4 and Yrs 5/6, The exception to this are our Foundation classes which are a single age group to ensure a positive transition from Kinder to Primary School. In addition to our multi aged grades we offer exciting specialist programs which includes Visual Arts, Performing Arts, Physical Education and Spanish classes.

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## Framework for Improving Student Outcomes (FISO)

In 2021 our classroom instructional practices were aligned with the Department of Education's Framework for School Improvement (FISO 2.0) Teaching and Learning Model, enabling us to provide a guaranteed and viable curriculum that engaged students in intellectually challenging work that responds to their differentiated learning needs. This also allowed us to be responsive to the challenges of remote learning during COVID lockdowns throughout 2021.

To facilitate these high-quality learning experiences, and opportunities, we employed a highly motivated and professional staff comprising School Leaders, Teachers, Education Support Staff and Volunteers. Together our staff worked in Professional Learning Community Teams, School Improvement Teams and Administration Teams to deliver our educational program and associated support programs.

Both during onsite and remote learning in 2021 we utilised a wide range of Information Technology resources in our classrooms and online via SeeSaw to support and enhance teaching and learning. Our primary online learning platform was Seesaw and this was also used as a significant communication portal between school and home. In addition to Seesaw we used Xuno which is a web-based school management platform for assessment and reporting purposes, as well as a student behaviour and wellbeing tracking, SMS communication with school community members and student information data.

Our school implemented extensive Social and Emotional Learning curriculum (Respectful Relationships), supports and interventions throughout 2021. This was complimented by our School Wide Positive Behaviour Support Framework (SWPBS), which in turn was enhanced by our trauma informed practices, developed from the Berry Street Education Model (BSEM). This Social and Emotional Support ensured that our students were able to continue learning and remain connected throughout the various periods of onsite and remote teaching and learning in 2021.

## Achievement

In 2021 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. We also undertook a Strategic School review and updated our Strategic Plan goals as follows:

Improve student outcomes in Literacy and Numeracy

- 1a. Develop, implement, and embed a guaranteed and viable curriculum
- 1b. Develop staff capability to collect, analyse and use data effectively to inform teaching and learning.
- 1c. Build staff knowledge and understanding of the Victorian Curriculum to inform planning, teaching and assessment.

Improve student voice and agency in their learning:

- 2a. Develop a common understanding of student voice, and agency in learning amongst teachers, students and parents.
- 2b Activate authentic student voice, and agency in their learning environment.

Build a culture of high expectations for all learners.

- 3a. Build a culture of high expectations through effective PLC structures and processes
- 3b. Build the capacity of all staff to provide differentiated instruction in the classroom

Students in Foundation through to year 6 continued to improve in both literacy and numeracy although the progress has been somewhat slower than expected. The school met their 12-month targets in two of the four identified areas, increasing the percentage of students who achieved high benchmark growth in NAPLAN Reading (91.2%) & Numeracy. (75%)

Additionally, the school has seen an increase in student learning growth against the Victorian Curriculum, with 92% of students making one year of growth in one year in Reading, Writing and Number, meeting the 12-month targets set in the 2021 AIP.

A range of additional literacy support in the classrooms and withdrawal groups were trialled in Year 7 classes in 2021 with some success. In 2022, additional classes and students will access the program to further enhance student literacy outcomes. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

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## Engagement

Wyndham Park Primary School students are engaged and connected to their school and we are proud of the programs that support our student's wellbeing and engagement.

In 2021 our school focused on the KIS related to the DET priority of happy, active and healthy kids. We participated in the Pilot for a mental health and wellbeing coordinator and worked to ensure that all relevant teachers and leaders implemented the pilot program as per the department guidelines. Our focus was to ensure that our teachers understood the role of the MHWC, and understood how inclusive strategies enhanced student outcomes. We also worked to ensure that students felt supported within an inclusive classroom and finally clarified how this pilot fit within our school's existing wellbeing structures. This included developing clear pathways to identify students in need of mental health support. The work in this area is ongoing.

In 2021, Wyndham Park Primary School continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The school wellbeing team worked closely with the re-engagement officer to support chronic absences and return to school processes. Our attendance strategies during remote learning were similar to those implemented to support attendance while onsite.

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## Wellbeing

At Wyndham Park Primary School in 2021 we continued to make significant progress in student wellbeing, and this is reflected in ongoing improvements in our Attitudes to School survey results. In 2021 results in most areas of AToSS moved into the 4th quartile. Through these improved outcomes, Wyndham Park Primary School now has a higher comparison to like schools, network school and the state when measuring Sense of Connectedness (86%) and Management of Bullying (87%), a large improvement from 2020.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2021 the school continued to promote a positive trauma informed learning environment for all students through SWPBS, respectful relationships and Berry Street.

Parent satisfaction (80%), according to the Parent Opinion Survey, indicated pleasing results, performing equally with all Victorian Schools. To build parent involvement we continued to run our community hub and weekly community conversations via WebEx.

The staff climate, according to the School Staff Survey, continues to be a highlight for our school. In 2021 our score of 82% was well above that of similar schools (71%) and also above that of network schools (77%) and the state (76%).

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## Finance performance and position

Wyndham Park Primary School managed a funding deficit in 2021 as a result of a drop in enrolment based funding. This deficit has been addressed and will be accounted for in the 2022 budget as approved by School Council.

The Financial Performance and Position report shows an end of year deficit of \$166,712. An amount of \$200,000.00 of cash funding was not spent in 2021 but was tagged in the 2022 budget to manage the recorded deficit. This is viewable within the Financial Commitments section of this report - School Based Programs.

In 2021 we were successful in acquiring grant funding from the Minor Works Capital Fund (\$262,165.00) to build a new playground for our students. Work for this will commence in early 2022 with a completion date of 8th April 2022. We were also able to acquire an additional \$25,000 for the construction of additional Shade Sails to support outdoor student learning opportunities.

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

# Performance Summary

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

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

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 385 students were enrolled at this school in 2021, 176 female and 209 male.

55 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

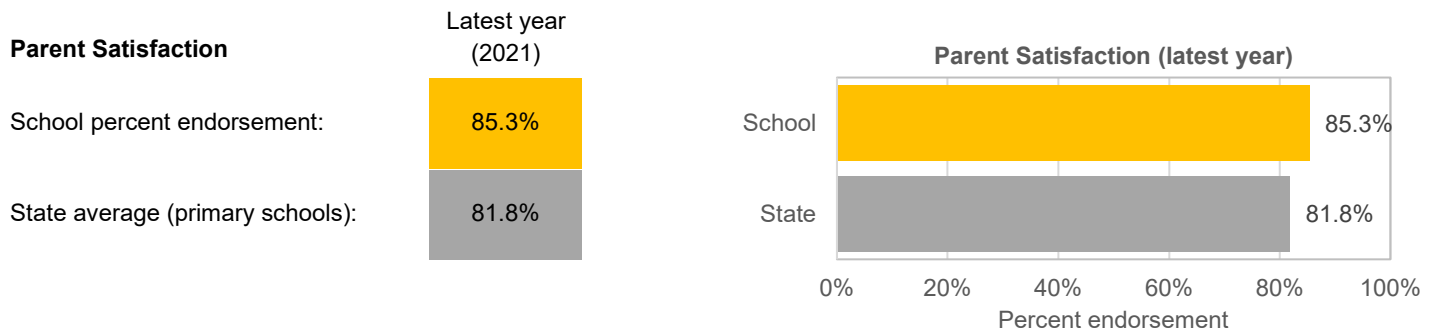
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

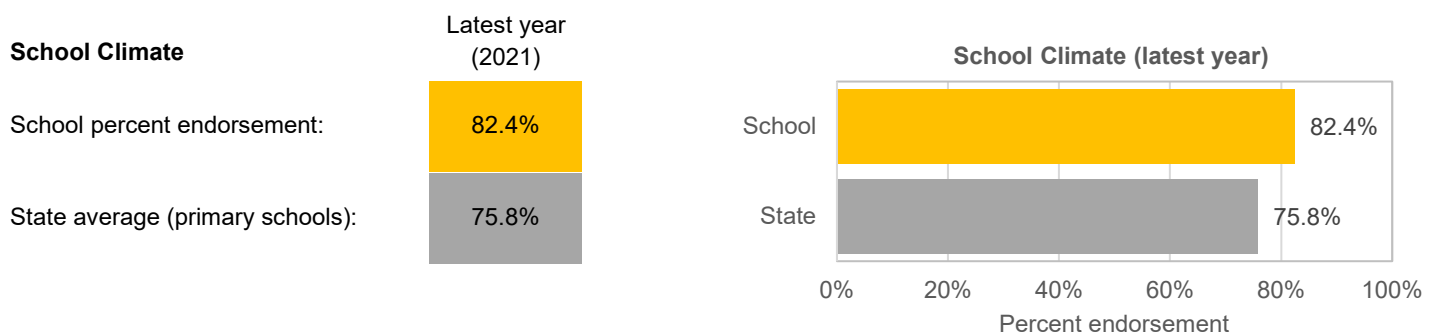


### School Staff Survey

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

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

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





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

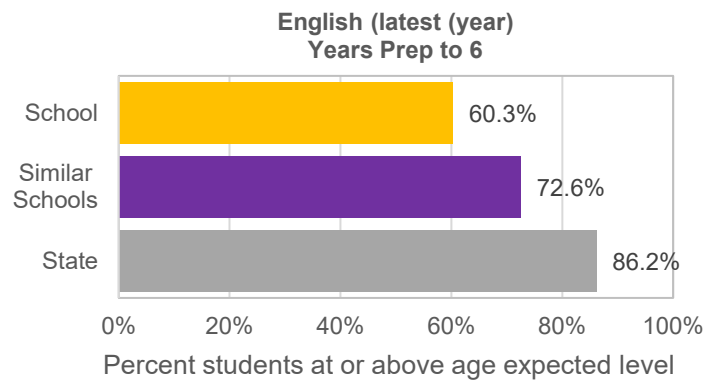
60.3%

Similar Schools average:

72.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

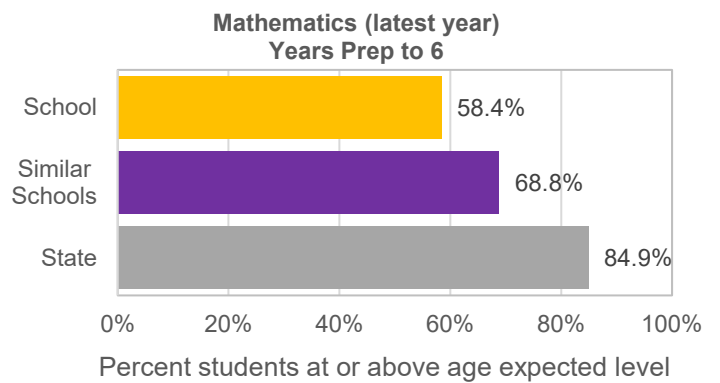
58.4%

Similar Schools average:

68.8%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

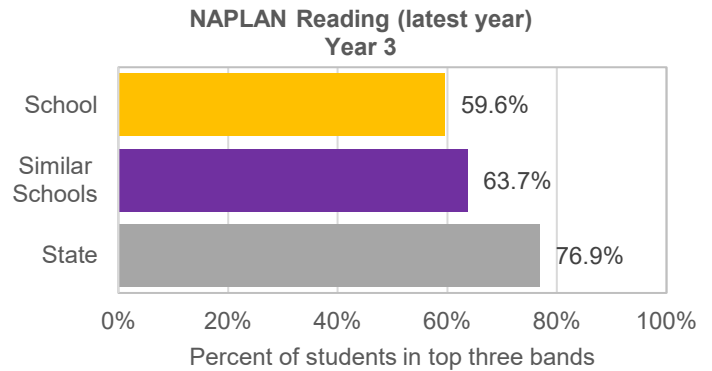
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

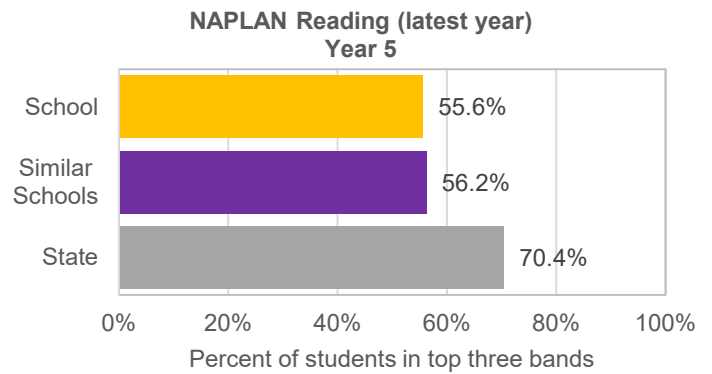
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.6%	58.3%
Similar Schools average:	63.7%	62.9%
State average:	76.9%	76.5%



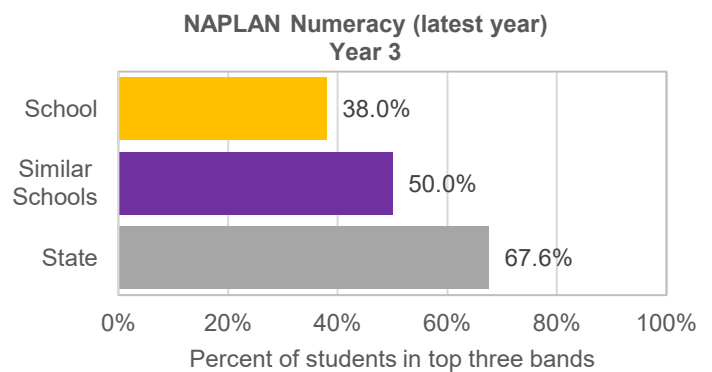
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	48.4%
Similar Schools average:	56.2%	51.7%
State average:	70.4%	67.7%



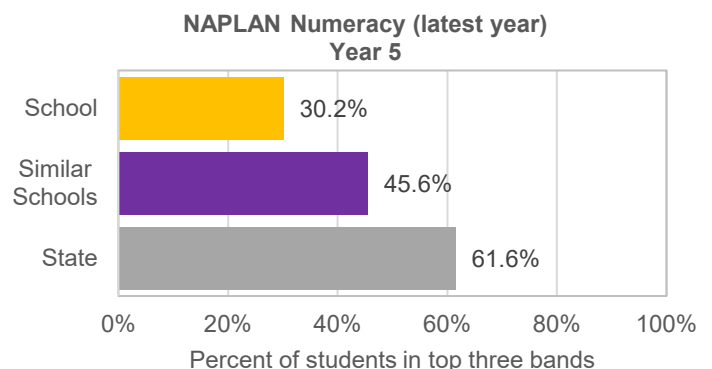
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.0%	33.1%
Similar Schools average:	50.0%	50.7%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.2%	31.1%
Similar Schools average:	45.6%	43.0%
State average:	61.6%	60.0%



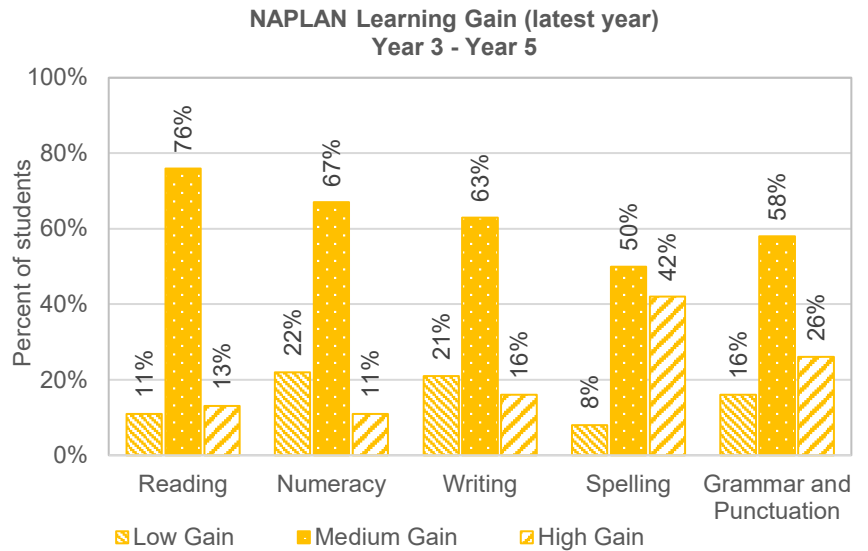
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	11%	76%	13%	18%
Numeracy:	22%	67%	11%	23%
Writing:	21%	63%	16%	24%
Spelling:	8%	50%	42%	30%
Grammar and Punctuation:	16%	58%	26%	22%



## ENGAGEMENT

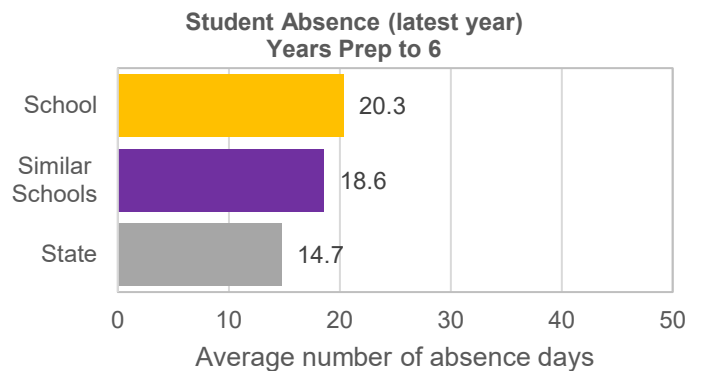
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	20.3	20.7
Similar Schools average:	18.6	18.5
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	87%	87%	87%	88%	90%	91%	NDP

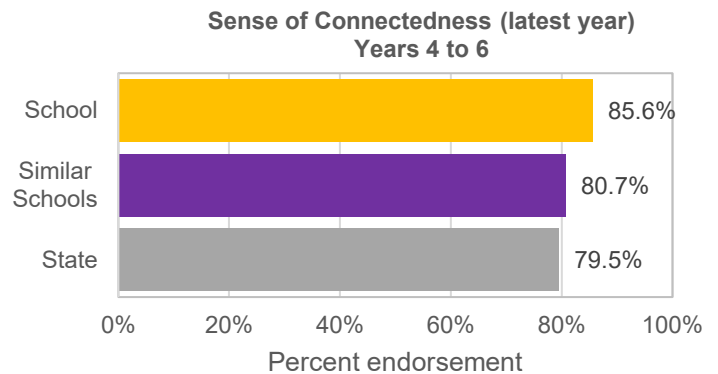
## WELLBEING

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	85.6%	79.0%
Similar Schools average:	80.7%	82.4%
State average:	79.5%	80.4%

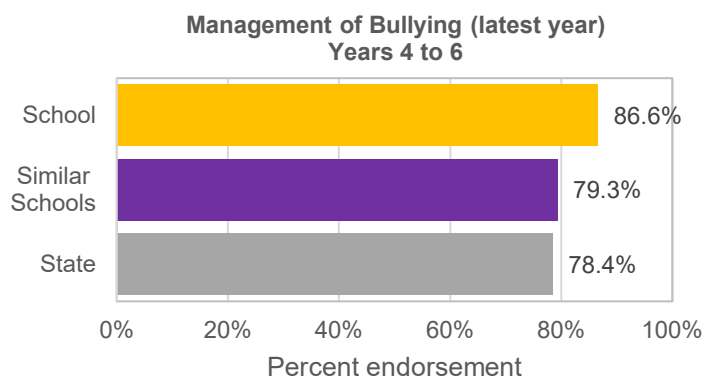


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	86.6%	78.6%
Similar Schools average:	79.3%	80.1%
State average:	78.4%	79.7%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,873,216
Government Provided DET Grants	\$971,160
Government Grants Commonwealth	\$4,800
Government Grants State	\$15,000
Revenue Other	\$87,331
Locally Raised Funds	\$44,097
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,995,603</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,137,431
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,137,431</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,069,018
Adjustments	\$0
Books & Publications	\$34,152
Camps/Excursions/Activities	\$12,064
Communication Costs	\$9,987
Consumables	\$155,189
Miscellaneous Expense <sup>3</sup>	\$13,075
Professional Development	\$32,329
Equipment/Maintenance/Hire	\$168,786
Property Services	\$76,736
Salaries & Allowances <sup>4</sup>	\$19,804
Support Services	\$190,831
Trading & Fundraising	\$5,327
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,593
<b>Total Operating Expenditure</b>	<b>\$5,828,890</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$166,712</b>
<b>Asset Acquisitions</b>	<b>\$133,505</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$610,547
Official Account	\$77,175
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$687,722</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$119,694
Other Recurrent Expenditure	\$25,961
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$345,655</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.*