

2021 Annual Report to The School Community



School Name: Dandenong South Primary School (4810)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 07 April 2022 at 03:32 PM by Leonie Fitzgerald (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 07 April 2022 at 03:33 PM by Rina Main (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, 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.

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.

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)

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.

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.

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

School context

Dandenong South Primary School is located in the South-Eastern Victoria Region, thirty-nine kilometres from Melbourne. The school is bordered by residential, commercial and industrial zones. The school has a kindergarten onsite coordinated in partnership with the City of Greater Dandenong and Best Chance Child Family Care. Facilities include a newly refurbished library/discovery centre, modern gymnasium, refurbished classrooms, spacious grounds and a Community Hub.

At Dandenong South Primary School, the wellbeing and safety of all children is at the forefront of all we do and every decision we make. We have a zero-tolerance to child abuse. Our school actively promotes the safety and wellbeing of all students, and all school staff are devoted to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. We are committed to using a Restorative Practices approach, which focuses on developing positive relationships between students, and between teachers and students.

School Vision:

At Dandenong South Primary School we provide students with a positive and engaging learning environment, which will equip them with the knowledge, skills and social competencies they need for the future in order for them to become respectful and responsible citizens who contribute positively to society.

Mission Statement:

To provide the optimum learning environment so that every child has the opportunity to succeed.

School Values:

Dandenong South Primary School has a holistic approach to learning where the academic, physical, social, and emotional needs of all children are fostered through the school's values of being respectful, safe and responsible. These values provide us with a framework for the way we achieve our vision.

On Census Day in 2021, the school had an official enrolment of 598 students. Of these students, 83% were English as an Additional Language (EAL) students and 1% of the students were of indigenous background. In 2021, there were no international students. The school ensures that all students receive a high-quality education experience through a high level of support in a safe, welcoming and engaging learning environment.

In 2021, the school was divided into five sub-schools; Foundation (five grades) Year One (four grades), Year Two (four grades), Years Three and Four (seven 3/4 composite grades), and Years Five and Six (eight 5/6 composite grades). In 2021, the full-time equivalent teaching staff was 49.0 including one Principal, two Assistant Principals, five Leading Teachers, Literacy and Numeracy Learning Specialists, five additional support teachers, two English as an Additional Language teachers and seventeen Education Support staff. Specialist areas include Visual Arts, LOTE (Indonesian), Performing Arts and Physical Education. An Allied Health team consisting of two psychologists and two Speech Pathologists also work with identified students across the school. The Community Hub's staff consists of two part time staff members.

Dandenong South Primary School is committed to improving the learning and wellbeing outcomes of every student. The school implements the priorities of the Victorian education system, emphasising the importance of providing all students with strong foundations in Literacy and Numeracy learning. Literacy and Numeracy continue to be the core curriculum areas with students being provided with personalised learning opportunities as part of their regular classroom program. The school follows a Play-Based Learning approach through its Investigations program in Foundation to Year Two and Inquiry Learning consolidates this approach in Years Three to Six.

Dandenong South Primary School provides an array of student support programs for students in English, Mathematics and Wellbeing. The programs offer intervention as well as extension opportunities to students at each grade level. To cater for the learning needs of students who predominantly speak English as an Additional Language, the school offers

a range of literacy intervention programs. These include first phase and second phase English as an Additional Language programs, a Literacy Enhancement Assessment Program (LEAP), Oral Language, Phonological Awareness and Reading and Writing programs. In 2021, the Tutor Learning Initiative program was implemented to accelerate the learning of students in small groups who experienced delays or gaps in learning during the disruptive schooling period in 2020.

The school continues its relationship with a number of partnering organisations to provide a Community Hub, which offers playgroup, English Language classes and other programs tailored to the needs of the local community. The Hub offers support to families by familiarising them with the school setting and building relationships with school staff to provide a safe, supportive and accessible venue for a range of community services. The Community Hub continues to act as a bridge, linking mothers, their children, and their extended family, to the wider community and the network of services and programs available to support families in the City of Greater Dandenong.

Framework for Improving Student Outcomes (FISO)

Despite the challenges of remote and flexible learning, Dandenong South Primary School continued to implement the departmental priorities and focused on ongoing improvements in Literacy and Numeracy. Teaching teams continued to work together in an online environment to provide excellent educational opportunities for all students which focused on the key improvement strategies of building practice excellence, evaluating the impact on learning as well as empowering students and building school pride. In a year where we attempted to provide meaningful learning through online learning platforms, we were also very mindful of individual's wellbeing and the capacity of families to re-engage with the remote learning program. Staff ensured strong communication with families via phone calls and emails. There was a significant range in the degree in which students engaged and completed remote learning tasks.

During remote and flexible learning, teachers planned and delivered activities and lessons using online platforms, such as the Seesaw app for F-2 students and Google Classroom for Grades 3-6. Using these online learning platforms, teachers scheduled regular teaching and learning content for the students to complete in Reading, Writing, Mathematics, and specialist subjects, such as Visual Arts, Dance/Music and Physical Education. Printed materials of work were also available to students as an alternative option to online learning. As remote learning lengthened, our program developed in its richness, breadth and inclusion of 'live' elements to maintain engagement and connection. As well as creating videos, to explicitly teach students new concepts, teachers also scheduled Webex sessions to ensure targeted and effective teaching. Adjustments were regularly made in forward planning depending on the feedback received from students, parents and class teacher's own assessments. The teachers were resourceful in their delivery of remote learning and students showed great resilience in managing their learning.

To ensure a level of high quality instructional skill and curriculum delivery, staff collaborated over the development of differentiated teaching strategies and skills in order to cater for the various learning needs and abilities of students. Classroom teachers continued to analyse and use individual, class and whole school data to inform their learning programs. With the introduction of the Tutoring Learning Initiative in 2021 this improvement cycle was implemented with all students' learning closely tracked.

Achievement

In 2021, the school continued to work on its strategic plan goal of maximising student learning growth in English and Mathematics for Foundation to Grade 6.

During remote and flexible learning, staff were able to utilise online resources for content and developed new ways of differentiating for students. Teachers designed suitable curriculum in Literacy, Numeracy, Visual Arts, Music/Dance and Physical education that students could access at home. Webex meetings were used as welfare checks, direct instruction and feedback. Resources, such as teaching videos were created to assist students with their learning. Once students returned to school in Term 4, there was a significant focus on literacy and numeracy across the school in an endeavour to catch up on any learning gaps created by remote and flexible learning. Wellbeing was also a focus to help students integrate back into school and to assist with re-establishing relationships lost during the lockdown period.

NAPLAN results in 2021 indicate a positive trend in all areas except Numeracy for Year 3. The percentage of Year 5 students making medium-high growth for reading, spelling, language conventions and numeracy, were similar to results for primary schools with similar characteristics.

In 2021, the school strategically expended the majority of the funds in the Tutor Learning Initiative with a total of 202 students receiving tutoring support. Despite the disruptions to onsite learning in the second half of the year, every effort was made to explore alternative platforms in meeting the needs of the students in this initiative. A collection of data, such as teacher judgement assessments and pre and post program norm referenced assessments undertaken by the school demonstrates a positive impact on student learning outcomes.

The learning needs of Koorie students were monitored through Individual Learning Improvement Plans as per the Marrung strategy. These Learning Plans were reviewed and updated with parents/guardians each term.

There were 21 students who received special funding under the Program for Students with Disability (PSD) program in 2021. All funded students had an Individual Learning Improvement Plan, which was reviewed and updated with parents as part of Student Support Group meetings. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Improvement Plans.

Engagement

The re-introduction of remote and flexible learning in 2021 shifted the focus from the AIP goals to a greater emphasis on connection between school and home as well as the wellbeing of the students and the community. The revised plan included actions and strategies to engage students and their families in teaching and learning through digital platforms. Health and wellbeing was a strong priority with particular emphasis on maintaining and consolidating relationships between students and teachers, identifying vulnerable students and implementing extra support for these students.

While engaging all students during the remote and flexible learning period was a challenge, a positive that arose was the connection between the school and parents with students' learning. The increased communication led to stronger bonds between the home and school.

Dandenong South Primary School continues to promote the importance of regular attendance and engages with families to follow up on absences. The school continues to send SMS messages to parents, requesting them to notify the school of any absences and phone calls are made after two days of unexplained absences. Promoting the importance of children being at school and informing parents of the impact absences have on student learning, is an ongoing priority.

Wellbeing

During remote and flexible learning, staff focused on keeping students and parents engaged and motivated with learning. In maintaining strong partnerships with the community, all staff were proactive in monitoring student engagement during the remote learning period and continually offered support and guidance to families wherever needed. Feedback from our parent community indicates that they find leadership and teachers approachable and acknowledge the extensive support for students during remote learning.

The school's Community Hub was able to provide many of its programs remotely during 2021. English, computer, music and even playgroups quickly moved online while the Hub leaders found innovative ways to continue to engage families including phone calls to families and the occasional drop off of playgroup materials. Programs have returned onsite in 2022 and families are engaging in a range of hub programs each week.

Whilst a number of activities were in place to support student health and wellbeing at the beginning of the 2021, these were adopted to suit remote learning. Staff across the school acknowledged the need to maintain a wellbeing focus in their remote classrooms and have incorporated it routinely through daily check-ins, fun lessons, interactive games in

live sessions and maintaining regular communication with families. The school will continue to seek out opportunities for its students to participate in extracurricular activities, such as lunchtime clubs, and life skills programs, in efforts to promote greater student engagement post remote learning. It will also collect student feedback about the effectiveness of these programs and recommendations for improvement.

The Resilience, Rights and Respectful Relationships (RRRR) program program was implemented in all classrooms across the school in Term 1, but unfortunately could not be continued during the remote learning period. Social and Emotional Learning Lessons (SEL) were delivered online during remote and flexible learning in place of the RRRR program. Students were able to engage in a range of mindfulness and growth mindset activities, which allowed staff to maintain a focus on students' mental and emotional wellbeing during the remote learning phase. Feedback from teachers suggests that students completed the weekly SEL activities and engaged positively in discussions around general wellbeing and self-care during the remote learning period. Throughout the Remote Learning period, activities with an explicit wellbeing focus were also incorporated into the remote programs.

The school-wide positive behaviour support (SWPBS) matrix was developed in 2021 and has given staff and students a common language to reinforce a positive, safe and supportive learning culture.

Finance performance and position

Dandenong South Primary School maintained a very sound financial position throughout 2021. The 2018-2021 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report show an end of year surplus. This surplus included a significant amount rolled over from the previous year. The school received substantial equity funding which was utilised to ensure a range of programs were staffed and resourced in a manner that best suited the needs of the children and families of the school community. Ongoing professional development programs for staff were linked to improvements in teaching and learning in the school curriculum programs.

The school continues to carefully manage resources so that all financial commitments are met and school programs are appropriately resourced. Planning is in place for the future needs of the school.

For more detailed information regarding our school please visit our website at
<http://www.dandenong-south-ps.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 598 students were enrolled at this school in 2021, 317 female and 281 male.

85 percent of students had English as an additional language and 1 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).

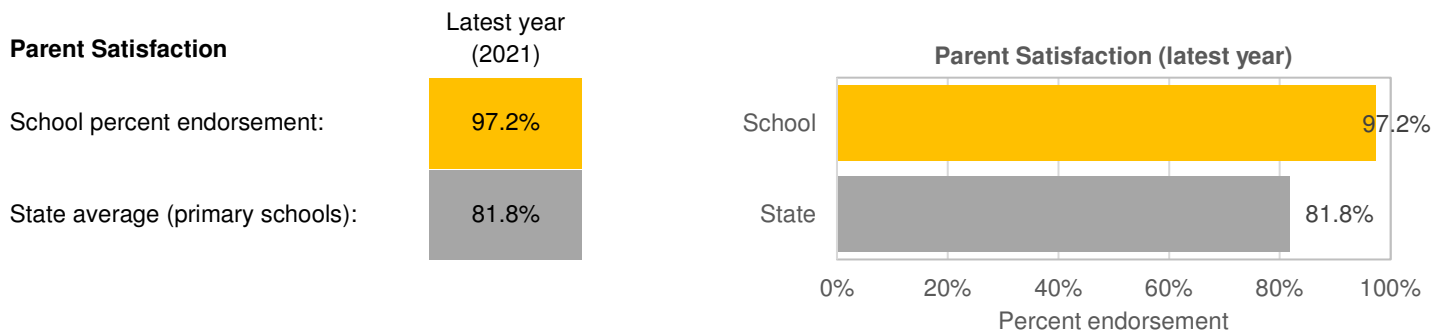
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

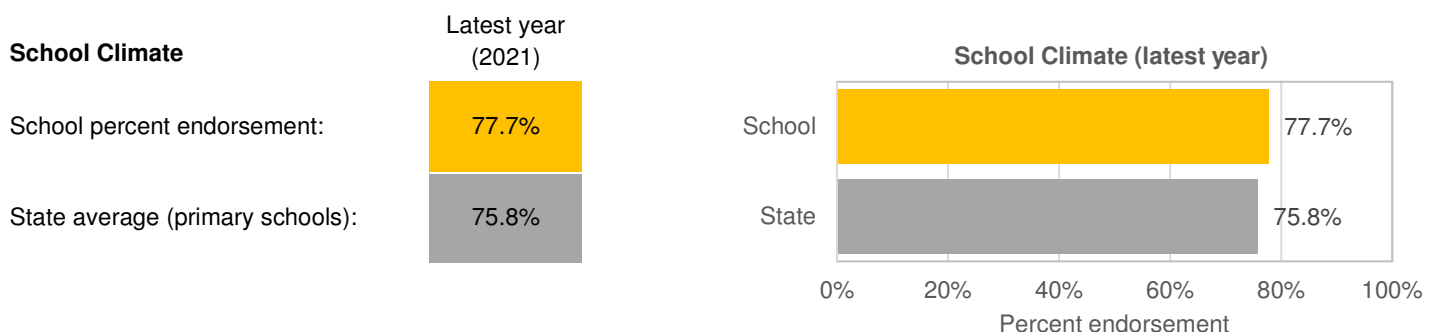


School Staff Survey

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:

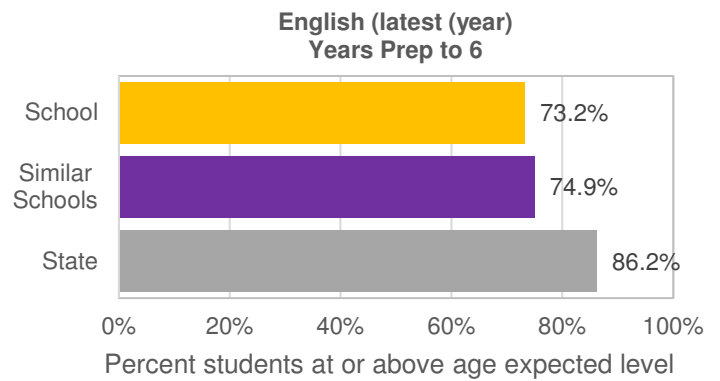
73.2%

Similar Schools average:

74.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

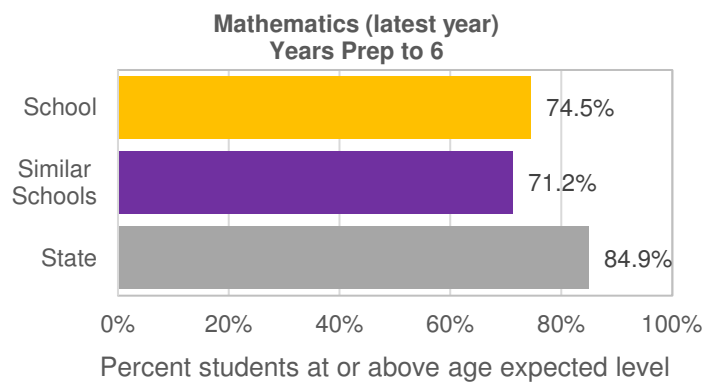
74.5%

Similar Schools average:

71.2%

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.

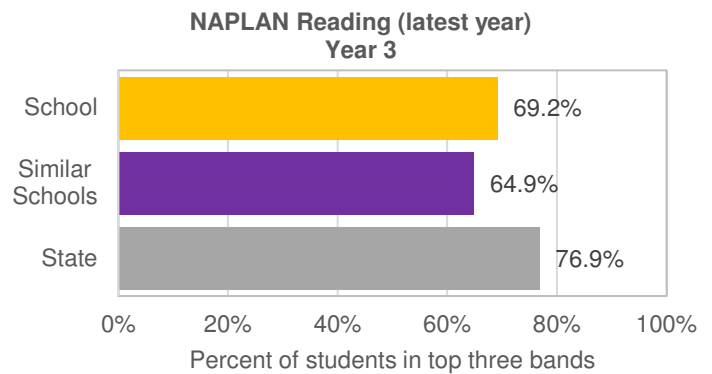
NAPLAN

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.

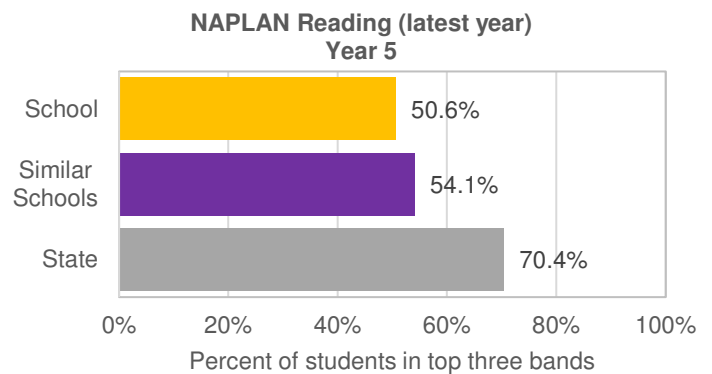
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.2%	66.4%
Similar Schools average:	64.9%	63.3%
State average:	76.9%	76.5%



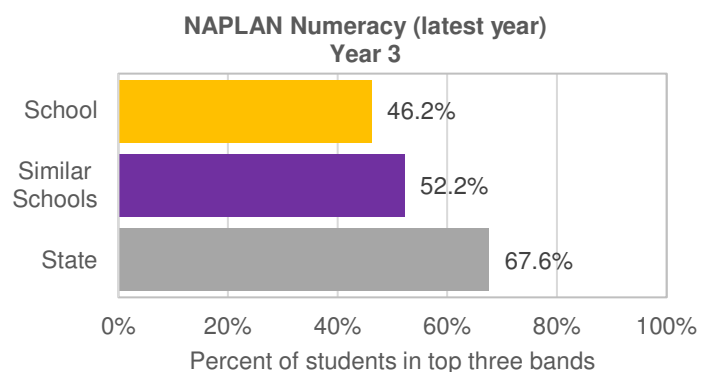
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.6%	48.8%
Similar Schools average:	54.1%	50.9%
State average:	70.4%	67.7%



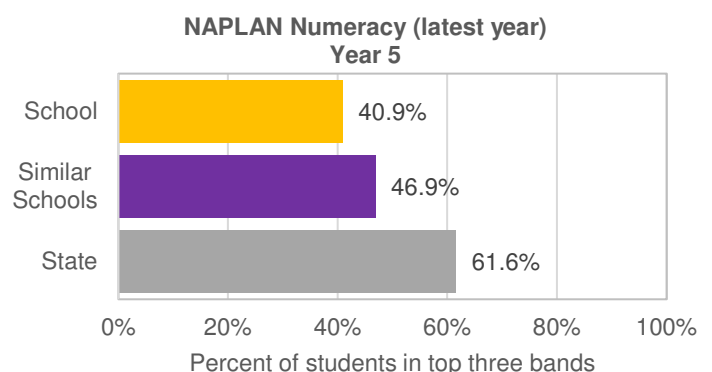
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.2%	50.0%
Similar Schools average:	52.2%	51.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.9%	40.8%
Similar Schools average:	46.9%	44.8%
State average:	61.6%	60.0%



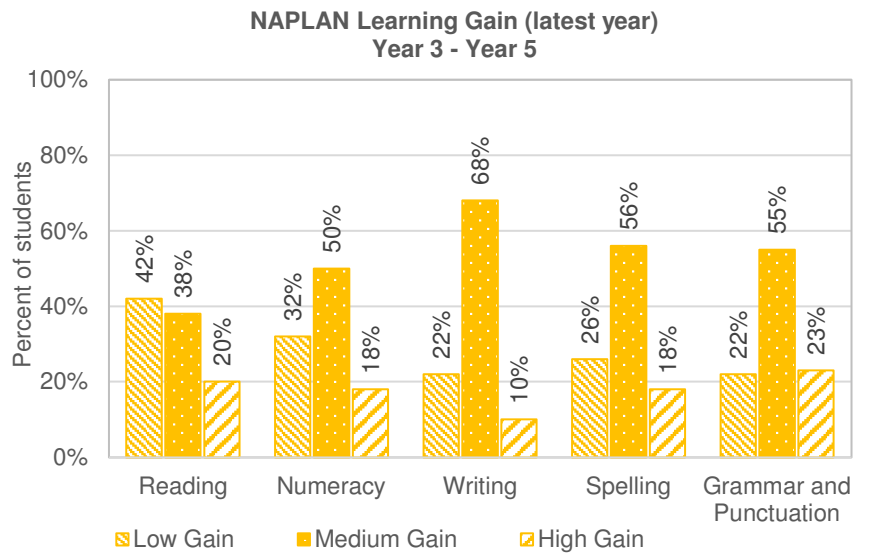
ACHIEVEMENT (continued)

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:	42%	38%	20%	19%
Numeracy:	32%	50%	18%	25%
Writing:	22%	68%	10%	22%
Spelling:	26%	56%	18%	28%
Grammar and Punctuation:	22%	55%	23%	24%



ENGAGEMENT

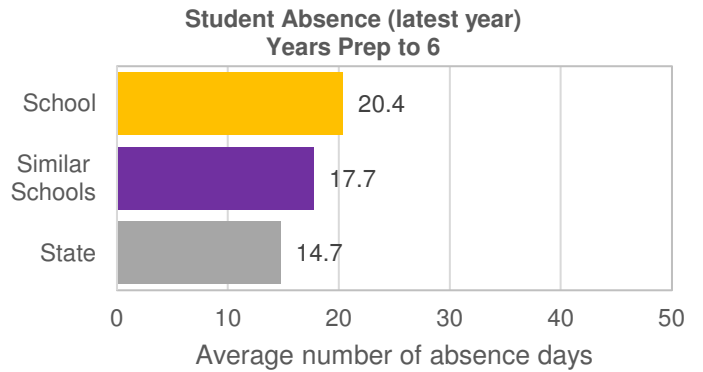
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.4	18.5
Similar Schools average:	17.7	17.3
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):	89%	92%	88%	91%	89%	89%	90%

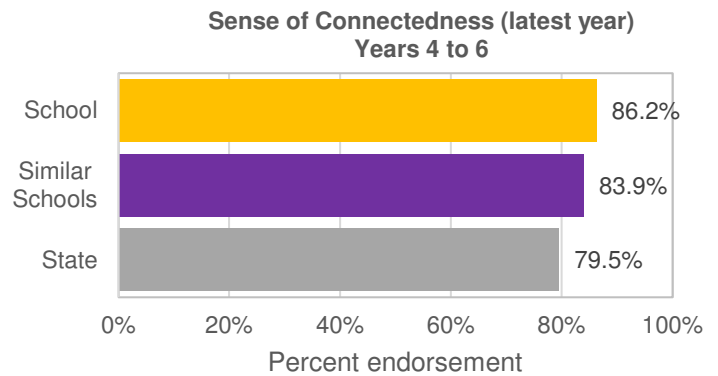
WELLBEING

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 (2021)	4-year average
School percent endorsement:	86.2%	88.4%
Similar Schools average:	83.9%	84.6%
State average:	79.5%	80.4%

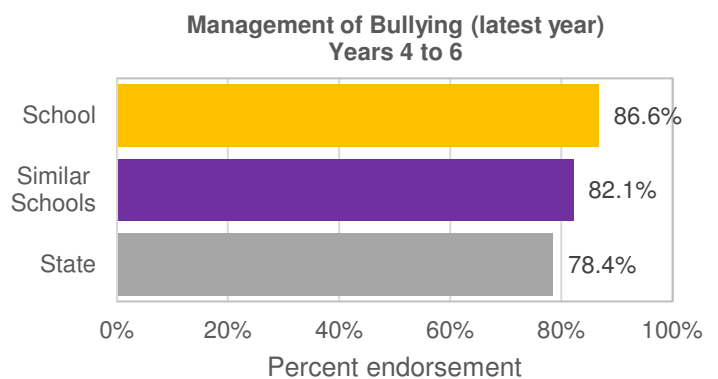


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.6%	87.8%
Similar Schools average:	82.1%	82.9%
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	\$7,998,114
Government Provided DET Grants	\$1,367,016
Government Grants Commonwealth	\$8,564
Government Grants State	\$0
Revenue Other	\$26,191
Locally Raised Funds	\$132,491
Capital Grants	\$0
Total Operating Revenue	\$9,532,377

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,840,574
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,840,574

Expenditure	Actual
Student Resource Package ²	\$6,715,173
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$62,372
Communication Costs	\$6,001
Consumables	\$156,887
Miscellaneous Expense ³	\$8,019
Professional Development	\$8,202
Equipment/Maintenance/Hire	\$159,438
Property Services	\$248,467
Salaries & Allowances ⁴	\$0
Support Services	\$136,387
Trading & Fundraising	\$38,187
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,504
Total Operating Expenditure	\$7,588,637
Net Operating Surplus/-Deficit	\$1,943,740
Asset Acquisitions	\$43,838

- (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

Funds available	Actual
High Yield Investment Account	\$2,301,609
Official Account	\$111,452
Other Accounts	\$0
Total Funds Available	\$2,413,061

Financial Commitments	Actual
Operating Reserve	\$107,001
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$62,345
School Based Programs	\$165,614
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,803
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$1,974,299
Total Financial Commitments	\$2,413,061

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.