

2023 Annual Report to the School Community

School Name: Greensborough Primary School (2062)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 09 April 2024 at 09:31 AM by Angela Morritt (Principal)

- This 2023 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 12 April 2024 at 04:17 PM by Kim Hill (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 and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- 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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Greensborough Primary is located in the northern suburbs of Melbourne 22km from the CBD. With the support of dedicated volunteers and the Buildings and Grounds committee the school buildings are well maintained and continue to have state of the art design features. The school has large airy classrooms which open onto landscaped outdoor learning areas, indoor wet areas, a purpose-built library, visual arts classroom, canteen and hall, all of which are all contained within the one Architecturally Designed building. During 2023, with the funding from a successful grant application, work was completed on upgrading student toilet facilities. Also, during 2023, Banyule Council provided an additional funding grant to extend the Indigenous Art mural on the fence line on The Circuit boundary of the school which is anticipated to be completed in 2024. Great excitement accompanied the installation and grand opening of the interactive play village (Tiny Town) This village setting encouraged imaginative, collaborative play and proved to be a source of joy and engagement for students across the school. At the end of 2023, with the support of committed volunteers, Tiny Town was further developed with the installation of connecting pathways and the relocation of a mud kitchen. During the year, the Art room was refurbished with new cabinetry and fittings and the process of adding noise absorbing wall tiles in classrooms and corridors continued. The original school building provides the venue for STEM (Science, Technology, Engineering and Maths), Chinese and LEGO Discovery classes.

In 2023 the school had 155 students with five full time and four part time class teachers and four specialist teachers in the areas of Physical Education, Library, Visual Arts, STEM and Chinese. Five Educational Support staff provided one on one support for students with specific learning needs and facilitated intervention and extension programs for small groups of students. During 2023 the staff, parents and students of Greensborough Primary worked together to ensure that all students were supported to maintain connection, engagement and achievement with the school environment and with educational outcomes. The school's values of Cooperation, Achievement, Respect and Empathy were embedded in all instructional and social programs with the values being an integral component of the whole school start-up program implemented at the commencement of the school year. During 2023, comprehensive and engaging curriculum programs were provided to assist all students to have the opportunity to achieve positive academic, social and emotional learning outcomes. The Tutoring Program facilitated targeted support in both Literacy and Numeracy for students identified as having deficits in learning achievement outcomes and targeted intervention programs in Reading and Oral Language provided support and structure for students requiring additional individual support. HAPL, Gateways and Student Excellence programs continued to be facilitated for high ability students across the school to provide extension and enrichment opportunities. All students in Grades One to Six were involved in the Spelling Mastery program and, the VCOP writing program introduced in 2014, continued across the school. Towards the end of 2023 staff professional development and the purchase of resources took place in preparation for the school to introduce at Prep level in 2024, the Science of Reading, Decodable text approach to reading. The Magic Maths program continued to achieve positive outcomes with students engaged for three hours per week in an explicit, focused number program where the curriculum and outcomes were tightly structured and scaffolded, to ensure maximum understanding and growth.

The school has a highly involved and committed parent community with the school's overall socio-economic profile being in the Low-Medium range.

The school's commitment to Student Welfare and Wellbeing continued with the embedding of the Friendship Tree and Student Wellbeing Leaders Program, the introduction of The Resilience Project and Professional Development in Respectful Relationships and Disability Standards. A daily, student run Breakfast program was a highlight of student initiative and engagement.

The School Chaplaincy program (renamed as Wellbeing program) continued to have a focus on student wellbeing with support provided for both students and families in need of additional guidance and care. In recognition of the positive outcomes achieved in this program, the school made an additional financial contribution from Mental Health funding to ensure there was the capacity to provide support to all of the identified vulnerable families and students.

During 2023, the School Camping program for students in Grades 3-6, the Grade Two Sleepover, the Prep and Grade One Breakfast Program and Grade Six Graduation, where the traditional rites of the passage were celebrated, were all successfully and happily delivered. The Grade Six /Prep Buddy program and festivities associated with Book Week were able to be implemented and enjoyed.

Towards the end of Term Four intensive work took place to identify students, resources, training and support required for the introduction of the Disability Inclusion, Tier Two funding in 2024.

Survey results from the Parent Satisfaction Summary were above the state average of all government primary schools as were the School Staff survey results.

Progress towards strategic goals, student outcomes and student engagement

Learning

In line with the school's 2023 AIP Improvement Initiative to 'Build Practice Excellence' the school focused strongly on consistent, whole school planning and the use of data to drive explicit teaching to ensure a well-balanced, student needs-based program. A highly differentiated class program, assisted by research-based programs such as Spelling Mastery and Corrective Reading continued, as did the whole school approach to Number with all students from Grades One to Six working in their 'Zones of Proximal Development' in the Magic Maths Program. This assisted in the achievement of the goals of consistency in curriculum delivery across the school and high-quality student outcomes, with meeting the needs of all students in the school being a strong priority. During 2023 the school completed its Self Evaluation in preparation for the School Review at the start of Term Four. This was a positive process with strong endorsement for the school's programs and student achievement data.

The 2023 Teacher Judgement of student achievement indicated that students were performing 'at' or 'above' the expected standard in the areas of English at a higher rate when compared to the state and schools with similar backgrounds and characteristics. The 2023 Teacher Judgement indicated that students were performing 'at' or 'above' the expected range in the areas of Mathematics at a higher rate when compared to the state and, at a rate 1.5% lower, than schools with similar backgrounds and characteristics.

NAPLAN data indicated that the school had a higher proportion of Grade Three students in the Strong or Exceeding achievement bands in both Reading and Numeracy when compared to similar schools and the state. Grade Five NAPLAN data indicated that the school had a lower proportion of students in the Strong or Exceeding achievement bands in both Reading and Numeracy when compared to similar schools and the state. As this is not in line with the school's usual achievement data, an analysis of the student cohort was undertaken and it was identified that a large number of students had enrolled at the school in Grade Four towards the end of 2022, moving into Grade Five at 2023. Whilst intervention and support approaches were immediately established for these students, the benefits of these programs would not have been evident when the 2023 NAPLAN was conducted.

Nine PSD funded students all worked closely with their appointed Educational Support person to achieve optimum academic and social growth. ES staff assisted to scaffold learning with the classroom and specialist programs and maintain open lines of communication with students' families, to ensure consistent understandings of learning programs, processes and goals. Individual / Educational Learning Plans and termly Student Support Group meetings with the involvement of Allied Health professionals ensure that progress is tightly monitored, and achievement maintained.

Wellbeing

Greensborough Primary School's 2023 Students Attitudes to School, 'Sense of Connectedness' was slightly below the State average and other schools with similar background characteristics however, the four-year trend data was slightly higher than that of Similar Schools. The 2023 Student Attitudes to School Survey data for the positive response to the 'Management of Bullying' was slightly below the state mean and schools with similar background characteristics however, the four-year trend data was higher than both the State and Similar Schools average results.

The school delivered the formal Prep Transition program on the four Fridays in November where every effort was made to engage and involve new families to the school and to support new students as they commenced their educational journey.

Student leadership skills were actively fostered in Grade Six as a precursor to the challenges and opportunities of secondary school with involvement in the NESST group Student Leadership Day being a highlight. Programs to foster wellbeing and resilience such as The Resilience Project and Respectful Relationships were incorporated into the school curriculum.

Term Four saw Grade Six students actively and happily engaged in preparing for their primary school graduation and compiling transition documents and work samples for their chosen secondary school. Students in Grades Four and Five prepared for their 2024 Leadership roles with training in their chosen area of leadership.

Engagement

Greensborough Primary School's student absence is above the state median for all Victorian government schools and the school continues to closely monitor student attendance with proactive contact with families to ensure high levels of understanding about the reasons for school absence and to identify any areas in which the school could provide support. Regional Support Staff were actively engaged to assist with contact with families and to implement best practice strategies to reengage families and students with school.

Whilst maintaining the much valued qualities of a small school, Greensborough Primary provides a broad range of curriculum opportunities with the employment of highly qualified specialist teaching staff to engage students in rich and diverse curriculum programs. During 2023 the school continued to implement the LEGO Discovery program with a classroom equipped and dedicated

to this program. Whilst promoting high levels of engagement, this program also sought to address areas identified as requiring support and development as a result of Remote Learning. Specifically the program promoted collaborative learning, oral language skills, problem solving and resilience. The program was highly successful and will continue in a modified form in 2024. To foster and encourage engagement, Surprise Mondays were an initiative to focus on inspiring and developing curiosity, engagement and collaborative social connections. In each classroom in Term Three, on a Friday, a large box would appear in each classroom. Students were encouraged to wonder about what could possibly be in the box. Across the school, on the following Monday, all classes would open their boxes, find a small item of outdoor play equipment for each student in the grade and students would then be able to go to the outdoor play areas, use this equipment and socialize with their teachers and peers. Feedback from parents as to the positive outcomes from this program were extremely positive and significant joy and engagement was demonstrated by the student cohort.

Other highlights from the school year

With the ongoing focus for 2023 being to reengage students and their families in attendance and school programs, a vast array of activities and initiatives were scheduled to involve all stakeholders.

As 2023 progressed, it was pleasing to see parent attendance at Monday afternoon, student led assemblies return to pre-pandemic levels.

Student engagement and Parent attendance at 2023 scheduled events such as the:

- Twilight Sports
- Easter Bonnet Parade
- Book Week Parade
- Footsteps Dance Performance
- Christmas Picnic

showed high levels of interest, involvement and support for the school and its wider community.

The Friendship Tree continued to be a highlight for Student Wellbeing Leaders and for the general student community.

The positive feedback and endorsement gained from the 2023 School Review was a highlight and an affirming experience for the Teachers, ES, students and the School Community.

Financial performance

At the end of 2023, the school had a \$184,619 surplus when its Revenue was compared to its Expenditure.

This surplus can be accounted for by the school rebuilding a small surplus in its Credit section of the SRP, funds Received in Advance, 2023 Fundraising profits for expenditure in 2024 and for some programs having funds from 2023 committed for 2024 expenditure.

Funding targeted programs to meet the individual needs of students and the maintenance of buildings and grounds continues to be a priority. Sound management of funds has ensured the school has been able to maintain a high quality learning environment for staff and students.

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 155 students were enrolled at this school in 2023, 76 female and 79 male.

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

Overall Socio-Economic Profile

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

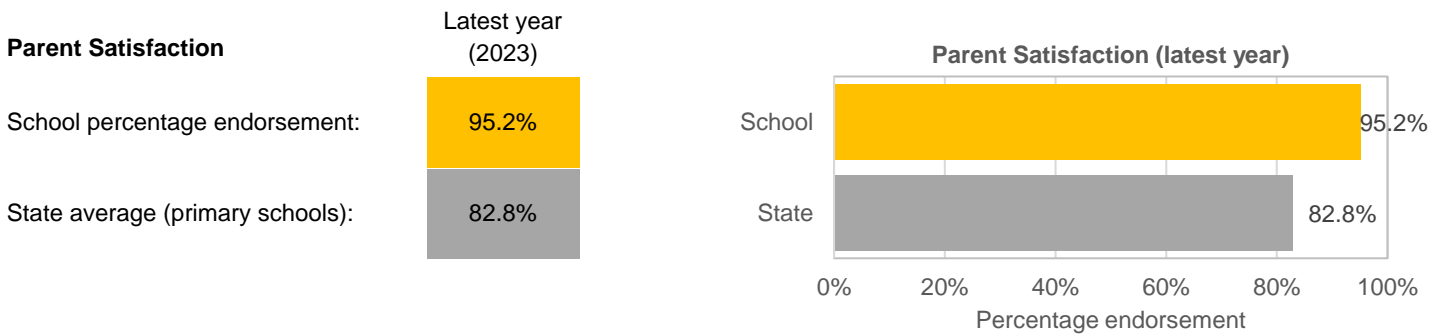
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

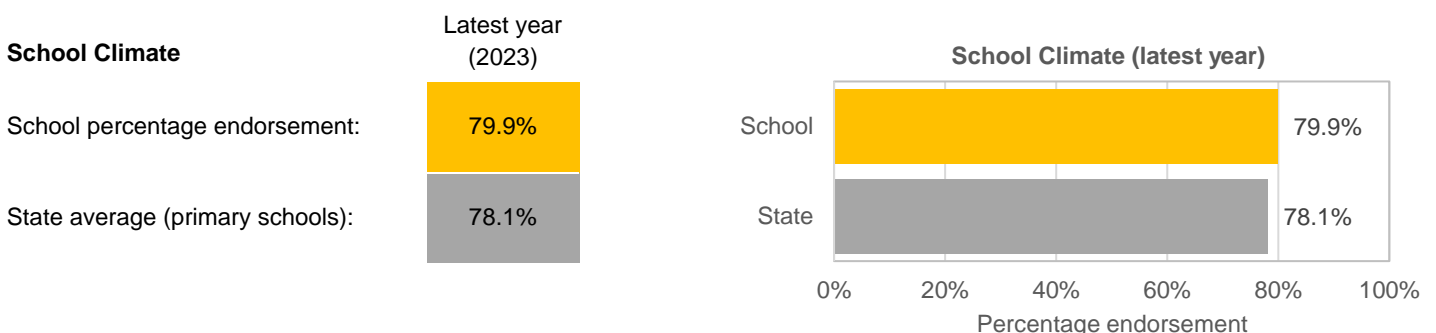


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

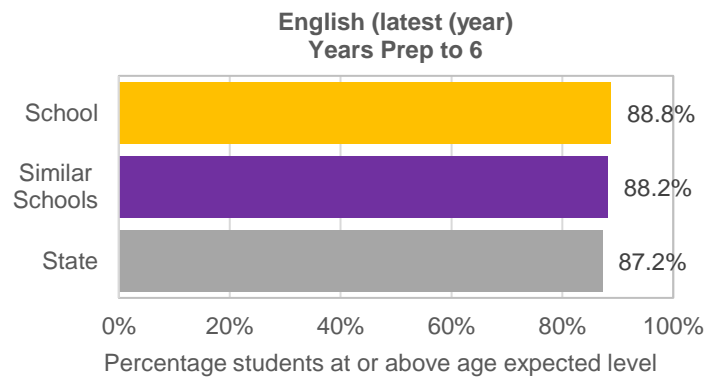
88.8%

Similar Schools average:

88.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

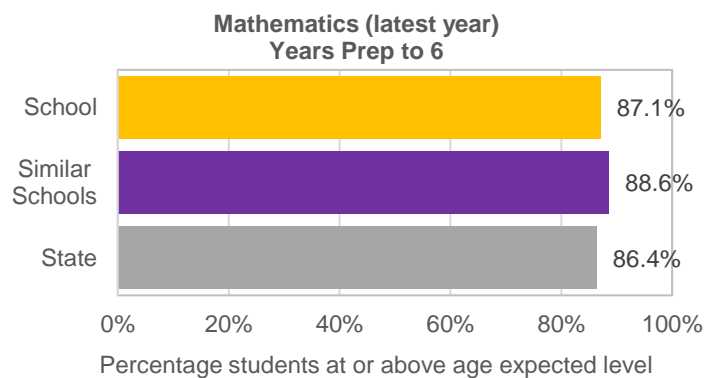
87.1%

Similar Schools average:

88.6%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.2%

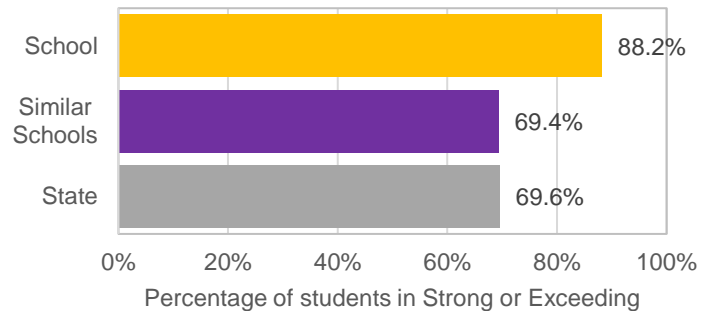
Similar Schools average:

69.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

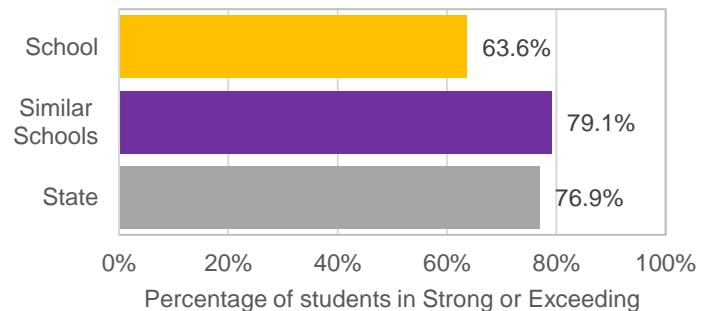
Similar Schools average:

79.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.5%

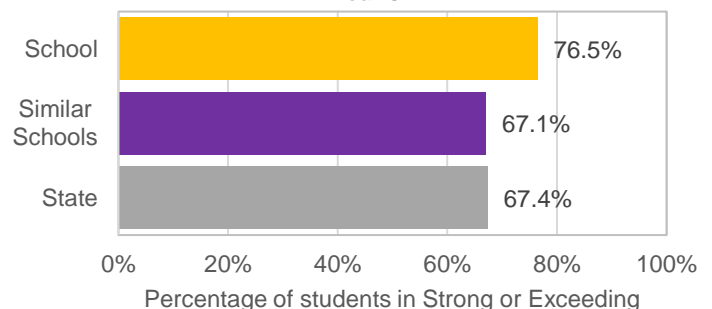
Similar Schools average:

67.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

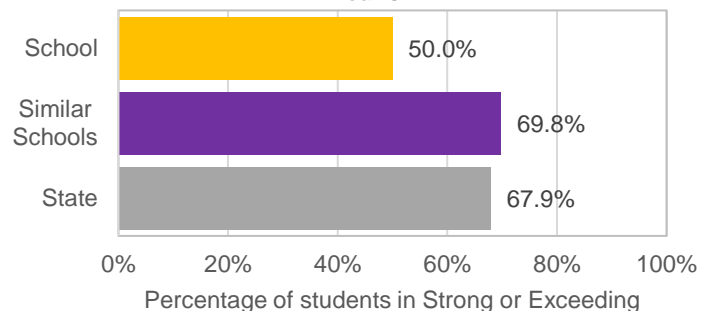
Similar Schools average:

69.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

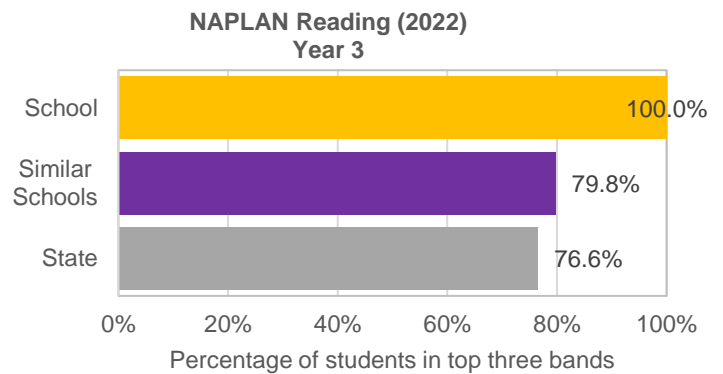
100.0%

Similar Schools average:

79.8%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

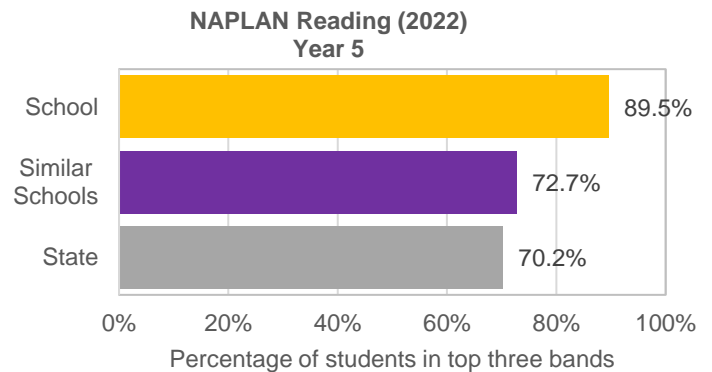
89.5%

Similar Schools average:

72.7%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

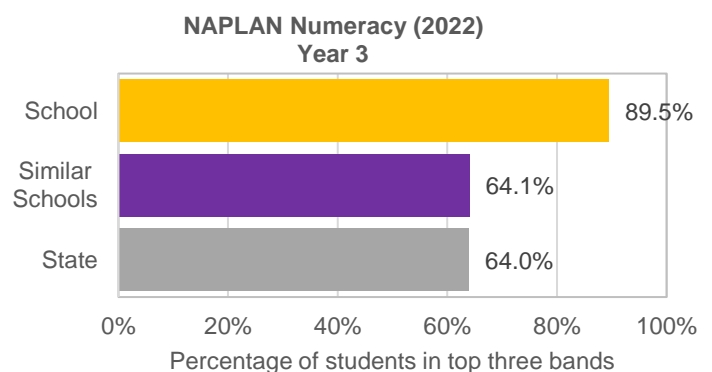
89.5%

Similar Schools average:

64.1%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

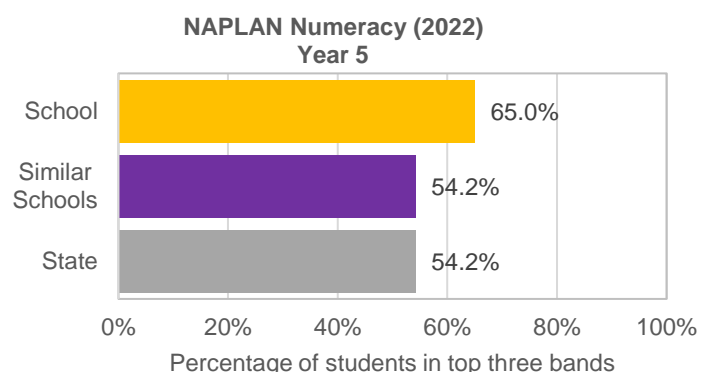
65.0%

Similar Schools average:

54.2%

State average:

54.2%



WELLBEING

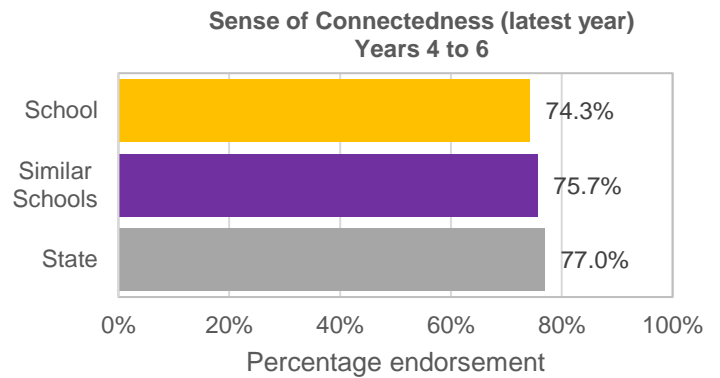
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	74.3%	76.9%
Similar Schools average:	75.7%	76.5%
State average:	77.0%	78.5%

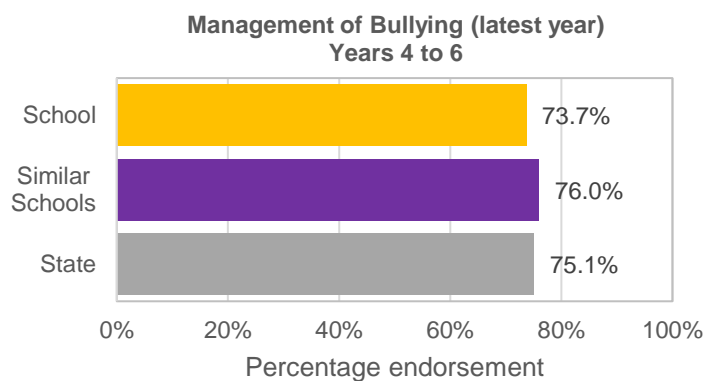


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	73.7%	77.9%
Similar Schools average:	76.0%	76.3%
State average:	75.1%	76.9%



ENGAGEMENT

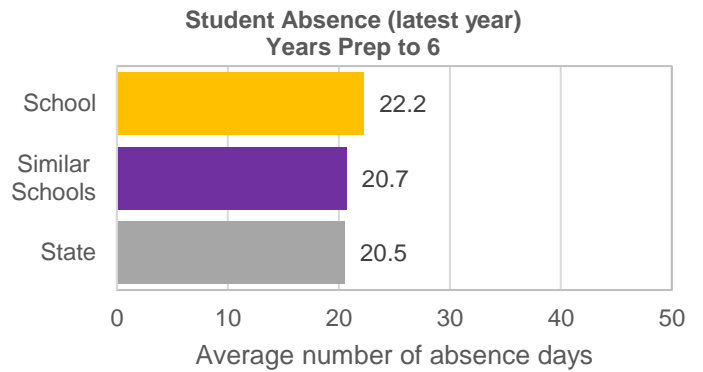
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.2	21.3
Similar Schools average:	20.7	18.2
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	91%	90%	88%	87%	89%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,580,471
Government Provided DET Grants	\$371,839
Government Grants Commonwealth	\$2,400
Government Grants State	\$44,990
Revenue Other	\$15,089
Locally Raised Funds	\$147,400
Capital Grants	\$0
Total Operating Revenue	\$2,162,190

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,834
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,834

Expenditure	Actual
Student Resource Package ²	\$1,499,643
Adjustments	\$0
Books & Publications	\$2,691
Camps/Excursions/Activities	\$65,452
Communication Costs	\$2,531
Consumables	\$38,126
Miscellaneous Expense ³	\$7,837
Professional Development	\$9,893
Equipment/Maintenance/Hire	\$15,716
Property Services	\$92,420
Salaries & Allowances ⁴	\$165,121
Support Services	\$34,612
Trading & Fundraising	\$27,949
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,580
Total Operating Expenditure	\$1,977,571
Net Operating Surplus/-Deficit	\$184,619
Asset Acquisitions	\$61,191

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$187,481
Official Account	\$14,933
Other Accounts	\$0
Total Funds Available	\$202,414

Financial Commitments	Actual
Operating Reserve	\$67,242
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$42,071
School Based Programs	\$83,701
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,400
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
Total Financial Commitments	\$202,414

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.