

2024 Annual Report to the School Community

School Name: St Kilda Park Primary School (2460)



- 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 23 March 2025 at 01:40 PM by Neil Scott (Principal)

- As executive officer of the school council, I attest that this 2024 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 23 March 2025 at 01:40 PM by Neil Scott (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

St Kilda Park Primary School, founded in 1882, is a highly popular inner suburban bay-side school located at the southern tip of Albert Park, approximately 5km south of the Melbourne CBD.

Our vision is to create a learning community where all students achieve success through high-quality teaching. We build a progressive and nurturing culture underpinned by kindness, collaboration and inclusion.

Four core values guide community life, teaching, and learning at St Kilda Park Primary School: Resilience, Kindness, Creativity and Curiosity. These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community. As of December 2024, our student population was 325.

Our Student Family Occupation and Education Index (SFOE) of 0.1222 is significantly below the state median, reflecting a relatively affluent school community. The school's staffing profile in 2024 consisted of 15 classroom teaching positions and five part-time specialist teaching positions. We had a teacher employed part-time through the Education Department Tutor Learning Initiative (TLI). There are three Principal Class Officers: a Principal and two part-time Assistant Principals. There is a Business Manager and an Office Manager. There are seven part-time Integration Aides to provide additional support. Our staffing profile is remarkably stable which reflects a happy and committed staff.

Amongst a range of ideals, we value evidence-based explicit instruction, teachers being addressed by first names, leadership opportunities for all students and no school uniform. Efforts are made to ensure that the school's wider community is actively involved in school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Great emphasis is placed on teams closely working together to collaborate, accessing high quality curriculum materials alongside research into evidence to ensure that low-variance, high-quality instruction takes place to allow all students to thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

In terms of 'Learning,' our 2024 Annual Implementation Plan (AIP) was built around the Key Improvement Strategy.

- **'Strengthen a whole-school approach to high-quality instructional practice.'**

Whilst initial work focused on the identified action to 'Create clear expectations around high-quality writing instruction which are consistently implemented,' as the year progressed, this Key Improvement Strategy took on a new focus informed by the changing context of Education in Victoria.

Informed by contemporary evidence about the way students learn and the most effective teaching practices and approaches to achieve strong learning outcomes for all students (a body of work sometimes referred to as the 'Science of Learning'), in the middle of 2024, the Education Department committed to embedding evidence-based teaching and learning and putting explicit teaching and the best practice teaching of phonics in the early years in every classroom.

This clear direction reflected and supported extensive professional reading that our school Leadership Team had already been engaged with. Whilst student results in NAPLAN and against other judgements had continued to be strong, outperforming state averages in all areas, we were determined to explore ways that we could do better for all our students and further improve student outcomes. The subsequent release of the Victorian Teaching and Learning Model 2.0 convinced us that the time for change had arrived.

From the middle of 2024, our staff worked closely together to build our knowledge and understanding of the Science of Learning and explicit instruction and to begin to implement evidence-informed changes to teaching and learning at St Kilda Park.

In implementing the new Victorian Curriculum 2.0 in Maths, our staff undertook learning and began to teach an externally produced, high-quality curriculum resource which supported the use of evidence-informed teaching practices such as;

- regular retrieval practice through Daily Review,
- a gradual release of responsibility model of 'I do, we do, you do' to scaffold student understanding.
- breaking down of curriculum content into small steps to cater for the limitations of working memory,
- teacher-led explicit explanation, modelling and scaffolding of vocabulary, knowledge and mathematical concepts and processes.
- closely guided practice to allow teachers to constantly check for understanding and to ensure students had demonstrated this prior to completing independent practice.

This new, more explicit approach to instruction was enthusiastically adopted by our teachers who almost immediately noticed a positive impact of student engagement, understanding and the quality of classroom work produced. Teaching teams themselves began to innovate and trial this

same approach in other curriculum areas, notably Literacy where aspects of a ‘structured literacy’ block began to emerge and knowledge-rich novel units were trialled in Term 4.

Our PLC process for staff to engage in professional learning and practice improvement shifted from a slower, inquiry-led approach to a tighter, more focused termly ‘Teaching Sprint.’ This process allowed our staff to complete extensive professional learning about retrieval practice and Daily Review and implement this practice into their Maths and Literacy teaching, supported by peer observations, feedback and regular whole-staff check-ins.

Further extensive professional learning in the area of Explicit Instruction was undertaken with instructional leaders participating in sessions and courses led by the Latrobe University SOLAR lab, network training on evidence-based approaches in F-2 Literacy and visits to local schools who have successfully implemented many of these practices to great effect. In Term 4, we were excited to be selected to participate in the Latrobe University ‘Momentum’ project – supporting the implementation of explicit instruction by linking schools that have successfully adopted explicit instruction with others just starting the transition.

As referenced above, in terms of student learning data for 2024, NAPLAN results continued to be strong in most areas with results significantly above state averages and broadly in line with similar schools. We are proud that the vast majority of our students achieved ‘exceeding’ or ‘strong’ results across the board. Our teacher judgement data also reflected that most of our students achieve at, or above the expected standards for their age and make expected, or better, progress each year. We are however excited by the potential impact of the changes that we have embarked upon to lift our overall student learning outcomes and further minimise the number of students not reaching expected outcomes whilst at our school.

Wellbeing

Student Wellbeing also forms a central part of our School Strategic Plan and is a clear and obvious area of focus for our school. The Strategic Plan goal to ‘Strengthen Student Wellbeing’ was reflected in our 2024 Annual Implementation Plan (AIP) actions to;

- **‘Build teacher capacity to understand and address student emotions, attitudes and opinions.’**
- **‘Create an inclusive school community that celebrates diversity.’**

A major Wellbeing focus was embedding strategies for us to better understand student wellbeing needs, trends and concerns and to address these in a timely way. Understanding that we lacked accurate and regularly updated data in this area, in 2024 we introduced Pivot, a regular student wellbeing survey to allow us to better understand how our students were feeling throughout the school year. This provided us with weekly data on how students were feeling and provided them with simple ways to flag any specific issues or concerns they might have. Teachers were provided training in administering and interpreting this data and we undertook two PLC cycles where teams took time to understand the main messages and then plan and implement interventions or further social and emotional learning to address these.

Beyond this, we also worked with the Centre for Multicultural Youth and formed a working party of parents and staff to develop an anti-racism action plan and policy. This work was positively received, and we look forward to continuing it in 2025 and beyond.

Our whole-school 'Social and Emotional Learning framework' continued to become embedded and ensured that teaching and learning in this area was age-appropriate, whole-school, logical and sequential. Our 'Talking the Talk' Sexuality Education program was well-received and saw our teachers taking on a more central role in the delivery, whilst still supported by Vanessa Hamilton and our Wellbeing Curriculum Team. Our Student Attitudes to School Survey indicators around wellbeing maintained almost all of the significant increases that we saw in 2023, reflecting the continued impact of our work in this area. This included a slight increase in 'sense of connectedness,' 'emotional awareness and regulation' and a 10% increase in the percentage of students finding it easy to ask for help.

Engagement

Engagement of students and families with the school is a major priority and was an area of focus for the school in 2024. Parent Opinion Survey data continued to show high levels of approval around the efficacy of this work. In the area of 'Teacher Communication,' we received a percentage endorsement of 80% - 13% higher than similar schools. On a wider level, the Parent Opinion survey also showed a 93% positive endorsement for 'Parent Community Engagement' – 18% above similar school and state averages. General School satisfaction rose to the highest levels ever with 92% of parents responding positively.

A major focus for the second half of the year was work with staff to re-establish whole-school classroom behaviour expectations and procedure and routines. As our work around learning focused on explicit instruction, it was clear that work around a calm and orderly school environment was important. Staff collaborated to develop these shared documents and routines and then worked with their classes to explicitly teach, rehearse, and then always insist on them across all grades. Whilst behaviour at the school has always been excellent and positive relationships have long been our primary focus, this specific work around shared high expectations and tight and clear routines and procedures led to immediate impact on engagement and learning readiness.

We look forward to continuing this work in 2025, supported by the Department's new 'Positive Classroom Management Strategies' resources.

The average number of absences increased slightly from decreased from 18 days per student in 2023 to 19.4 in 2024. This figure is still however, significantly below our 2022 figure of 23.9 days. The overall attendance rate also decreased slightly from 90.9% to 90.2% in the 12 months. We acknowledge that almost a third of our students missing 4 or more weeks of school during the year is too high and will remain an area of focus in 2025.

Other highlights from the school year

Celebration of the Arts is the highpoint of our school year and a wonderful showcase of our value of Creativity and the high priority that we place on our Arts programs. With a new Performing Arts teacher in place, our 2024 event 'Odyssey' took on a new energy and celebrated all things to do with ancient mythologies. All students were a part of a number of performances of song or dance and the accompanying Visual Arts Show also highlighted the learning of all of our students.

For a school of our size, our students continued to perform incredibly well in district and state-wide sporting events. Both our boys and girls teams reached the finals of the 'Tommy Lahiff' network AFL competitions – our boys bringing home the trophy and the girls coming so close in the final. Our Hoop time teams dominated the basketball gala day and qualified for both division and District finals. We also were proud to see students achieve wonderful feats in athletics, cross country, and swimming division events.

As a school we place significant importance on school camps and 2024 again was a great success with students making memories they will treasure and building independence and confidence that are so important. Our Year 5/6 students spent a full week in March in Canberra, visiting a huge number of sites of significance in our Nation's Capital and furthering their classroom learning and understanding of civics, politics and citizenship. In November, our Year 3/4 classes enjoyed 3 days on Phillip Island completing adventure activities.

2024 also saw our 1882 school building receive a new slate roof for the first time in almost 50 years. Whilst the works were challenging to work around, the result is wonderful and means our school can look forward to another 142 years free from leaks and damage.

During the year we also ran a number of other community events including another wildly successful school fete, Jazz in the Park (in its 30th year), our Parent Trivia Night and the Walkathon. We are incredibly lucky to have such an involved and active school community who co-ordinate such a wonderful program of activities throughout the year. As well as being great connectors of our school community, the funds raised from these activities allow us to provide such a rich and engaging learning program in well maintained and regularly updated facilities.

Financial performance

St Kilda Park Primary School finished 2024 in a strong financial position. Our Total Operating Revenue of **\$4,525,851** comprising DET Grants, Commonwealth Government Grants and Locally Raised Funds was slightly larger than our total expenditure of **\$4,449,207**. This left us with an operating surplus for the year of **\$76,644**.

We are proud that we were able to operate with a small surplus even as student numbers continue to be lower than our pre-covid levels.

This healthiness of figure represents sound financial management and workforce planning, alongside the exceptional fundraising efforts of the fundraising subcommittee and the local community. The impact of this, alongside increased license fees from Team Kids for our Outside Schools Hours care contract and continued strong uptake of parent contributions and donations allows us to continue to provide resources and activities for our students which would otherwise be impossible. We are a well-resourced school greatly due to locally raised funds from our very engaged and generous school community. St Kilda Park Primary School is committed to continuing the provision of high-quality educational opportunities as well as maintaining and improving the standard of our facilities.

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

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 334 students were enrolled at this school in 2024, 185 female and 148 male.

16 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).

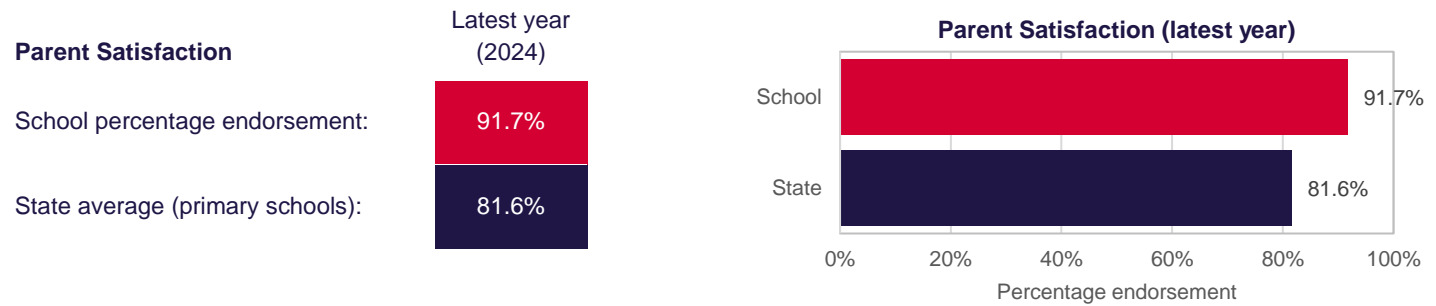
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

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.

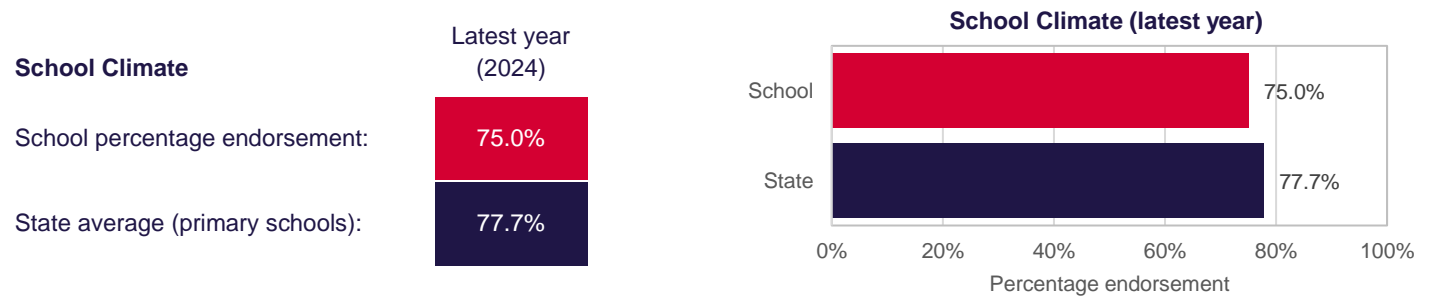


School Staff Survey

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.



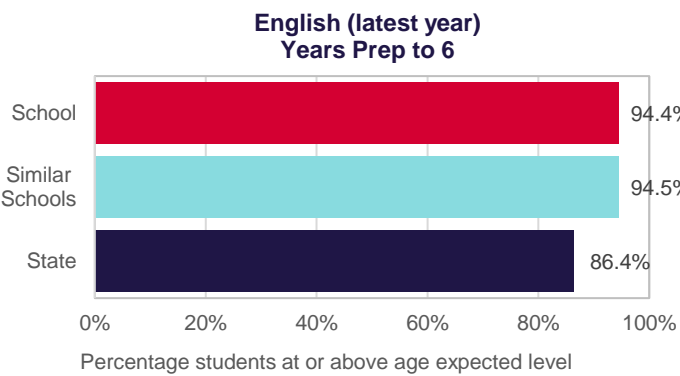
LEARNING

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.

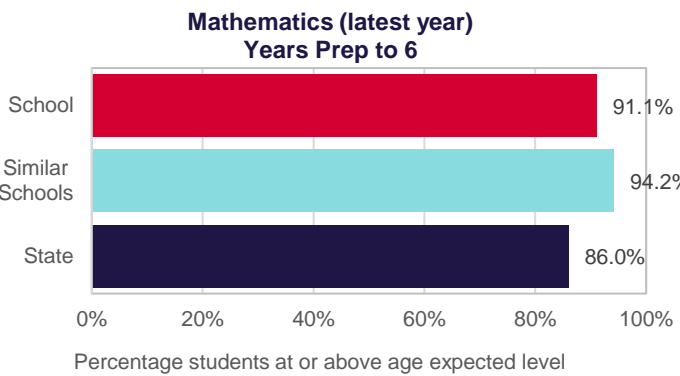
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.4%
Similar Schools average:	94.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	91.1%
Similar Schools average:	94.2%
State average:	86.0%



LEARNING (continued)

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

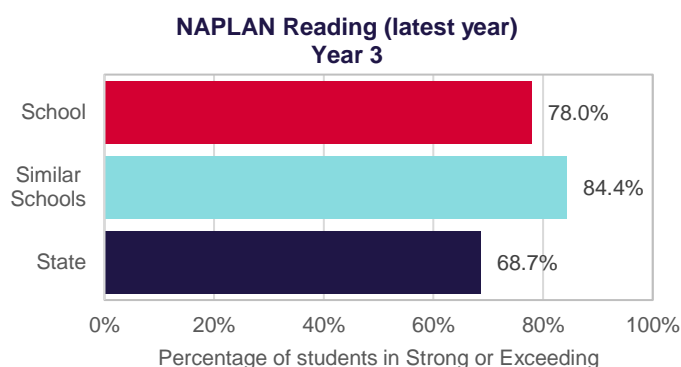
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

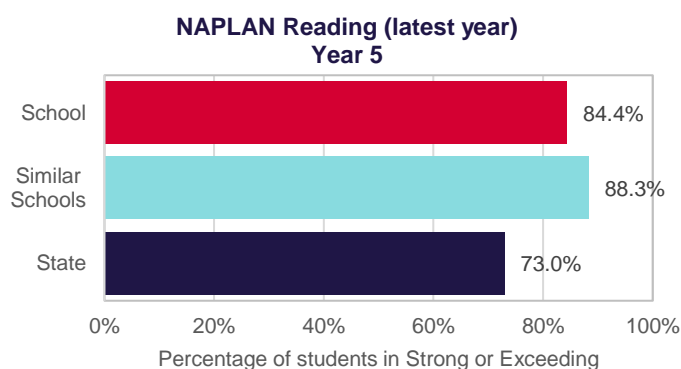
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.0%	82.6%
Similar Schools average:	84.4%	83.9%
State average:	68.7%	69.2%



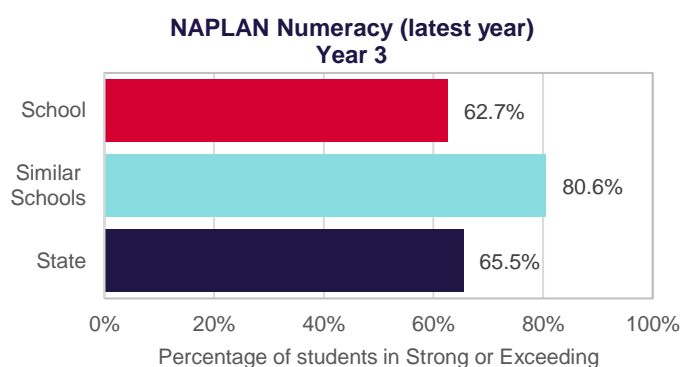
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.4%	88.8%
Similar Schools average:	88.3%	89.1%
State average:	73.0%	75.0%



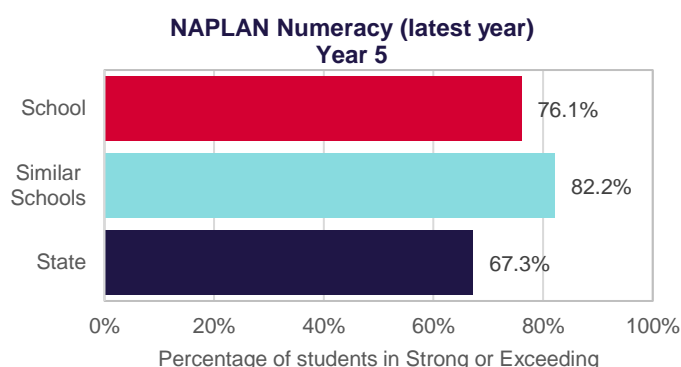
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.7%	66.3%
Similar Schools average:	80.6%	82.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.1%	74.2%
Similar Schools average:	82.2%	83.2%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

92.7%

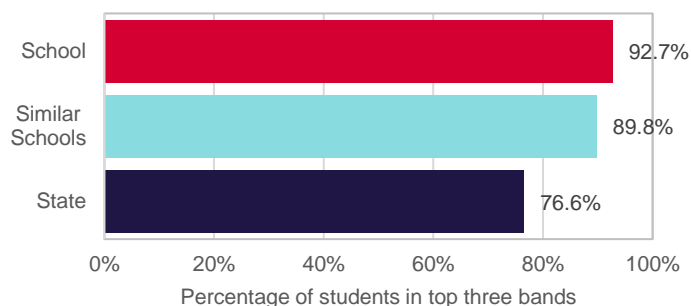
Similar Schools average:

89.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

90.5%

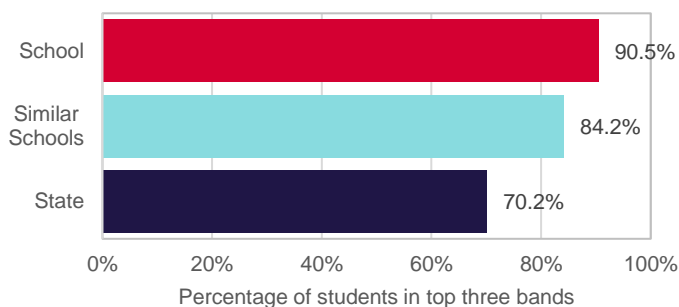
Similar Schools average:

84.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

70.7%

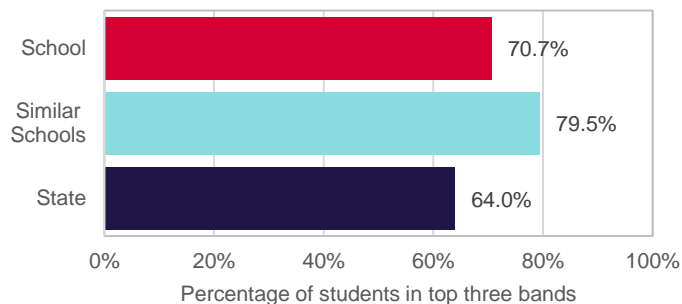
Similar Schools average:

79.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

80.5%

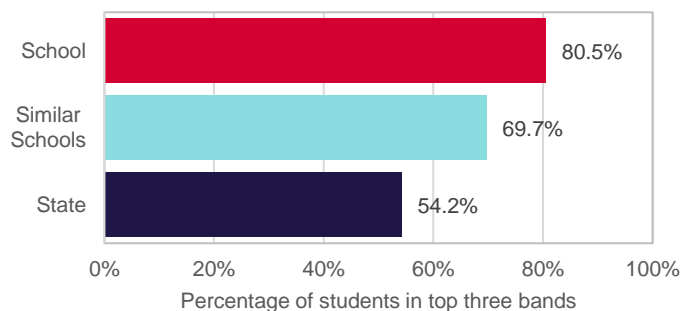
Similar Schools average:

69.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

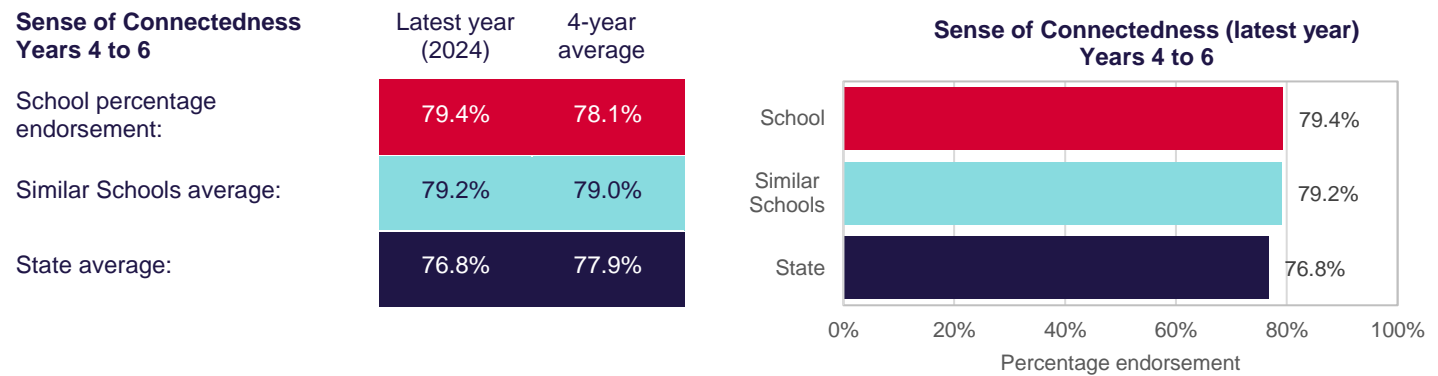


WELLBEING

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.

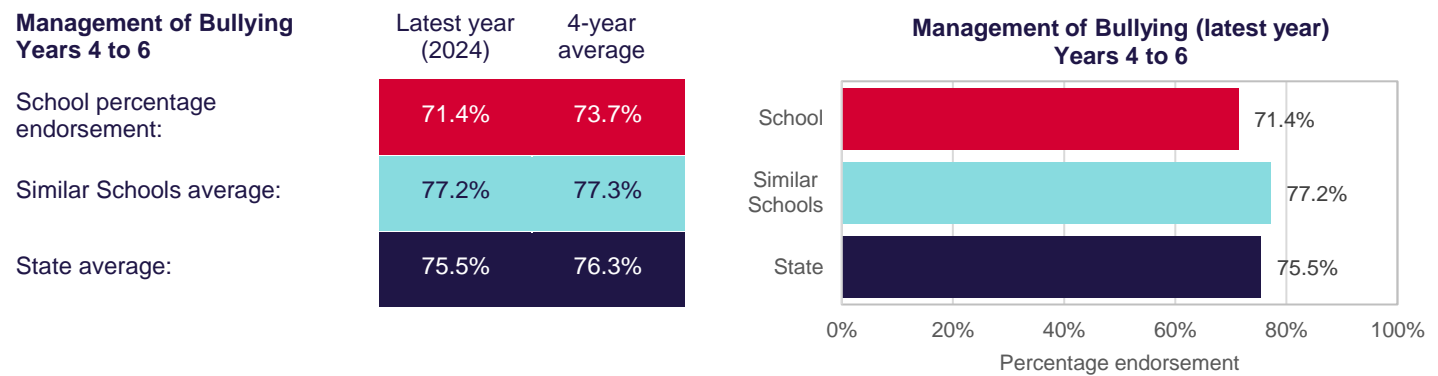
Student Attitudes to School – Sense of Connectedness

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).



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).

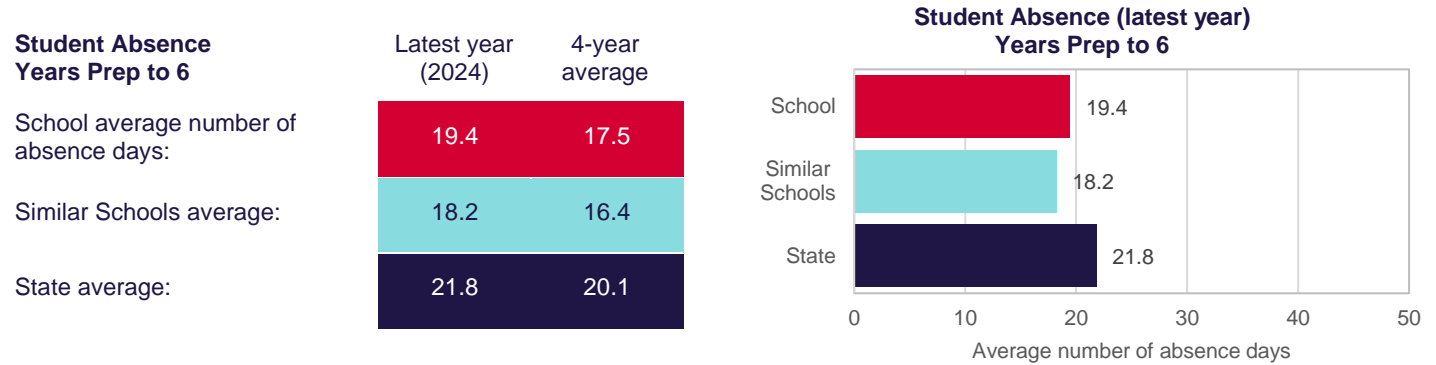


ENGAGEMENT

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.



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 (2024):	92%	91%	91%	90%	90%	89%	89%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,472,364
Government Provided DET Grants	\$337,121
Government Grants Commonwealth	\$5,044
Government Grants State	\$3,000
Revenue Other	\$39,577
Locally Raised Funds	\$668,745
Capital Grants	\$0
Total Operating Revenue	\$4,525,851

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,816
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,816

Expenditure	Actual
Student Resource Package ²	\$3,537,586
Adjustments	\$0
Books & Publications	\$9,022
Camps/Excursions/Activities	\$206,941
Communication Costs	\$7,423
Consumables	\$123,027
Miscellaneous Expense ³	\$25,204
Professional Development	\$28,740
Equipment/Maintenance/Hire	\$68,475
Property Services	\$78,812
Salaries & Allowances ⁴	\$164,810
Support Services	\$91,221
Trading & Fundraising	\$70,138
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,808
Total Operating Expenditure	\$4,449,207
Net Operating Surplus/-Deficit	\$76,644
Asset Acquisitions	\$120,918

- (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 03 Mar 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$371,172
Official Account	\$36,867
Other Accounts	\$27,179
Total Funds Available	\$435,218

Financial Commitments	Actual
Operating Reserve	\$151,937
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$153,699
School Based Programs	\$62,887
Beneficiary/Memorial Accounts	\$5,000
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	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$10,202
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$403,725

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.