

2023 Annual Report to the School Community

School Name: Toolamba Primary School (1455)



- 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 21 March 2024 at 09:30 AM by Heather Kennedy (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 22 April 2024 at 08:56 AM by Simon Robinson (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

Toolamba Primary School, forms the hub of the rural community of Toolamba, situated 19 kilometres south of Shepparton and 181 kilometres north of Melbourne. The school number 1445 dates back to 1894. Its history includes a relocation in the 1980s, a fire in 2010 and subsequent rebuild, completed in 2012.

The community displays pride in its history and works together to achieve a shared vision for the future: "Striving for Excellence."

High expectations are reflected through the school values of Trustworthiness, Respectfulness, Inclusiveness, and Kindness.

The main building consists of administration and staff areas, six classroom spaces, flexible learning areas and a multipurpose space. An additional two classrooms are in a relocatable building. The school has a dedicated Visual Arts room. The town's Kindergarten and Maternal Health Centre are located within the school grounds. The grounds include structured playgrounds, hard and soft surfaced areas, an oval, extra green space and an imaginative bush play area. Our students benefit from supervised access to the community hall, tennis courts, Youth Spot, sporting oval and nearby bushland.

Toolamba Primary School is an active participant in the local community.

The 144 pupils, 64 female and 80 males, reside within the township or the outlying catchment area which is serviced by two buses. 0% of students had English as a second Language and a few students identified as Aboriginal or Torres Strait Islander. The school has a low to medium level of socio-economic disadvantage. The staffing profile of Toolamba Primary School includes a principal, the full time equivalent of 9.8 teachers and one part time Education Support Officer. The School Staff Opinion Survey places the School Climate well above the State Average.

The school provides a curriculum framework based on the Victorian Curriculum and is differentiated to meet student needs. The school continued to implement a range of evidence-based teaching strategies that cater to the diverse needs of students. These included small group instruction, and targeted intervention programs. Students are offered weekly specialist teaching in Visual Arts, Physical Education, Social Capabilities and Music.

Our school prides itself on working with families and its strong sense of community involvement. The Parent Opinion Survey placed the school above the State in School Parent Endorsement (100%). We recognised the importance of the partnership between our school, parents, and carers to support student learning, engagement, and wellbeing. Parent participation is actively encouraged through School Council, Parents and Friends, Welcome Barbecues, Information Sessions, Sports Days, Breakfast Club and our Open Door Policy.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023 our focus was on student learning -with an increased focus on Numeracy. Our weekly Professional Learning Communities allowed for continual monitoring of the progress of students. Teachers worked together to identify the next piece of learning for the students. Inquiry cycles ensured that students' learning was scaffolded, and progress quantified in evidence. Summative and formative assessment enabled teachers to track student growth. Modification of our assessment schedule ensured that we continued to collect pertinent data sets to inform teaching and learning. There was a shift from a predominance of summative assessment to a focus on formative assessment.

Our actions were to enhance the knowledge and capacity of teachers and leaders to lead the teaching and learning of Numeracy across the school, with a focus on automaticity and the four processes. Staff attended the Leading Numeracy professional learning. As a result of this learning, our focus in the school became, automaticity, problem solving and the introduction of Maths Notebooks.

As a school we focused on building teacher capability, curriculum planning and assessment - implementing an agreed planning cycle,

instructional models, using evidence based high impact teaching strategies and evaluating our impact on learning through ongoing moderation.

Both Teacher Judgment and NAPLAN results are to be celebrated.

The percentage of students assessed by their teachers as being at or above the expected level in English and Mathematics was above Similar and State schools.

NAPLAN data placed the school above Similar School average and State average in all areas in Year 3 and 5 in 2023 except for Grade 5 Reading, which was 76.2% and the State average was 76.9%.

In Numeracy, our NAPLAN target was to increase the percentage of Grade 5 students in the top 2 bands from 47% (2022) to 50% (2023). Due to changes in NAPLAN this could not be measured however, we had 100% of students in Grade 5 either Strong or Exceeding.

Our Teacher Judgement Numeracy target was to increase the percentage of Grade 3 students working above the expected level from 18.1% (2022) to 25% (2023). This target was achieved with 27.28% of students, above the expected level.

In Number and Algebra, our target was to increase the percentage of students across the school above the expected level (A&B) from 31% (2022) to 35% (2023). This target was not achieved as the percentage remained at 31%.

In conclusion, Toolamba Primary School had a successful year in 2023, with strong academic performance, a focus on student wellbeing, and a range of engaging curriculum and extracurricular programs. We look forward to continuing to work with the school community in 2024 to provide the best possible education for our students.

Wellbeing

In 2023 our Wellbeing key goal was to focus on Student Wellbeing. Our actions were to develop leaders' and teachers' understanding of School Wide Positive Behaviours (SWPBS) and the behaviours that are consistent with the SWPBS philosophy.

A SWPBS team was developed and through whole school consultation the Expected Behaviour Matrix was developed.

After a review of the curriculum, time was allocated to the specific teaching of social skills through the implementation of the URstrong Program. Pulse was used to track emotional wellbeing on a weekly basis. To further enhance student wellbeing a Mental Health in Primary School Leader was appointed to support wellbeing across the school. Consequently, students were supported in a timely manner. Communication between home and school was seen as a priority. For many classes, Class Dojo became a user-friendly platform for parents and teachers to celebrate student learning and to communicate with each other. In Semester Two, XUNO was introduced in the school as a communication platform, and this proved to be very popular. It enhanced communication between the school and home.

We continued to dedicate time in our weekly staff meeting to Student Wellbeing. Observations were documented and strategies identified, to support student wellbeing.

Having an onsite Kinder ensured the transition program was fully integrated into the everyday running of the school. Students had six planned sessions when they attended the school, or the Foundation teacher worked with them in the Kinder. Ongoing communication between staff from the Kinder and the school further enhanced the seamless process. Results of the Parent Opinion Survey indicate that parents were very happy with the process with a 98% positive endorsement for Transitions.

In 2023, we continued to refine the whole school approach to teaching and learning. Having consistent practices across the school, facilitated a smooth transition for students from grade to grade. The use of data to underpin teaching and learning ensured that teaching was targeted at each student's zone of proximal development. Staff have an agreed handover package which enabled pertinent records and data to be passed on to the child's teacher for the next year. All Grade Six students participated in the Transition program which included Orientation Day, transition sessions and meetings with staff from their nominated Secondary School.

The Student Engagement Policy is framed around non-negotiable rights and responsibilities. The Parent Opinion Survey results framed our school in a very positive light. There was 100% endorsement for Parent Satisfaction and 100% endorsement for Confidence and Resilience Skills.

To ensure student wellbeing, we had clearly documented policies around medical issues, first aid, storage of medication, administration of medicine, record keeping and staff qualifications. These were monitored and reviewed on an ongoing basis to ensure the health and wellbeing of all students. We were, and will continue to be committed to the safety, participation, and empowerment of all children. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

Students were also supported by a range of external services which catered for speech, educational assessments, and student counselling. Education Support Officers were employed to ensure that students were supported in their learning and wellbeing.

Pivotal to the success of our school is staff health and wellbeing. The percentage endorsement by staff of School Climate was 95% compared to a State Average of 78%. There is a coordinated and focused approach to teaching and learning in our school. The survey

showed 100% endorsement for collective focus on student learning.

Engagement

Toolamba Primary School prided itself on the emphasis it placed on student engagement. The quality of the relationships we developed with students, and their families as well as the programs we put in place were reflected in our attendance rates. The average number of days absent per student was 14.7, compared to Similar schools and the State who had an average of 20 days. At our end of term assemblies students are recognised for their attendance rate. Our weekly newsletter is used to reinforce the message, "It is not ok to be away."

Results from the Parent Opinion Survey indicated that 91% of parents/carers/guardians agreed that they felt that the school valued parent/carer/guardian contribution. With 100% endorsing that the school had a strong relationship with the local community.

Student engagement was also promoted at Toolamba Primary School through programs that encouraged student voice and agency, including student leadership programs, student-led assemblies, and student involvement in local community activities such as ANZAC Day and community projects. The running of the lunch time games the Buddies' Program as well as Junior School Council initiatives. The Attitudes to School Survey indicated that 91% of students felt proud to be a student at this school and 90% felt a sense of inclusion.

Toolamba Primary School had an exciting year with various highlights, providing positive experiences for our students, families and the wider community. Extra-curricular activities such as Multi Age Days, sports days, visiting AFL Teams, soccer clinics, cross country, Mother's Day Breakfast and stall, robotics, Book Week, whole school excursion, yachting and camping programs allowed students access to a range of exciting activities.

Overall, the school has maintained strong levels of student engagement in the past year, which will serve as a foundation for building on in the future. The school's commitment to ongoing student support, targeted initiatives to promote student voice and agency, and a focus on building positive relationships between students and teachers will ensure continued success in the coming year.

Financial performance

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.

The overall financial position for 2023 resulted in a profit of \$15,235 of our cash budget. This was helped by two x \$2,500 network administration reimbursements from the Schools Targeted Funding Portal from the Department and a Wellbeing Boost of \$15,000. The Wellbeing Boost of \$15,000 was used towards the mental health programs of eiPulse, Friendology, Andrew Fuller Parent Seminar and support staff.

Additional information technology and applications were purchased with 25 new ipads and covers as well as the new communication program Xuno.

We entered an agreement with the Kelly Club for our holiday program initially then this was followed by our Out of Hours School Care. This was funded by the Out of School Hours Care Holiday Program Grant.

For more detailed information regarding our school please visit our website at
www.toolambaps.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 144 students were enrolled at this school in 2023, 64 female and 80 male.

0 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).

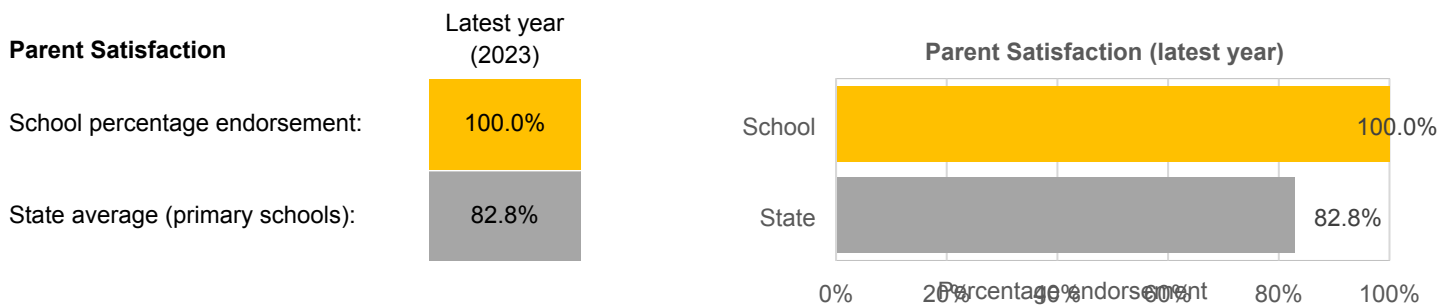
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

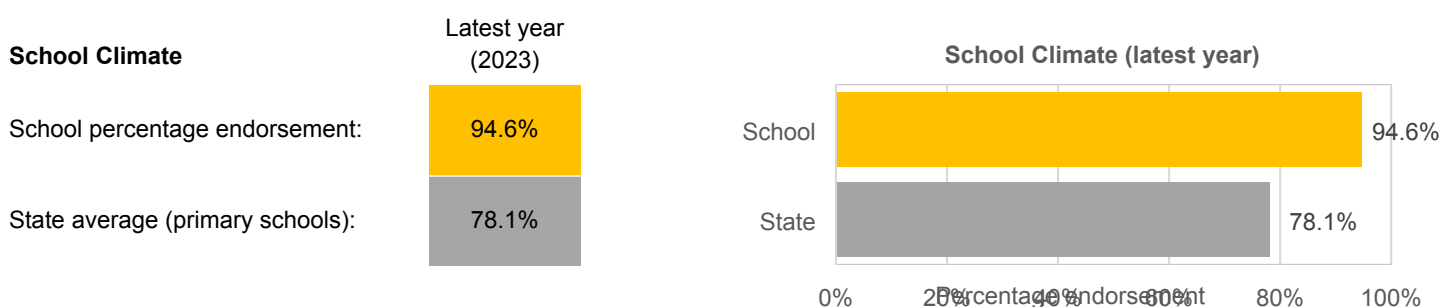


School Staff Survey

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:

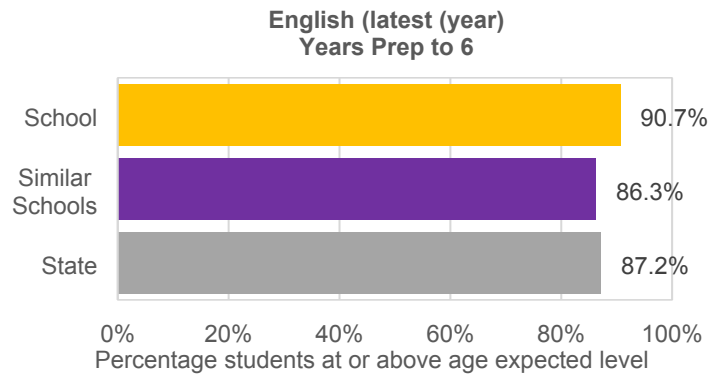
90.7%

Similar Schools average:

86.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

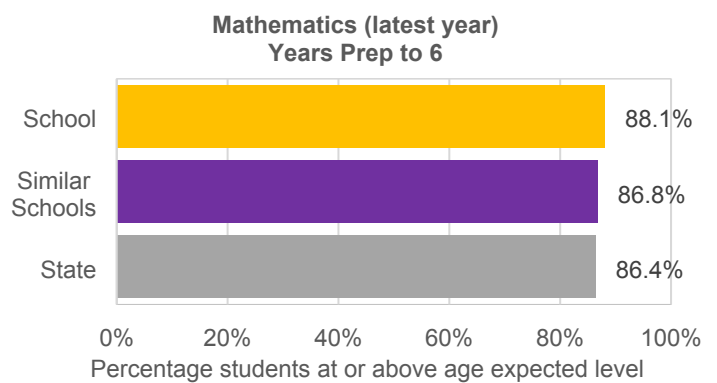
88.1%

Similar Schools average:

86.8%

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:

85.0%

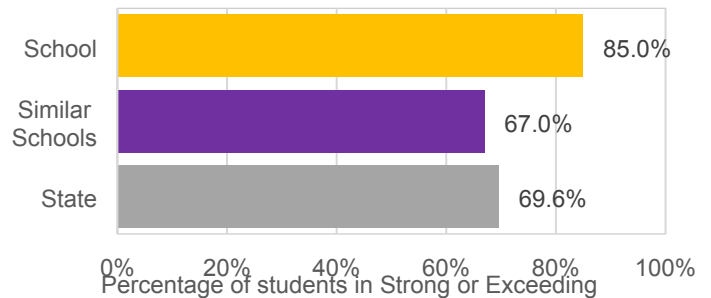
Similar Schools average:

67.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.2%

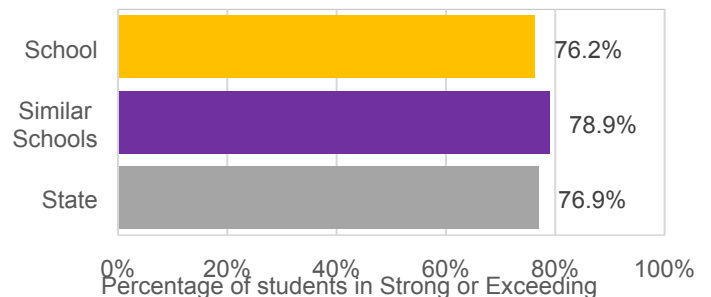
Similar Schools average:

78.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.0%

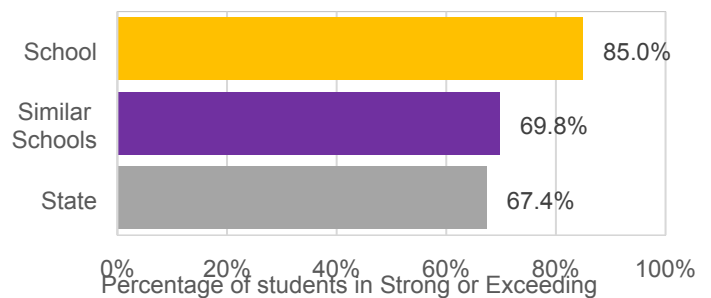
Similar Schools average:

69.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

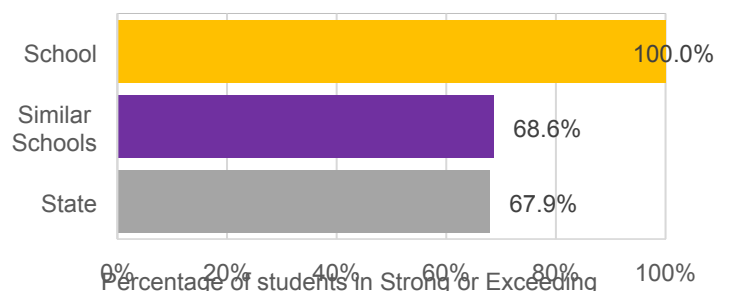
Similar Schools average:

68.6%

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:

85.0%

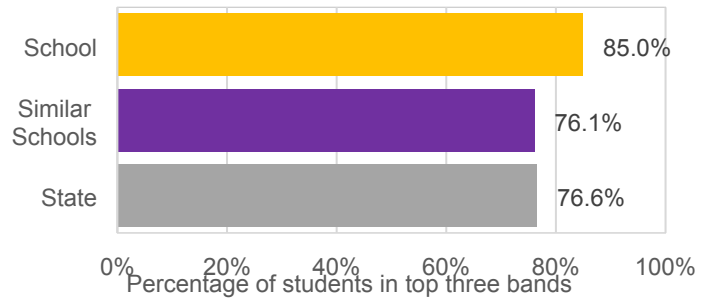
Similar Schools average:

76.1%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

86.7%

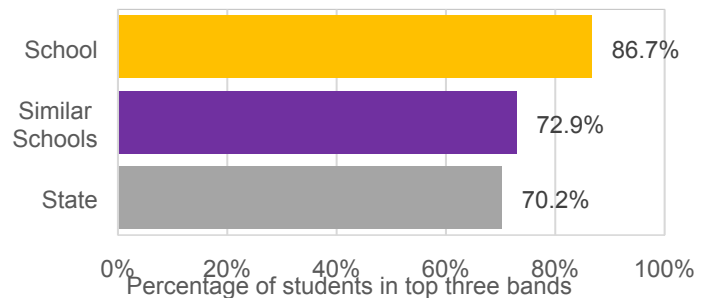
Similar Schools average:

72.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

84.2%

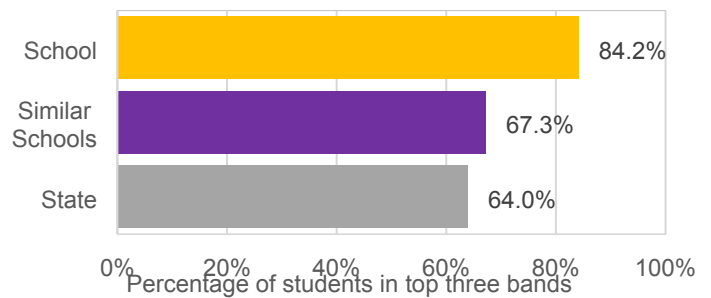
Similar Schools average:

67.3%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

100.0%

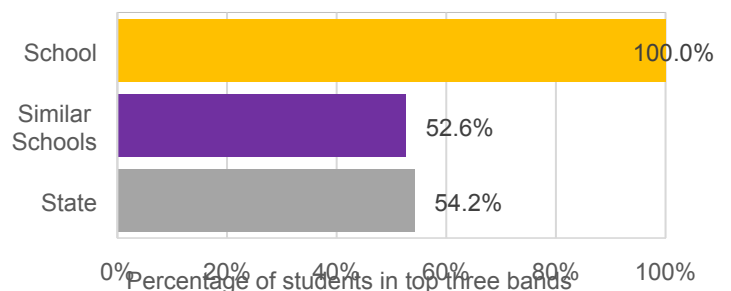
Similar Schools average:

52.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

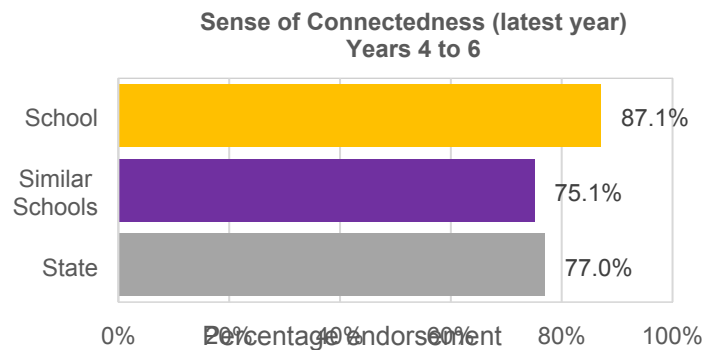
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	87.1%	85.5%
Similar Schools average:	75.1%	76.2%
State average:	77.0%	78.5%

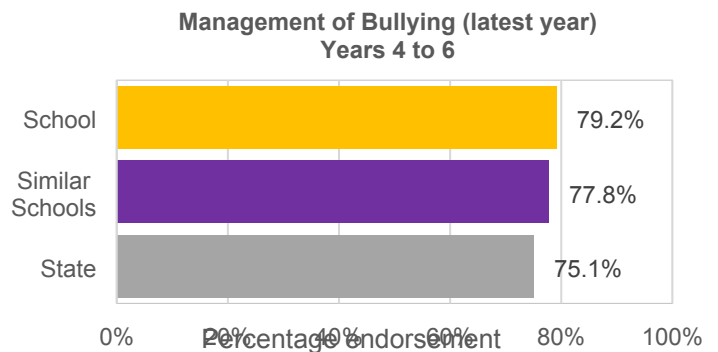


Student Attitudes to School – Management of Bullying

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:	79.2%	82.4%
Similar Schools average:	77.8%	77.9%
State average:	75.1%	76.9%



ENGAGEMENT

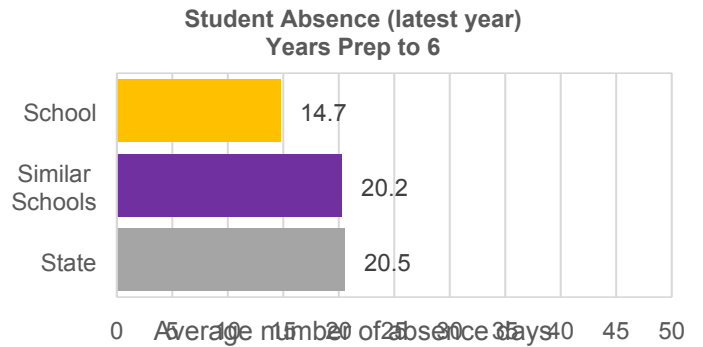
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	14.7	12.3
Similar Schools average:	20.2	17.4
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):	96%	91%	91%	91%	91%	94%	95%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,525,991
Government Provided DET Grants	\$358,347
Government Grants Commonwealth	\$4,200
Government Grants State	\$17,326
Revenue Other	\$65,543
Locally Raised Funds	\$122,335
Capital Grants	\$0
Total Operating Revenue	\$2,093,742

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,306
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,306

Expenditure	Actual
Student Resource Package ²	\$1,464,094
Adjustments	\$0
Books & Publications	\$3,416
Camps/Excursions/Activities	\$41,864
Communication Costs	\$2,619
Consumables	\$49,047
Miscellaneous Expense ³	\$20,814
Professional Development	\$19,729
Equipment/Maintenance/Hire	\$71,394
Property Services	\$70,638
Salaries & Allowances ⁴	\$162,620
Support Services	\$17,934
Trading & Fundraising	\$21,065
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,335
Total Operating Expenditure	\$1,960,568
Net Operating Surplus/-Deficit	\$133,173
Asset Acquisitions	\$18,036

- (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	\$520,094
Official Account	\$40,814
Other Accounts	\$0
Total Funds Available	\$560,908

Financial Commitments	Actual
Operating Reserve	\$76,772
Other Recurrent Expenditure	\$6,217
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$54,961
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$25,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$212,950

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.