

2023 Annual Report to the School Community

School Name: Yarraman Oaks Primary School (4807)



- 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 29 April 2024 at 04:18 PM by Tina Ersch (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 29 April 2024 at 04:25 PM by David Zammit (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

Yarraman Oaks Primary School is located in the South-Eastern region of Victoria approximately 35 km from Melbourne. We are a small, friendly school community where diversity is embraced, opportunities are explored and all are welcome and valued. We have a strong, connected school community where families, students and school staff work in partnership. Positive attendance data and results from our 2023 Parent and Student Opinion Surveys confirm that our families are very connected to our school and our students are engaged in their learning. In 2023 the school's confirmed enrolment was 181 (104 males and 77 females). We are the smallest school in the Greater Dandenong Network with a total of nine classes. Our Student Family Occupation (SFO) was 0.6735 and we continue to be in the high range for the proportion of students who have a Language Background Other Than English (81% of students). Yarraman Oaks P.S. staff is comprised of 12.4 EFT teaching staff including one Principal, one Learning Specialist, classroom teachers and specialist teachers; and 8.2 EFT non- teaching Education Support Staff roles including a Well-being Coordinator, a Library Assistant, Integration Aides and Office Administration staff. Situated on three hectares, we have plenty of space for our children to play and explore. We have designated Junior and Senior playground areas, a large oval, sand pits, a vegetable garden, two cubby houses, a netball court, a basketball court and a gym. Our Junior and Senior Learning communities are located in BER buildings and our renovated Administration building contains our Art Room, Library, Office, OSHC Room, a Meeting room, Staff Room and our Welfare Room. We have a Kindergarten and Maternal Health Nurses onsite and operate our own OSHC service. At Yarraman Oaks Primary School we are committed to equipping our students with the skills and knowledge they need to be successful both at school and in life. We aim to develop strong literacy and numeracy skills in our students with all students participating in a two hour Literacy block and one hour of Mathematics each day. All students have access to a range of digital devices with our Grade 3-6 students enjoying a 1:1 laptop program funded by the school. We have a strong focus on student welfare and supporting our families. We have an agreed whole school Health framework and use the Zones of Regulation approach in all F-6 classrooms. This systematic approach teaches children how to regulate their emotions, energy and sensory needs in order to meet the demands of any given situation and be successful socially. We believe it is important for students to have a positive mindset and good social skills. **O U R V I S I O N:** Our Vision is for our students to become enthusiastic, independent, successful lifelong learners who are respectful and responsible citizens who contribute positively to the community. **O U R P H I L O S O P H Y:** At Yarraman Oaks Primary School we strive to build a connected school community, to embrace our diversity and to provide opportunities for all of our students. **O U R M I S S I O N:** Our mission is to provide a positive and supportive learning environment where students are engaged in their learning, challenge themselves and are connected to their school. We are committed to equipping our students with the skills and knowledge they need to be successful both at school and in life. **O U R V A L U E S:** Our school values are: Respect, Trust, Empathy, Support & Teamwork.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Yarraman Oaks Primary School, we remain dedicated to establishing consistent and effective teaching and learning strategies across the school, to ensure we have enhanced student achievement. The performance of our students, as evaluated by teachers against the Victorian Curriculum, has been highly satisfactory. In both English and Mathematics, our students' achievement showed positive learning growth. As outlined in our 2023 AIP our priority goals were:

NAPLAN

To increase the number of students in the top two NAPLAN bands as follows:

Year 3 reading to be at or above 50% (from 47% in 2022).

Year 5 reading to be at or above 30% (from 44% in 2022).

Year 3 numeracy to be at or above 35% (from 21% in 2022).

Year 5 numeracy to be at or above 30% (from 29% in 2022).

To reduce the number of students in the bottom two NAPLAN bands as follows:

Year 3 reading to be at 10% (from 13% in 2022).

Year 3 numeracy to be at or below 20% (from 25% in 2022).

To increase the number of students achieving high or medium relative growth in NAPLAN Writing as follows:

85% of students to achieve High or Medium growth (from 71% in 2021).

35% of students to achieve High growth (from 14% in 2021).

Teacher Judgement

For 80% of students, from Foundation to Year 6, to be at or above in Victorian Curriculum Writing scores.

WELLBEING

AToS

Sense of connectedness will increase from 75% (2022) to 92%.

Student voice and agency will increase from 61% (2022) to 86%.

Sense of inclusion will increase from 84% (2022) to 96%.

Stimulating learning will increase from 67% (2022) to 90%.

Collective focus on student learning will increase from 82% (2022) to 88%.

We were delighted to achieve both of our Year 3 NAPLAN objectives and one of the Year 5 goals. We came within one percentage point of meeting our target for reducing the number of learners in the bottom two bands. Since these goals were set, NAPLAN has altered its growth measurement methods, which prevents us from providing specific growth data. However, positive growth is apparent across all NAPLAN strands. In our evaluations, our teachers reported that two-thirds of our students are at or above the expected level according to the mainstream Victorian Curriculum.

Our AToS data showed we were above similar schools, network and state in all four areas: Differentiated learning challenge, effective classroom behaviour, effective teaching time and stimulated learning. Whilst we did not meet all of our targets in this area we are pleased with the outcome. We have worked as a whole staff to analyse the data and pinpoint areas of growth moving forward.

There were 15 students who received additional funding under the Program for Students with Disabilities program and 1 student received funded under the Disability Inclusion program. All funded students have an Individual Learning Plan, which was reviewed and updated regularly in conjunction with the students parents in their Student Support Group meeting. All students with an individual learning plan made satisfactory growth toward their goals. The learning needs of our Koorie learners were monitored through Individual Learning Plans as per the Marrung strategy. These plans were reviewed and updated in Student Support Group meetings with parents and KESO where possible.

Wellbeing

Yarraman Oaks Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

Health and wellbeing was a focus in 2023. Consistent monitoring of student attendance and participation were followed up regularly by the classroom teachers and the Wellbeing Coordinator. The emotional and social development of all students remained a high priority. This is evident in the high student attendance and the classroom and playground behaviour records being very positive. The 2023 Attitudes to School survey in the area of *Teacher-Student Relations: High Expectations for Success* was at 97%, and *Learner Characteristics and Disposition- Attitudes to Attendance* was at 89% which was a large increase from last year.

There is a strong sense of connectedness at Yarraman Oaks Primary School. This is something that we are very proud of and work consistently to maintain and improve. Parent English Classes, Playgroup and Breakfast Club continued in 2023 and whole school events such as twilight sports, community breakfast and the Christmas concert. These are important components which enhance our community alongside OSHC, the Kindergarten and Maternal Health Centre. Communication with parents and carers and between staff has been enhanced with the use of Compass, our digital management system. Compass is used provide information and updates to parents and staff, to share student reports with parents and carers, to book parent-teacher interviews, to store school documentation and student wellbeing information (e.g., meeting minutes), to provide first aide notifications to parents and carers, and for parents and carers to communicate student absences.

At Yarraman Oaks Primary School we have a whole school approach to social and emotional learning. Students feel supported and engaged at school, and their interactions with peers, teachers and the school community reflects a strong, healthy school culture. Students are encouraged to articulate their emotions using the Zones of Regulation. Restorative Practices are used to deal with issues between students and to repair and build relationships. Senior students are also trained as Peer Mediators to help other students to find ways to resolve problems within the playground. Our Out of School Hours Care Service is well utilised by families.

Our 2022 Parent Opinion Survey data was very positive and we hope to continue this trend in 2024.

Engagement

Regular attendance continues to be a strong focus at Yarraman Oaks Primary School. Our Wellbeing Coordinator monitors our whole school attendance data and completes daily checks on student attendance. She also supports students and families to overcome challenges that are impacting on student attendance. This includes taking action to connect families and/or students to allied health services, implementing strategies to connect students to their peers and connecting students to their teachers and/or school. Our Wellbeing Coordinator works closely with both the School Leadership Team and classroom teachers and aides.

Student attendance for 2023 was good. Overall absence rates were just below with the State, demonstrating engagement in learning and connectedness to school. However, we were impacted with several families taking extended family holidays. Our "Doors open at 8:50 and learning starts at 9" slogan has been adopted by the whole school community. A large majority of students enter their classrooms at 8:50 and independently prepare for their first learning session which start promptly at 9am in all areas of the school. Staff report that students are better prepared for lessons with both the correct equipment and mindset. This is especially evident for our students with disabilities/learning challenges.

The data above is clear evidence that Yarraman Oaks PS students are engaged in their learning and feel safe and secure in the school environment. Parent satisfaction with the school is high - positive endorsement at 91% , above similar schools, network schools and the State. In addition, student connectedness to school is at 93%. Both an increase on the previous years results.

Other highlights from the school year

2023 was a year of remarkable achievements for us, and we are incredibly proud of all that we accomplished. We successfully completed our School Review, an opportunity to celebrate the improved outcomes for our students and to set our strategic direction for the next four years. Additionally, we launched a new website that mirrors the high standards we uphold at our school. We were thrilled to welcome our community back to school for various whole-school events. From starting the year with our Twilight Sports to closing it with a delightful Bushwahzee, it was truly heartwarming to see so many joyful and smiling faces around once again!

Financial performance

At the end of 2023, the annual result for Yarraman Oaks Primary School was a cash surplus. Careful and considered management of staffing and program budgets contributed to this surplus and led to an improved financial position for the school. School funds were used to meet the learning of all students, to address maintenance issues across the school and to meet all financial commitments. A minor works project to upgrade our school server and the Office storeroom were completed in Semester 2. Equity Funding was used to support the resourcing and staffing of a range of programs such as engaging a Wellbeing Coordinator and a Speech Pathologist.

For more detailed information regarding our school please visit our website at
<https://www.yarramanoaksps.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 175 students were enrolled at this school in 2023, 77 female and 98 male.

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

Overall Socio-Economic Profile

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

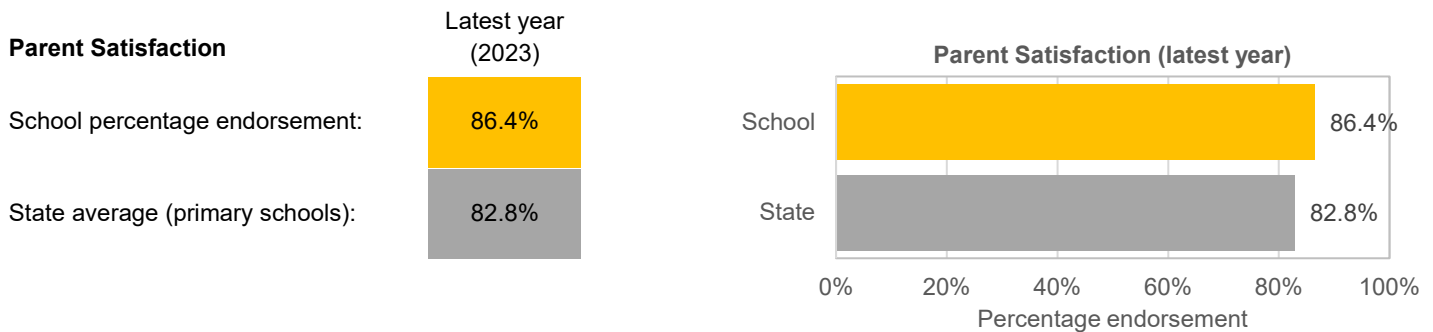
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

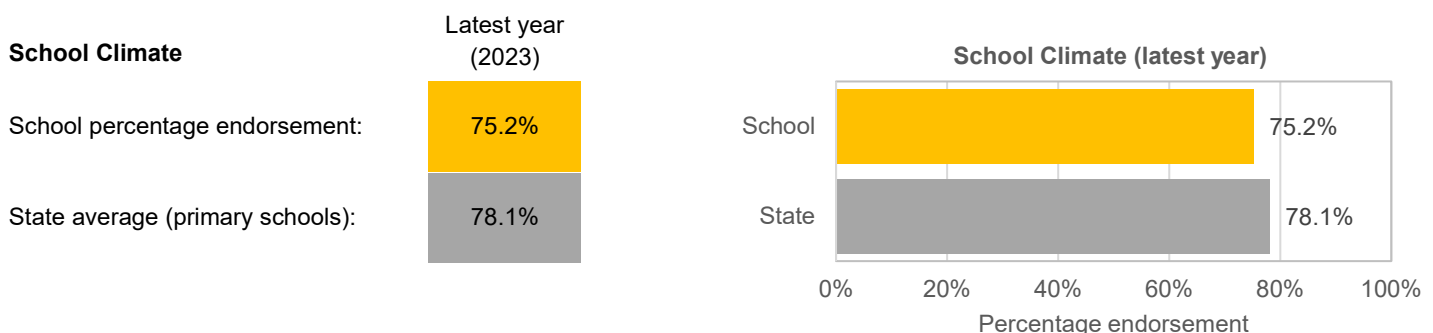


School Staff Survey

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:

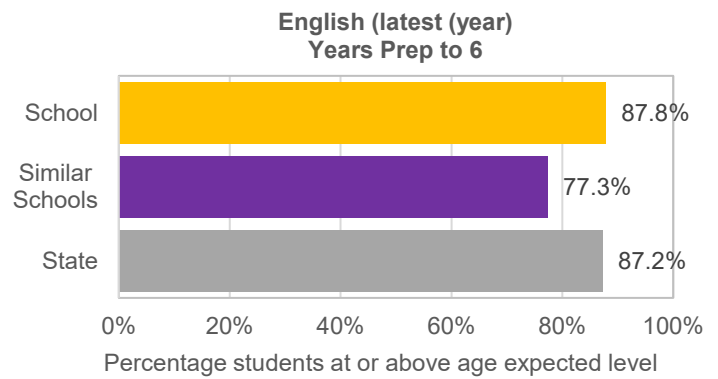
87.8%

Similar Schools average:

77.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

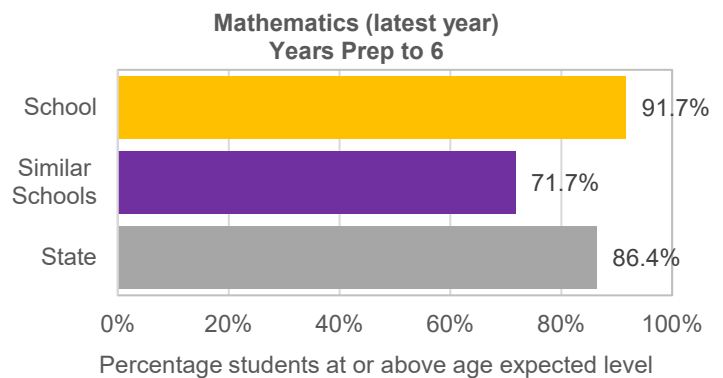
91.7%

Similar Schools average:

71.7%

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:

62.5%

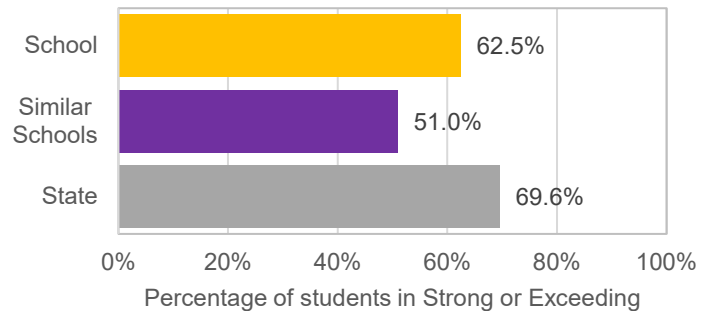
Similar Schools average:

51.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

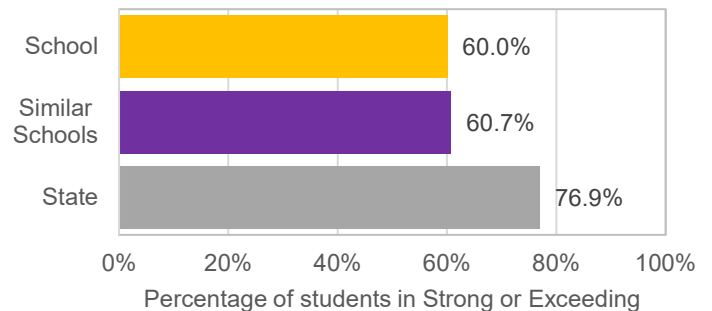
Similar Schools average:

60.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

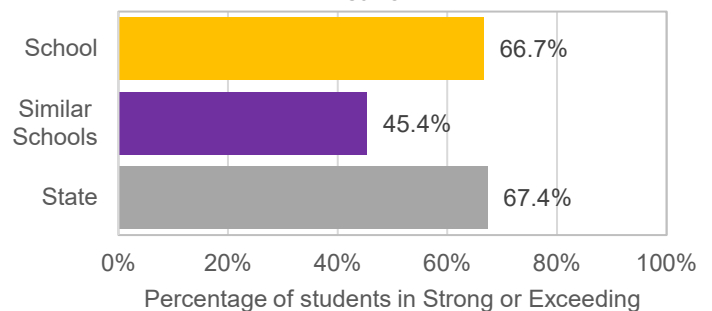
Similar Schools average:

45.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.4%

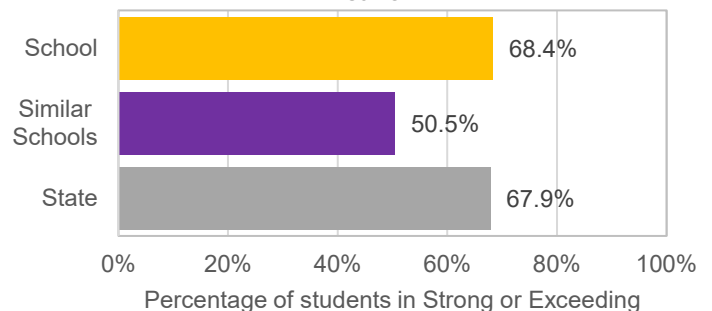
Similar Schools average:

50.5%

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:

68.4%

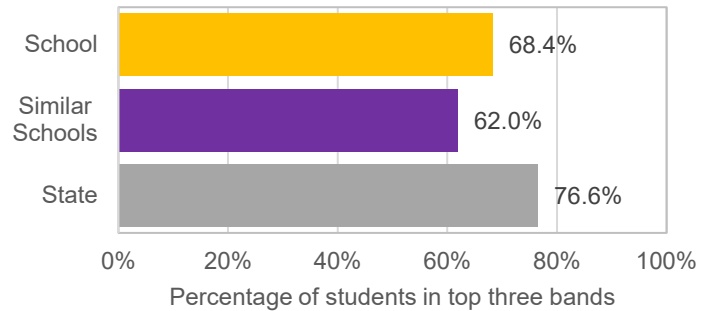
Similar Schools average:

62.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

75.0%

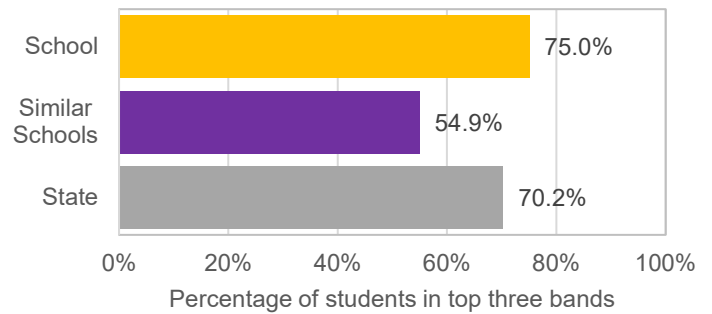
Similar Schools average:

54.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

42.1%

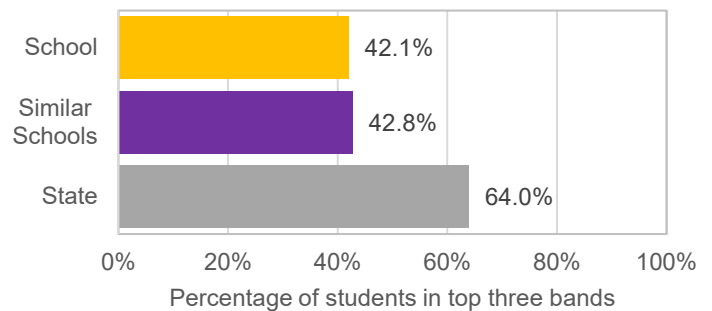
Similar Schools average:

42.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

64.7%

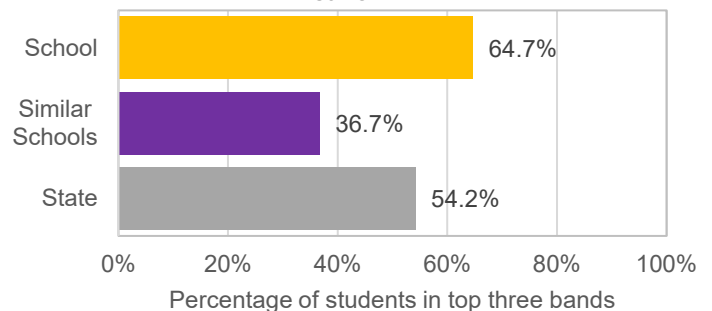
Similar Schools average:

36.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

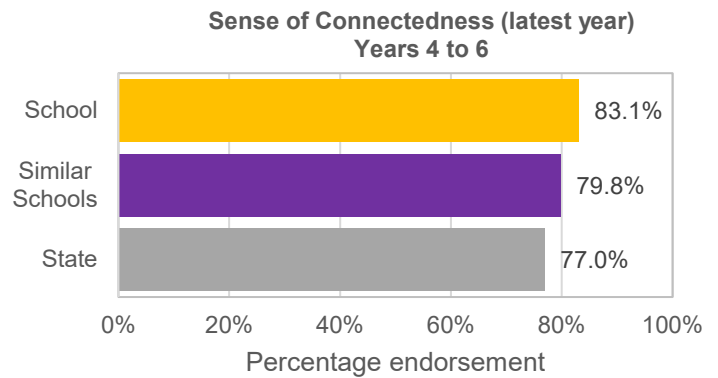
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	83.1%	80.2%
Similar Schools average:	79.8%	81.4%
State average:	77.0%	78.5%

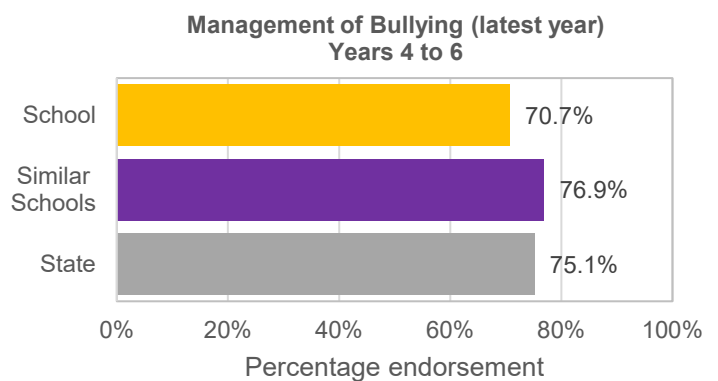


Student Attitudes to School – Management of Bullying

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:	70.7%	72.6%
Similar Schools average:	76.9%	79.2%
State average:	75.1%	76.9%



ENGAGEMENT

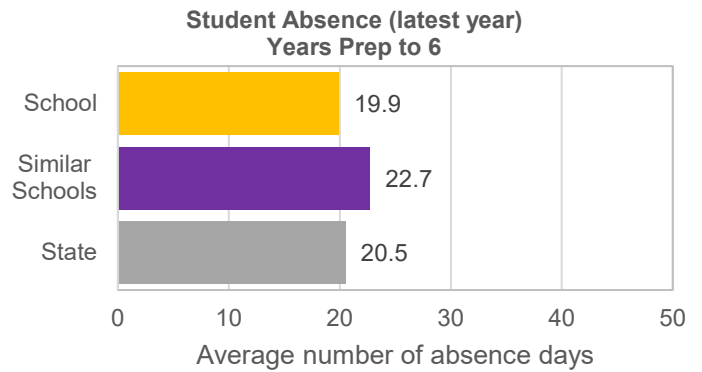
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.9	18.0
Similar Schools average:	22.7	21.7
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):	88%	88%	90%	91%	91%	93%	93%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,205,307
Government Provided DET Grants	\$539,465
Government Grants Commonwealth	\$60,299
Government Grants State	\$0
Revenue Other	\$16,951
Locally Raised Funds	\$95,013
Capital Grants	\$0
Total Operating Revenue	\$2,917,036

Equity ¹	Actual
Equity (Social Disadvantage)	\$242,927
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$242,927

Expenditure	Actual
Student Resource Package ²	\$2,080,828
Adjustments	\$5,000
Books & Publications	\$786
Camps/Excursions/Activities	\$37,737
Communication Costs	\$4,036
Consumables	\$27,567
Miscellaneous Expense ³	\$20,655
Professional Development	\$2,150
Equipment/Maintenance/Hire	\$79,656
Property Services	\$61,449
Salaries & Allowances ⁴	\$148,407
Support Services	\$247,880
Trading & Fundraising	\$4,332
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,890
Total Operating Expenditure	\$2,741,376
Net Operating Surplus/-Deficit	\$175,660
Asset Acquisitions	(\$506)

- (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	\$327,212
Official Account	\$11,897
Other Accounts	\$0
Total Funds Available	\$339,109

Financial Commitments	Actual
Operating Reserve	\$100,752
Other Recurrent Expenditure	\$0
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	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$100,752

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.