

2022 Annual Report to the School Community

School Name: Cheltenham Primary School (0084)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2023 at 11:29 AM by Bronwyn Morgan (Principal)

- This 2022 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 27 April 2023 at 11:42 AM by Matthew Mackay (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Cheltenham Primary School has a rich history educating students in the Cheltenham community of Bayside, Melbourne from 1855. We embrace the challenges of learning and teaching in the 21st century as reflected in our school's vision: 'Supported we Achieve, Challenged we Grow'. Through creativity, innovation and wisdom, we seek to develop self-motivated, collaborative and independent learners. Our mission is for each child to 'Accept the Challenge' to learn - academically, socially and emotionally, and physically as they live our school values of Kindness, Respect and Responsibility. A total of 409 students were enrolled at Cheltenham in 2022: 226 female and 183 male. 14 per cent of students had English as an additional language and NDP were Aboriginal or Torres Strait Islander. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Possible socio-educational band values are: Low-Medium, Medium and High. Cheltenham Primary School's socio-economic band value is: Low. A 'low' band represents a low level of socio-educational disadvantage.

The school's leadership is comprised of the Principal, Assistant Principal, two Learning Specialists (STEAM and Literacy) and complemented by a distributed leadership model across 7 PLC levels: Foundation, Years 1, 2, 3, 4, 5 and 6 and Specialist. In 2021 each Learning Zone (Foundation; Junior, Middle; Senior) was restructured into PLC Level teams, led by a PLC Leader who is responsible for ensuring that the teaching and learning approaches implemented by their PLC supports the social and emotional and academic growth of each student in the level cohort. The school's staff in 2022 comprised: 24.4 (FTE) teachers and 5.3 (FTE) education support staff.

We are proud to be at the forefront of many innovative developments in education: the introduction of a Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M) curriculum framework and problem based inquiry underpinned by a rigorous, trans-disciplinary instructional approach to Literacy and Numeracy from Foundation to Year 6. Cheltenham Primary School provides an optional Kitchen Classroom/Gardening program and seeks to develop an understanding of environmental sustainability in all facets of school life. We are committed to student engagement and agency in all learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, following on from the challenges of 2020-2021, the school continued to advance the student achievement goal in our current School Strategic Plan (2019-2023): Improving student achievement in writing. Consolidating instructional practice in writing has been a consistent focus for all PLCs and individual professional learning. Supported by our Learning Specialist and Literacy consultant, Rissa Leung, we commenced the year with a 'reset' of our integrated approach to reading and writing founded on high quality literature, and high challenge/high support through conferring and conferencing. The restructure of PLC teams into Year levels has helped to facilitate greater specificity of practice for the gradient of need and challenge as students progress through the school from Years F-6. PLC teams progressively analysed student data and focused their attention on moving specific students from the mid range to the high over the course of 2022. This action research model has been very successful with 90% of the identified students achieving 12 to 18 months growth. The percentage of students achieving in the top two bands in NAPLAN writing rose 10% from 38% to 48%. It is important that we continue to 'raise the bar' in writing while maintaining our focus on the integration of reading using the 6 + 1 Traits of writing. As a leading school in writing practice, Cheltenham was also selected as a facilitator school for the Beachside Network of schools Community of Practice initiative in writing.

In 2023: we will consolidate the guaranteed and viable curriculum in English F-6; advancing the 6 + 1 Traits writing approach with a focus on word choice and voice; implement evidenced based writing targets (Terms 2-4) in all PLCs that are reported on at the end of each term and shared at the whole school level to build collective efficacy. This will be further supported by embedding the whole school instructional model (the Gradual Release of Responsibility), refining our writing continuum F-6; implementing agreed formative assessment and summative assessment practices in writing schoolwide; embedding the use of writer's notebooks and independent writing F-6.

In 2022 we also focused on our guaranteed and viable curriculum in Mathematics: establishing a Numeracy PLC to unpack the learning steps required to achieve greater gain: establishing Norms and Protocols, representation from all PLCs strengthened instructional practice in every year level and every classroom, as we progressed more deeply into termly pacing guides. In Numeracy the percentage of students in the top three bands in Year 3 was 87.9 - 9% above the similar schools average of 78.9%. In Year 5 the percentage of students in the top three bands was 86% - 17.6% above the similar schools average of 68.4%. Our 2022 NAPLAN Numeracy achievement in the top 2 bands, placed us first amongst Beachside Network schools in both Year 3 and Year 5.

In 2023 we will continue to strengthen our Numeracy approaches in the early years with targeted and specific mentoring and coaching from our Numeracy consultant, Kathy Palmer and focused whole staff professional learning, as we progress towards a problem based Mathematics approach in Years 4, 5 and 6.

Wellbeing

The school places high importance on improving student wellbeing, as outlined in our current School Strategic Plan (2019-2023). In 2022 we implemented several pro-social wellbeing initiatives/interventions, in particular, our counselling program. Throughout the 2nd semester, four 'Masters of Counselling' students provided 1:1 counselling support for our most vulnerable students from F-6. During Term 4, our team of counsellors also implemented small group social skills sessions (for students in F-2) using the 'We Thinkers' Social Thinking Curriculum. Other 2022 interventions included: 'Better Me' (designed to support senior school students demonstrating behavioural and emotional dysregulation, to learn about strategies to better cope, enhance awareness, build resilience and regulation) and 'Play Leaders' (training senior school students to facilitate, safe and creative games for their peers and younger students, whilst promoting prosocial behaviours). The 'Better Me' was so successful at helping identified senior students connect with others, and improving their emotional resilience and regulation, that the students requested it be maintained for another term, which the school supported through Tier 2 funding.

We also upgraded the student resources in our main indoor sandpit for F-2, to provide a broader diversity of toys and play-based options. We converted our long jump pit on the oval as an alternative sandpit for students in Years 3-6, to access and enjoy with alternative resources for construction and play.

Our 2022 AtoSS data indicated significant improvement in many areas. 'Sense of connectedness' increased from 83.4% (2021) to 84.8 % (2022), 'Sense of inclusion' increased from 89% (2021) to 91% (2022) and 'Respect for diversity' increased from 80% (2021) to 84% (2022). This data is affirming of our efforts and endeavour to support our students socially and emotionally, post COVID. In 2023, we will continue to refine and adjust our wellbeing approaches and interventions, and track the social and emotional growth of all students. We will maintain our counselling program, providing ongoing Tier 3 support to our most socially/emotionally vulnerable students.

Engagement

Cheltenham Primary School has a strong belief in engaging all students to achieve their highest potential. It has in place a number of excellent approaches to enhance and support the academic, social, emotional, and physical development of the child. Building appropriate and well-considered transitions for all students as they move from F-6 supports engagement and is entirely achievable if we listen to our students and give them platforms to contribute through a commitment to student 'voice and agency'. School assemblies are student led with the agenda developed by students; student leaders participate in student led tours for prospective families and are encouraged to take action to make a difference for example, student led charity drives. Teaching staff mentor all Year 6 students. A peer transition program for student leaders is offered in Years 5 and 6. This affords students the opportunity to have a dialogue with the current student leaders prior to transitioning into their new roles. The school attendance rate for children from Foundation to Year 6 varied from 88% to 92%. The average number of days absent was lower than similar other schools - with the 4 year average number of days absent (12.5 days) lower than similar schools at 13.5 days absence. We consider that this is reflective of students' engagement in learning and connectedness to school although we acknowledge that student absence in 2022 (18.2 average days absence) was higher than our norm, due to continued positive COVID results for students and extended holidays taken by families during term, following on from the extended lockdowns of 2020 and 2021.

The school continues to promote regular attendance in our School Newsletter articles and during Information Evenings - particularly for our students in the early years that are developing the foundations for Literacy and Numeracy. Teachers communicate with families where student attendance causes concern and unexplained absences are consistently followed up by the school office and/or classroom teachers and the Assistant Principal. Strategic areas for improvement in 2023 will be to consolidate the capacity of all staff to engage student agency in learning; to differentiate for learning need and apply informal and formal structures to engage with, listen and respond to, the full range of diverse student perspectives in learning and school involvement.

Other highlights from the school year

HIGHLIGHTS OF 2022

After the disrupting effect of the COVID pandemic 2020-2021 in 2022 we refocused on connecting our community through a wide range of experiences and special events.

Excursions/incursions

- Year 5/6 students went on an excursion into the city which linked to their current Inquiry unit which explores Australian history, specifically Melbourne's
- 3/4 Hero in Me incursion
- Junior school coach approach
- Imax and Melbourne Museum visit
- Story Quest Book Week in Schools Live
- Clare Saxby and Jess Rackleyft school visit

The Literacy Excellence Groups in Years 5 and 6 attended the Melbourne Writers Festival for Schools at the State Library

Camps

- 5/6 Camp - Lord Sommers
- 3/4 Camp - Arrabri

Sporting achievements

Student and team representation at:

- District and division Cross country
- District and division athletics
- District and division girls' soccer
- District and division basketball
- House athletics
- House cross country

STEAM and Inquiry

- STEAM expos in Years F-6
- 5/6 Sustainability Market Day

Funds and Grants

The School Shade Sails Fund - \$25,000 to maximise its use of outdoor learning areas and environments by creating new safe and shaded outdoor learning spaces post the COVID pandemic.

Inclusive School's Fund - \$200, 000 to upgrade of the kitchen garden and development of a sensory garden. The proposed space will provide a much-needed retreat for inclusive play and learning for students.

Rail Loop Authority - \$80, 000 for development of a community garden

Coles Stephanie Alexander - donation for kitchen garden (\$5000)

Celebrations

- Harmony Week.
- International Mathematics Day on Wednesday, 23 March
- National Simultaneous Story Time
- Mother's Day, Father's Day
- Sports Fun Day
- NAIDOC Week
- Premier's Reading Challenge
- Little Scribe Writer's Festival
- Book Week
- Carols Evening
- End of year celebrations in each year level

Commemorations

- ANZAC Day
- National Sorry Day within Reconciliation Week
- Remembrance Day

Financial performance

The school exceeded its targeted collection rate for parent payments, with the support of our school families. Equity funding in the amount of \$9000 was used to support the cost of employing an Early Intervention teacher who continued to work with academically vulnerable students. The Department's Tutor Learning Initiative funding was further supplemented by the specific allocation of additional finance and human resources (Education Support and teaching staff) to support students F- 6 whose learning progress has been impacted by the compounding effect of extended remote learning and the COVID pandemic. In addition, we funded

various maintenance works in the amount of \$81,000 that included: refurbishment of the slate roof over the Year 3 and 4 classrooms; replacement of guttering to the School Hall; repainting of the Junior toilets and external corridor; refurbishment of our First Aid room; repairs to skylight and plaster board adjacent to the Year 1 and installation of an automatic door at the main entrance to the school for sustainability and fire safety. Removal of unsafe vegetation and trees in the Sanctuary and upkeep of the grounds each term: pruning of vegetation, mowing of the lawn areas and oval, weed mitigation, removal of leaves and litter totaled \$25,000 per annum. These completed works were achieved through a combination of Department, school, locally raised funds and donations through our tax deductible Building and Library funds. The school carried a managed staffing deficit as a result of its commitment to smaller class sizes and extended specialist programs. \$49, 200 was credited back to the Department from the optional Kitchen classroom program leaving a deficit Of \$21, 767 that was repaid to the Department of Education in Term 4, 2022. We were successful in obtaining \$25,000 through the Shade Sail Grant for the installation of two shade sails at the rear of the Senior School as the first stage of creating an outdoor learning space. Through the VSBA Inclusive fund we obtained \$200, 000 in funding and a further \$80,000 through the Rail Loop Authority for the refurbishment of our kitchen garden, with outdoor cooking facilities, development of a passive sensory space and the establishment of a community garden. The Parents Association also raised \$60, 000 for the refurbishment of the senior playground equipment. All of these projects are expected to be completed in 2023.

For more detailed information regarding our school please visit our website at
<https://cheltenhamps.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 409 students were enrolled at this school in 2022, 226 female and 183 male.

14 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).

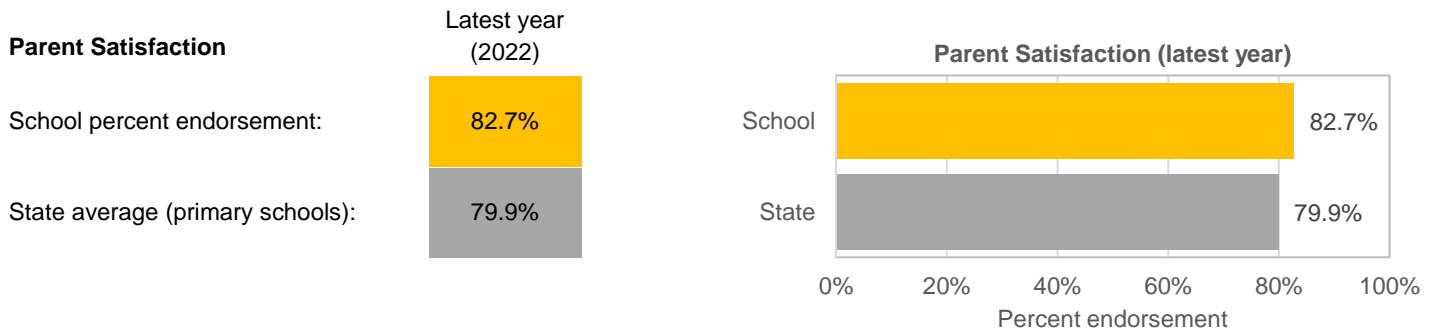
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

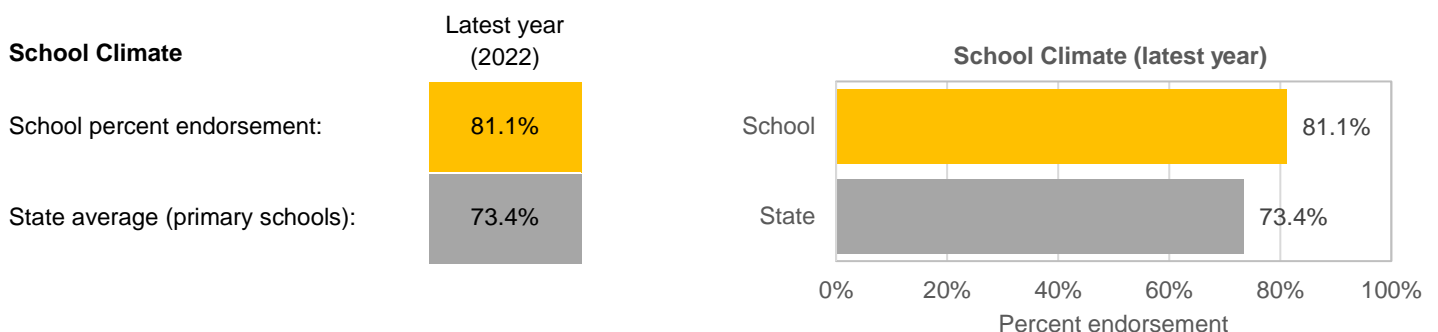


School Staff Survey

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

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

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



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

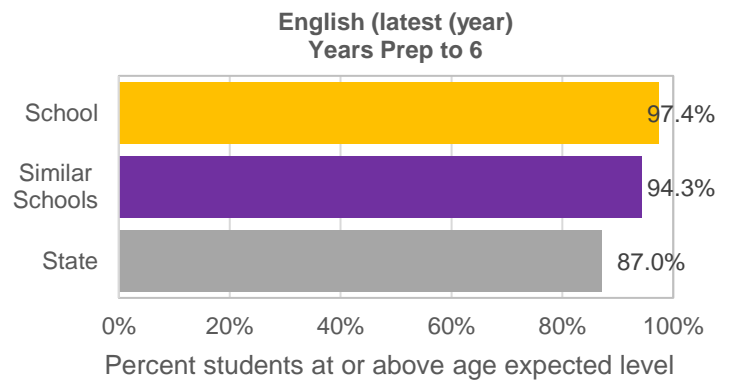
97.4%

Similar Schools average:

94.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

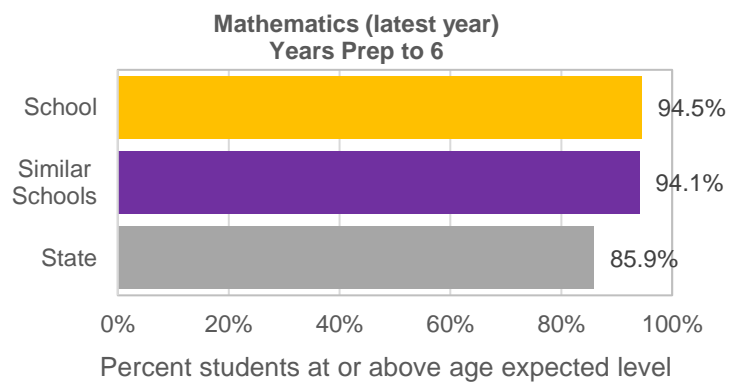
94.5%

Similar Schools average:

94.1%

State average:

85.9%



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.

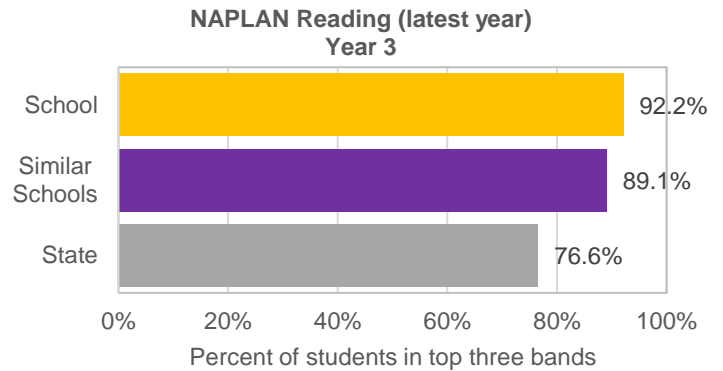
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

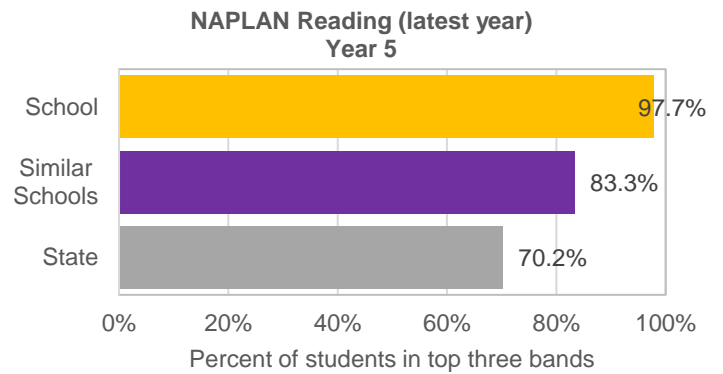
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.2%	92.7%
Similar Schools average:	89.1%	88.6%
State average:	76.6%	76.6%



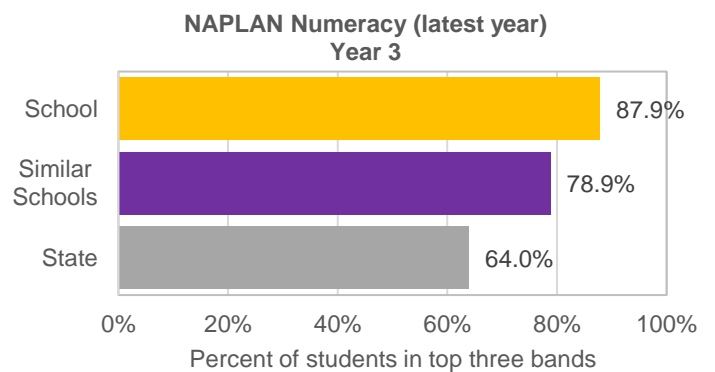
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	97.7%	87.7%
Similar Schools average:	83.3%	82.9%
State average:	70.2%	69.5%



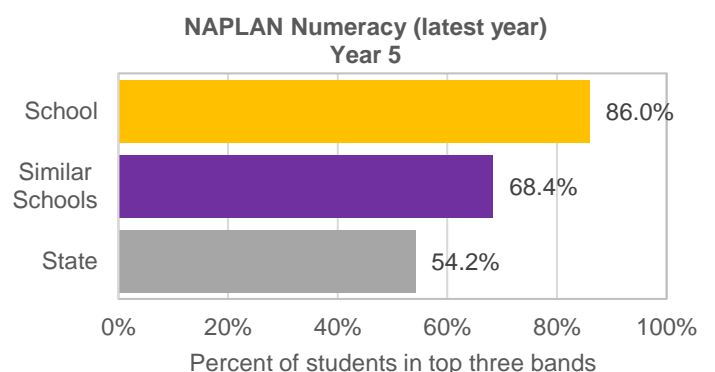
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.9%	89.2%
Similar Schools average:	78.9%	81.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.0%	79.1%
Similar Schools average:	68.4%	73.4%
State average:	54.2%	58.8%



WELLBEING

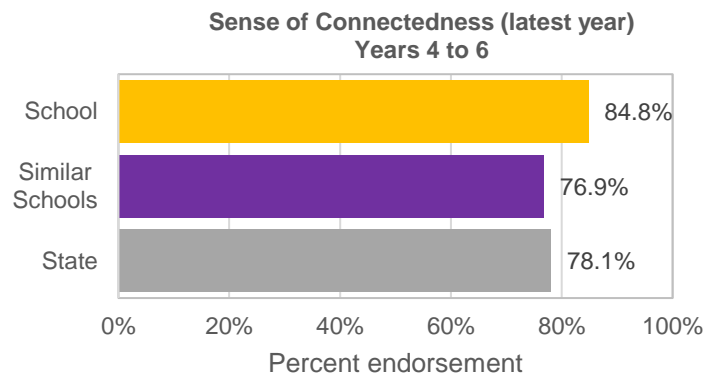
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	84.8%	83.7%
Similar Schools average:	76.9%	78.5%
State average:	78.1%	79.5%

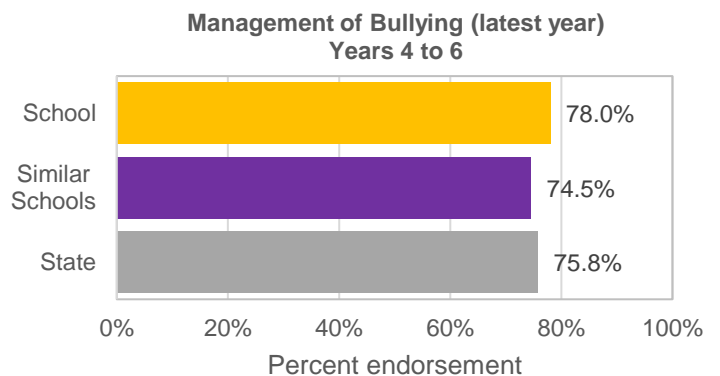


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.0%	81.4%
Similar Schools average:	74.5%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

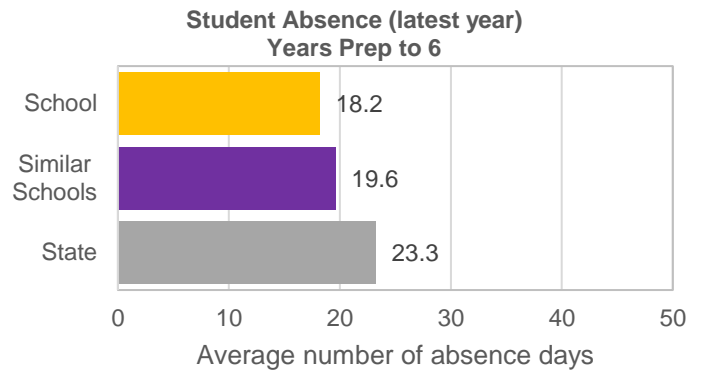
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	18.2	12.5
Similar Schools average:	19.6	13.5
State average:	23.3	17.0



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 (2022):	92%	92%	92%	90%	92%	88%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,539,857
Government Provided DET Grants	\$292,372
Government Grants Commonwealth	\$12,151
Government Grants State	\$0
Revenue Other	\$19,535
Locally Raised Funds	\$462,271
Capital Grants	\$0
Total Operating Revenue	\$4,326,187

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,330
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,330

Expenditure	Actual
Student Resource Package ²	\$3,618,026
Adjustments	\$0
Books & Publications	\$3,416
Camps/Excursions/Activities	\$169,058
Communication Costs	\$7,973
Consumables	\$84,703
Miscellaneous Expense ³	\$35,190
Professional Development	\$13,381
Equipment/Maintenance/Hire	\$108,558
Property Services	\$124,026
Salaries & Allowances ⁴	\$87,078
Support Services	\$247,045
Trading & Fundraising	\$17,217
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,108
Utilities	\$32,256
Total Operating Expenditure	\$4,549,036
Net Operating Surplus/-Deficit	(\$222,848)
Asset Acquisitions	\$11,396

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$314,926
Official Account	\$27,184
Other Accounts	\$20,201
Total Funds Available	\$362,311

Financial Commitments	Actual
Operating Reserve	\$137,406
Other Recurrent Expenditure	\$251
Provision Accounts	\$0
Funds Received in Advance	\$116,952
School Based Programs	\$17,250
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$60,373
Repayable to the Department	\$78,169
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	\$80,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$490,401

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.