2024 Annual Report to the School Community

School Name: Longwarry Primary School (2505)

- 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 30 April 2025 at 01:48 PM by Anne Welsh-Word (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 30 April 2025 at 01:48 PM by Anne Welsh-Word (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

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

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Longwarry Primary School (LPS) is a rural school situated in the West Gippsland township of Longwarry, approximately 85kms east of Melbourne. Longwarry Primary School is a Professional Learning Community where our passion and focus surround student learning, student engagement and student wellbeing. Relationship building is fundamental to students achieving at their best, at Longwarry Primary School we excel in building positive and supportive relationships with our students, their families and the greater community.

Through explicit teaching, students are encouraged to learn and advance their knowledge & skills in fun and interesting ways that excite students' minds. Longwarry Primary School utilises the *Science of Learning*, the cognitive-science research on how students learn, and connects it to practical implications for teaching. Incorporating DATAWORKS Explicit Instruction framework, Engagement Norms and Check for Understanding we aim to engage, motivate and support our students to meet both personal and curriculum-based goals.

LPS currently has 148 students enrolled, allowing for smaller classroom sizes with a high ratio of adults to students to support learning within each classroom. There are 28 staff including a principal, 8 classroom teachers, a learning tutor, 4 specialist teachers, 2 administration support staff, 1 Disability Inclusion Co-ordinator, 11 teacher integration aides, 2 school wellbeing staff, and a specialist technician. The staff work collaboratively in Professional Learning Communities to plan, analyse student data, and differentiate teaching and learning according to students' individual needs.

General School Satisfaction as rated in the Parent Survey was below the State average by 15%. Lower participation rates from parents/ carers within the school has the ability to our affect data, the leadership team & school council have been reviewing ways to seek improved levels of participation in order to better understand focus areas for improvement in future years. In contrast our Staff Survey results where over 13% above State average at 90% selecting positive responses (agree or strongly agree) to various questions. This is a great outcome for team of staff who have worked collegiately to make improvements over the past three years under new leadership direction.

At LPS we pride ourselves on meeting diverse student needs within the mainstream structures, working alongside students, families and support teams to create individual learning programs to encourage engagement, wellbeing and personal growth.

Progress towards strategic goals, student outcomes and student engagement

Learning

Over the past 12 months, our school has increasingly adopted research-based best practices to

enhance student learning, drawing from the Science of Learning, Explicit Instruction, and TAPPLE engagement norms. These strategies have become foundational in our classrooms, ensuring that teaching methods align with the way students learn most effectively.

The introduction of a new instructional model was trialled to refine our teaching approach, with a specific focus on how students learn. This model emphasises key elements: Review, Learning Goals, Activating Prior Knowledge, Explicit Instruction, Modelling, and Practice, with regular Checking for Understanding. These components help create a structured and predictable learning environment, making complex content more accessible. By consistently revisiting key concepts and incorporating explicit teaching techniques, we have seen significant improvements in student comprehension and retention.

Numeracy remains a key focus area for both teachers and students, as evidenced by our strong classroom results and NAPLAN outcomes. The consistent application of explicit instruction strategies in numeracy has led to measurable improvements in student performance, reinforcing the importance of focused, evidence-based practices in mathematics instruction. In NAPLAN our grade 3 students tested 8% above similar schools, whilst our Grade 5 Students were demonstrating 12% greater positive results. A great achievement.

Furthermore, the introduction of the *Read 2 Learn* core knowledge units across the school has had a positive impact on student engagement and success in Reading. These units are designed to foster deeper understanding and critical thinking, which has resulted in more enthusiastic participation from students and an overall boost in academic outcomes. The introduction of Heggerty in 2023 for our junior students as well as the Core Knowledge unit introduction in the reading space has supported NAPLAN data 29% above similar schools and 16% above the State average, with 84% of our students in grade 3 sitting in the Strong or Exceeding proficiency level. Our grade 5 students did not reach near this level in the testing (54% in Strong or Exceeding proficiency level) which one can assume would be impacted by reading teaching practices during their formative years, which has now been reviewed & revised.

Looking ahead to 2025, our primary focus will shift towards Literacy, in alignment with the Department's mandate on phonics instruction. A school-wide scope and sequence will be implemented to ensure consistency across all year levels. Professional development and resourcing will be prioritised in the Literacy space, with budget allocations dedicated to supporting the ongoing improvement of teaching practices in this area. This commitment to evidence-based literacy strategies will drive our continued success in fostering academic growth.

Wellbeing

In relation to Wellbeing, Longwarry Primary School has made significant human and material resource commitment during the 2024 school year. Individual and small group therapeutic interventions formed a significant roll of the Wellbeing team. The Life Skills program, Kindness Café was maintained in 2024 with a new commercial expresso machine purchased. The inclusion of a new initiative in our middle years was Little Lions Lunch program. Every Thursday in Longwarry, Foodbank host a free community lunch, four students and staff support this lunch by setting, serving, connecting with local community and cleaning. The program has increased a sense of community connectedness outside of our boundary.

Whilst the continuation of the PB4L program and the extension of the Wellbeing staff team has made impacts across the school community, students in grade 4-6 who completed the Student Survey saw the element of ‘Sense of Connectedness’ (how students feel accepted, valued, and

supported within their school environment) at only a 58% positive response compared to similar school at 70%. To establish context and understanding of this percentage, students were individually interviewed and feedback collated. It was apparent that a change of staffing in one of the classrooms had a substantial impact on this score as students felt less connection to their new teacher. Building relationships and resilience during loss and change has been a focus of social & emotional learning since this was identified, to better assist students especially when relationships are fractured or end.

In contrast our data around the Management of Bullying from the Student Survey has increased over the past 2 years, from 54% in 2022 to 70.5% in 2024. This figure sits within 0.8 of Similar schools and 5% lower than the State average. Focused education programs around Bullying has taken place school wide, with a greater understanding of what constitutes Bullying versus being rude or mean, as well as student consultation and feedback around supports and interventions if and when Bullying occurs within the student community, helping students to feel heard and able to identify appropriate channels of support, if required.

To complement current Wellbeing initiatives and provide additional support to the community after the sudden loss of one of our students, the school partnered with Baw Baw Shire and Mindful AUS to provide students, staff and parent sessions related to Mental health & Wellbeing. The school community also hosted a Toy Drive in partnership with Berry Street Victoria in memory of our little lost student.

Our school continues its commitment to building a safe and inclusive space for all students, staff, parents and wider community members.

Engagement

Student absence from school has a significant impact on their learning progress, as missed days can result in gaps in knowledge and difficulty in retaining key concepts. At Longwarry Primary School, common reasons for non-attendance include illness and extended family holidays, both of which are unavoidable but can disrupt students' academic consistency.

Currently, the rate of student absence at Longwarry Primary School stands at 25.3%, which is slightly higher than the similar school rate of 25% and the State average of 21.8%. These figures highlight the need for targeted interventions to minimise the effects of absenteeism on student achievement and overall learning outcomes.

To address this, our school has implemented consistent practices, such as Explicit Instruction and Engagement Norms, to support students in maintaining continuity in their learning. Explicit Instruction ensures that all key concepts are taught clearly and systematically, providing students with structured and predictable learning experiences. Coupled with Engagement Norms, which encourage active participation and motivation, these practices help students retain information more effectively, even if they miss school occasionally.

In addition, a range of wellbeing interventions and extra curricular activities have been introduced to support student engagement. These initiatives aim to create a more supportive and motivating school environment, helping students feel valued and connected to their learning. Increased access to Alternative Learning Opportunities, including flexible learning options and personalised 1:1 support, has also been instrumental in re-engaging students who may have fallen behind due to frequent absences.

Together, these strategies are helping to reduce the negative impact of absenteeism on student

learning. By fostering an inclusive, supportive, and engaging environment, Longwarry Primary School is working to ensure that all students can feel successful and continue progressing academically, regardless of attendance challenges.

Other highlights from the school year

Longwarry Primary School had many areas to highlight over the 2024 year. Students, staff, families and community participated in a variety of school-based activities and events throughout the year. In 2024 we participated in;

-Welcome Pancake Breakfast

-Clean Up Australia Day

-Ride to School/ Walk to School events

-Courage to Care Upstander Program

-Quantum Digital Technologies Excursion

-Dolly's Dream Anti Bullying day

-Whole School Production at Warragul Arts Centre

-Breast Cancer "Shave for a Cause' fundraising drive

-Mindfull AUS school wide and parent programs focused on Positive Mental Health & Wellbeing

-LPS Athletic Days & Cross Country

-Completed NAPLAN online

-Staff & Friends versus 5/6 students AFL football game with Footy Day celebrations

-Book Week activities and celebrations

-Collingwood AFL/ Hawthorn AFLW Football Club visits

- Dental Van

- 2025 Prep Information evening / 2025 Prep student Ready! Set! GO! Introduction to school program 10-week program

- Celebration for 100 Days of School for Prep students

- Grade 2 sleepover

- National Simultaneous Storytime

-Swimming Program for all grades' levels

- Family Math Games Night

- Kindness Cafe (Senior Life skills cafe program)

- Little Lion's Lunch- supporting free community lunch with Foodbank organisation

Camping Program At Longwarry Primary School the opportunity to participate in overnight camps is still seen as an important inclusion in the yearly program, supporting students to build independence outside of the family home and away from technology.

Camping programs provide students with valuable opportunities for personal growth, team building, and developing resilience. The Grade 3/4 students' trip to CYC Phillip Island in November and the Grade 5/6 camp at Waratah Beach in December allowed students to strengthen social skills, build confidence, and create lasting memories.

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. For example, Department funding provided, and money raised by the community was utilised, to employ additional Education Support staff to provide additional support both inside the classrooms & outside in the yard and in the Wellbeing space.

As we reflect on the financial position of the school at the conclusion of 2024, we are pleased to report a healthy closing balance that provides us with the capacity to explore significant infrastructure projects in the near future. Specifically, we are considering works related to boundary fencing and potential additions to the playground to further enhance the school environment for our students.

The allocated funds from previous years were strategically earmarked for initiatives that align with our school's core educational priorities. In 2024, we utilised these funds to invest in new decodable texts for small group instruction in the classrooms, which support our literacy goals and cater to the diverse learning needs of our students. Additionally, we prioritised professional development in the Science of Learning for our teaching staff, ensuring that they have the latest knowledge and skills to implement evidence-based practices effectively in the classroom.

We also focused on enhancing the library space, with upgrades including new furniture, computers, fittings, and a wider range of books. These improvements complement our ongoing commitment to fostering a love for reading and ensuring reading success for all students.

Furthermore, we have effectively utilised Equity, Mental Health Funds, and Disability Inclusion funds to employ additional education support staff. This has enabled us to provide increased individual student support while also expanding our wellbeing team, these staff members play a critical role in implementing whole-school mental health and wellbeing interventions and programs that support the overall development and health of our students.

As we move into 2025, we remain committed to further building upon these investments and continuing to provide the best possible learning environment for our students including further development to Literacy (Reading and Writing) across the whole school, with access to professional development and resourcing a priority. Mental health and wellbeing will continue to be a focus at Longwarry Primary School (for all stakeholders) as we work towards a safe and inclusive learning environment for all.

For more detailed information regarding our school please visit our website at https://longwarryps.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 145 students were enrolled at this school in 2024, 81 female and 64 male.

0 percent of students had English as an additional language and 5 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.

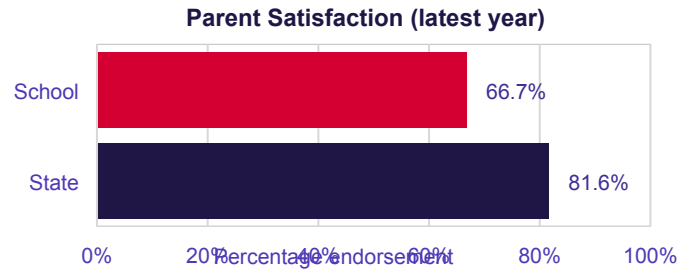
This school's SFOE band value is: **High**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	66.7%
State average (primary schools):	81.6%

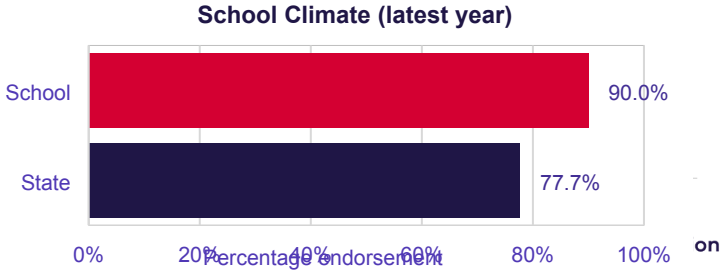


School Staff Survey

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.



School Climate	Latest year (2024)
School percentage endorsement:	90.0%
State average (primary schools):	77.7%

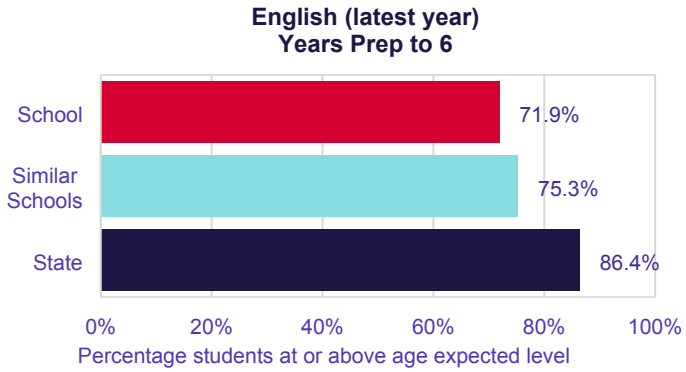
LEARNING

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

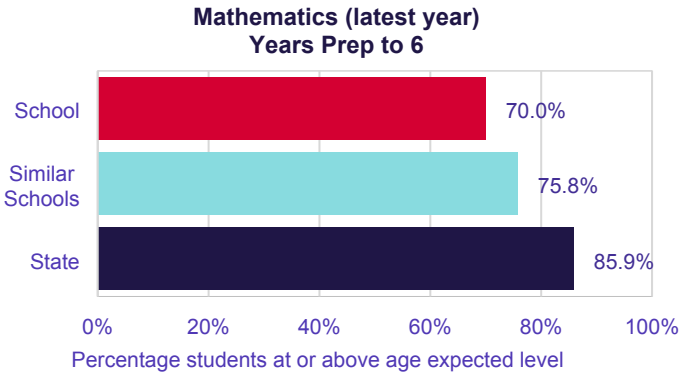
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	71.9%
Similar Schools average:	75.3%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	70.0%
Similar Schools average:	75.8%
State average:	85.9%



LEARNING (continued)

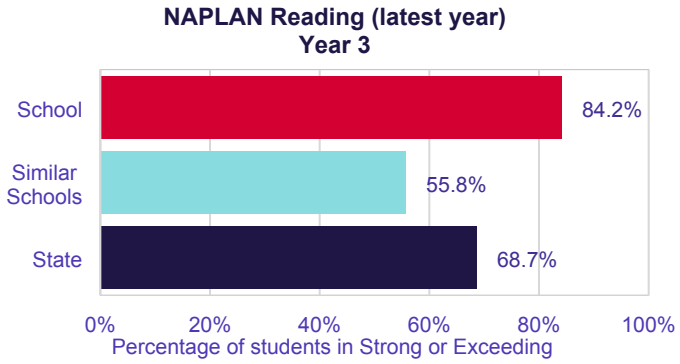
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

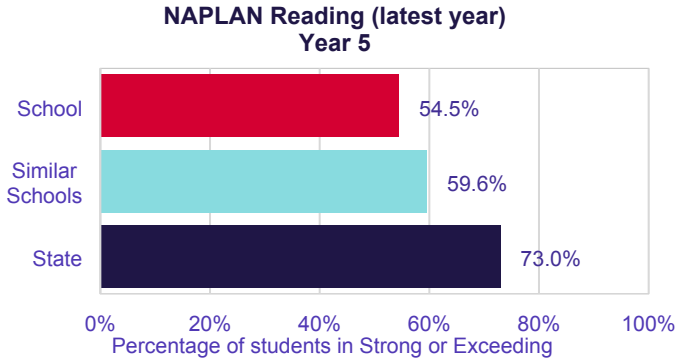
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

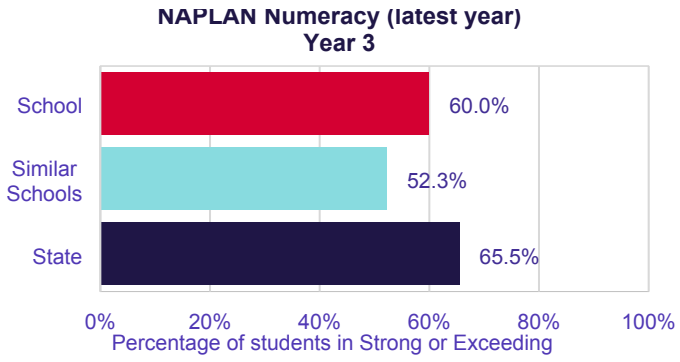
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.2%	69.2%
Similar Schools average:	55.8%	57.6%
State average:	68.7%	69.2%



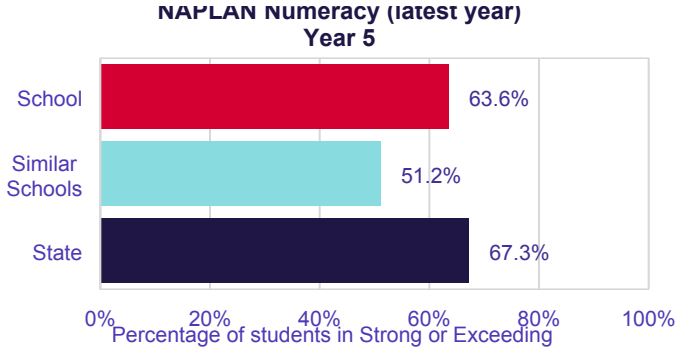
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.5%	57.1%
Similar Schools average:	59.6%	62.1%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	59.0%
Similar Schools average:	52.3%	53.8%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	65.7%
Similar Schools average:	51.2%	50.1%
State average:	67.3%	67.6%



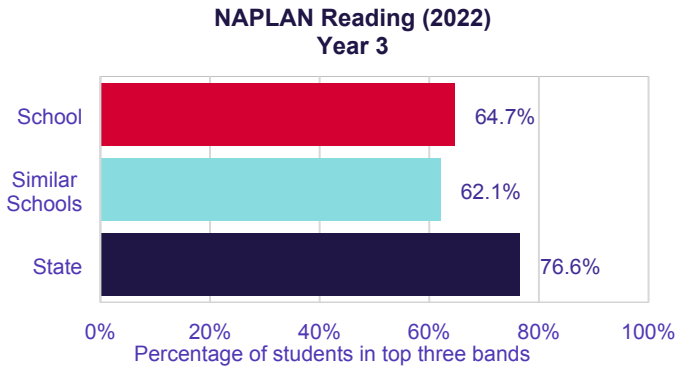
LEARNING (continued)

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

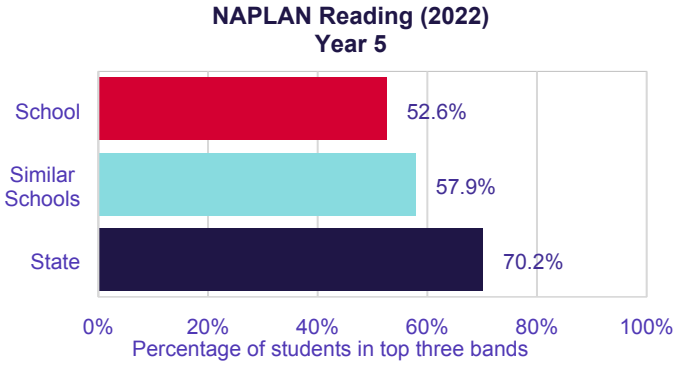
NAPLAN 2022

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

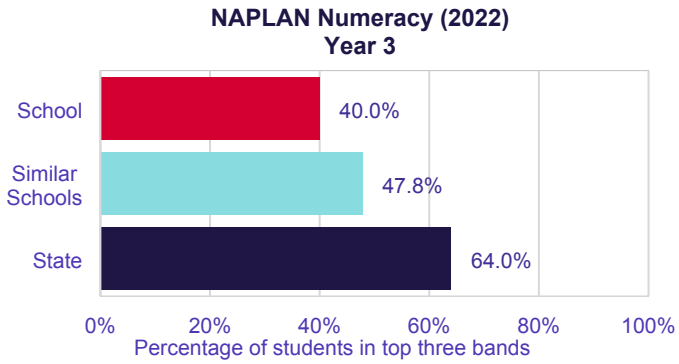
Reading Year 3	(2022)
School percentage of students in the top three bands:	64.7%
Similar Schools average:	62.1%
State average:	76.6%



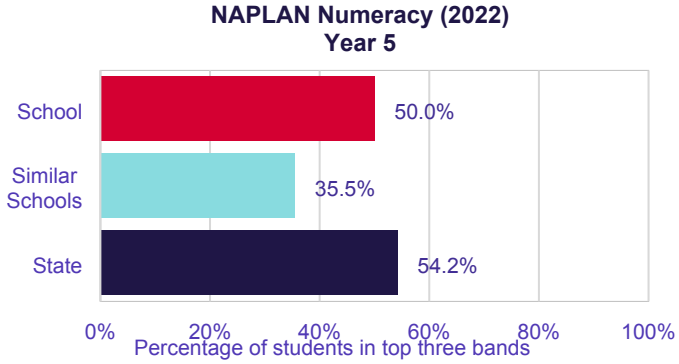
Reading Year 5	(2022)
School percentage of students in the top three bands:	52.6%
Similar Schools average:	57.9%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	40.0%
Similar Schools average:	47.8%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	50.0%
Similar Schools average:	35.5%
State average:	54.2%



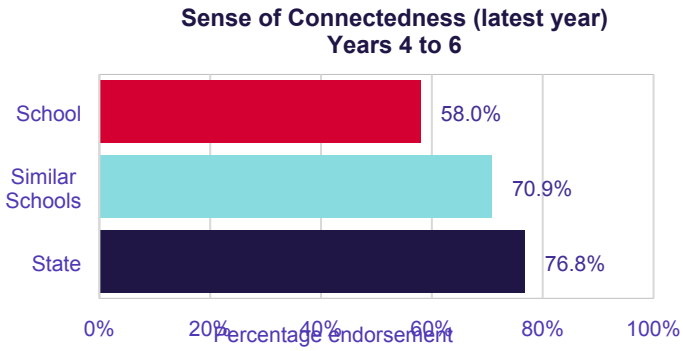
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

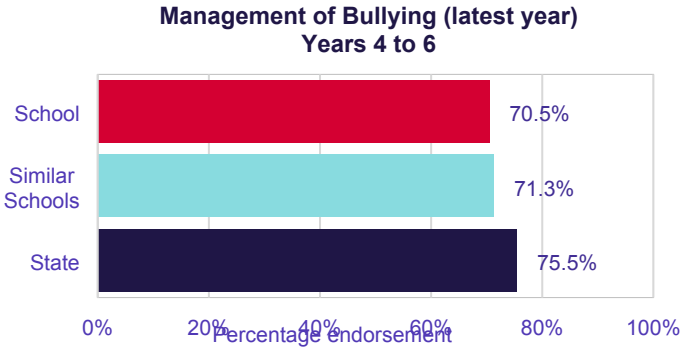
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	58.0%	60.1%
Similar Schools average:	70.9%	72.2%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	70.5%	65.1%
Similar Schools average:	71.3%	73.3%
State average:	75.5%	76.3%



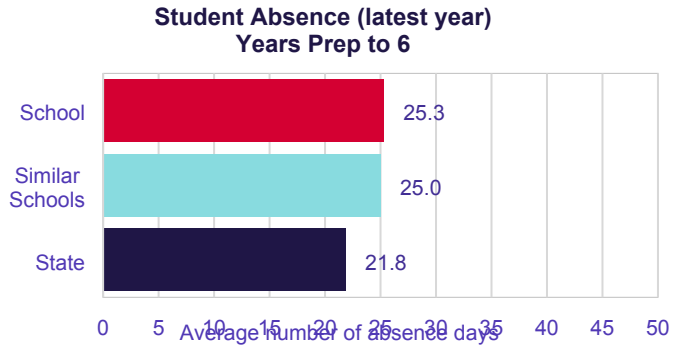
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	25.3	24.1
Similar Schools average:	25.0	23.2
State average:	21.8	20.1



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 (2024):	88%	87%	88%	86%	90%	84%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$2,664,930
Government Provided DET Grants	$310,294
Government Grants Commonwealth	$38,398
Government Grants State	$2,100
Revenue Other	$26,794
Locally Raised Funds	$128,769
Capital Grants	$0
Total Operating Revenue	**$3,171,286**

Equity [1]	Actual
Equity (Social Disadvantage)	$203,049
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$203,049**

Expenditure	Actual
Student Resource Package [2]	$2,496,761
Adjustments	$5,217
Books & Publications	$13,052
Camps/Excursions/Activities	$38,428
Communication Costs	$3,291
Consumables	$51,228
Miscellaneous Expense [3]	$8,105
Professional Development	$11,858
Equipment/Maintenance/Hire	$63,119
Property Services	$82,637
Salaries & Allowances [4]	$80,247
Support Services	$103,300
Trading & Fundraising	$39,248
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$15,821
Total Operating Expenditure	**$3,012,313**
Net Operating Surplus/-Deficit	**$158,973**
Asset Acquisitions	**$53,486**

(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 16 Feb 2025 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	$483,623
Official Account	$35,310
Other Accounts	$0
Total Funds Available	**$518,933**

Financial Commitments	Actual
Operating Reserve	$85,056
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	**$85,056**

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.