

# 2024 Annual Report to the School Community

School Name: Brighton Beach Primary School (2048)



- 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 28 April 2025 at 08:14 PM by Kim Ancrum (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 29 April 2025 at 03:41 PM by Kim Ancrum (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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

Brighton Beach Primary School (BBPS) has a very proud history. Nestled in Windermere Crescent, Brighton the school opened in April 1878 as the Brighton Orphanage School. One historical account of the land allocation and establishment of the Melbourne Orphanage highlights the links to community, ‘... the proximity to the sea and the prospect of living in the country...on a site which was to be developed as a small farm, the little community had plenty to do. There were paths to lay, vegetable and flower gardens to prepare and lawns to sow on the twelve-acre site between Dendy Street and Windermere Crescent.’ (1878-1978 Centenary)

This is the back story for the BBPS school vision which has been in place for 13 years: ‘Building Better Pathways to Success: a community learning together’.

Our vision is to guide and foster the natural curiosity of our students. Our young learners are encouraged to be reflective thinkers by being discerning and asking questions. They are encouraged to be good listeners, to be open to the perspective of others, and able to articulate their learning. Our strategic school plan guides our efforts through four key pillars from the Victorian Department of Education - Framework for Improving Student Outcomes (FISO):

- Achieving excellence in teaching and learning.
- Building professional leadership capabilities.
- Providing a positive climate for learning.
- Creating community engagement in learning.

The collective approach of the BBPS Community is centred on the belief that it takes a village to raise a child. This translates to dynamic learning opportunities that are connected to our context and challenge our young learners to be civic minded and motivated to make a difference. Our school values of: Respect, Resilience, Relationships, Responsibility, Reflection and Reconciliation underpin all our actions.

Our teachers model learning by embracing current research for high impact instructional strategies that cater for individual learning dispositions and the natural range of developmental stages. BBPS is recognised as a high performing school with a reputation for consistent, evidence-based teaching practice that is visible in each classroom. We are committed to providing a comprehensive curriculum aligned to the Victorian Curriculum and have high expectations for all students to be the best that they can be. With just over 300 students, and a professional team of two principal class (principal and assistant principal), 22 teaching staff, 9 Education Support Staff, and 5 administration staff, our collaborative approach to creating the team around a child places relationships at the heart of everything we do.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

With our strong focus on academic progress, BBPS has continued to perform strongly in all areas of student learning, and we are exceptionally pleased with our results. In 2024, Teacher Judgements in English showed that 98% of our students from Prep to Year 6 were assessed at or above age-expected standards in reading, 99% in writing, and 99% in the Speaking and Listening strand. In Mathematics, Teacher Judgements showed that 97.98% of our students from Prep to Year 6 were assessed at or above age-expected standards in Number and Algebra, 98.99% in Measurement and Geometry, and 98.99% in Statistics and Probability. This is consistent with the School Summary report provided by the Victorian Department of Education stating that BBPS is a 'High performing School'.

Our NAPLAN results are strong across Numeracy, Reading and Writing. In Numeracy, 84.09% of Year 3 students and 85.36% of Year 5 students achieved a 'strong' or 'exceeding' proficiency level. In Reading, 84.09% of Year 3 students and 85.36% of Year 5 students achieved a 'strong' or 'exceeding' proficiency level. In Writing, 90.7% of Year 3 students and 90.25% of Year 5 students achieved a 'strong' or 'exceeding' proficiency level. A particular increase in the number of students achieving medium to high growth in Numeracy is a celebration of our ongoing focus on effective Mathematics practice at BBPS for the past three years and the positive impact of a direct instructional approach within the middle school, through use of Junior Elementary Maths Mastery, and the introduction of daily retrieval practice and the spiralling of the Mathematics Curriculum. This is additionally reflected in our improved results in Numeracy compared to similar schools, in comparison to previous years.

To support our strong results, we have continued to focus on high quality teacher professional learning. Throughout 2024, we trained teams in the elements of Professional Learning Communities (PLC) with an intentional focus on collaboration to support collective efficacy and school wide consistency in explicit instruction, data analysis and planning. Our focus on PLCs enabled teams to share positive achievements, identify areas of challenge and plan for incremental improvement to align with our AIP goals and a whole school focus on effective Mathematics practice based on the principles of cognitive science and the importance of retrieval and spiralling of concepts. External professional learning courses completed by members of staff included Leading Literacy (The Victorian Teaching Academy); Berry Street Education Model; Victorian Teaching and Learning Model 2.0; Systematic Synthetic Phonics; The Resilience Project; Formative Assessment.

In 2025, we will continue to consolidate our effective Mathematics practices alongside a focus on effective explicit reading instruction, reflective of the Department of Education state priorities. BBPS will be participating in a 'Science of Learning' Community of Practice in the Beachside Network as an opportunity to collaborate with similar schools.

## Wellbeing

Striving for a balanced approach between wellbeing and academic growth enables improved learning outcomes with a strong sense of self and an awareness of the uniqueness of individual dispositions. Our multi-tiered response to intervention is recognised as best practice to support all students. Disability Inclusion funding allowed the school to further support students with additional needs in line with their Individual Education Plan (IEP) and expand the Student Support team around the child. As a result of our Intensive Literacy Intervention program (TLI) and inclusive classroom practice, our NAPLAN data indicates that the number of students that are performing in the bottom proficiency level continues to decline and is at its lowest levels to-date.

2024 AIP wellbeing goals centred around building student understanding of each other through a lens of empathy and inclusion. In our eighth consecutive year working with The Resilience Project, students across P-6 explored the concept of kindness, bringing to life the mantra 'Feelings are okay, Make someone else's day'. With a further focus on 'Self-responsibility for all in 2024', our senior student leaders led multi-age friendship lunches and whole school assemblies that provided students with an opportunity to build an understanding of this school value.

2024 Attitude to School Survey data results were extremely positive, endorsing the consistent use of strategies across the school to build school connectedness (88%, compared to 67% in 2023), school pride and advocacy (93%, compared to 83% in 2023), and a sense of inclusion (94%) and safety (Managing bullying 83%). Teachers engaged in professional learning to unpack the Department's Positive Classroom Management Strategies, with a focus on 'Encouraging Positive Behaviour' and 'Discouraging Challenging Behaviour'. The introduction of whole school practices such as a house point reward system, individual merit awards for both learning and wellbeing to recognise excellence, and the review of our BBPS Wellbeing Support plan through a collaborative approach between students and staff made particular contributions to our strong school culture.

## Engagement

At BBPS students have a strong positive attitude towards school attendance (91%, 2024 Attitudes to School Survey) and our parent community recognise and value the importance of school and education in shaping young citizens of tomorrow.

We had continued success with our Grade 5 and 6 Senior leadership program – our Grade 5 Upstanders Network of 5 Beachside schools, in partnership with Bayside Council, again completed an outstanding interactive art project, with the important message of speaking up online represented within public community spaces. 2024 saw our Grade 5 Waste Warriors program build greater connection with our wider community, with members of the team presenting at the Message In a Bottle installation at Scienceworks.

BBPS continued to foster strong relationships with members of our wider community. The annual Melbourne Orphanage Reunion again took place, and students were humbled by the opportunity to ask questions and learn from members of the alumni group about the rich history of our school. Our BBPS Kindergarten Partner Program was again a success, with students in grades 4-6 planning and facilitating a range of sessions ranging from reading, craft, PMP and STEM workshops both at school and early childhood education settings. Our Grade 1 Choir launched themselves into public

success, with a range of performances including the Melbourne Orphanage Reunion, and at our neighbouring retirement home.

Parent Opinion Survey results endorsed the ongoing opportunities for parent community engagement (82%) across the school. Our parent community were supported to build a greater understanding of the complexities of the online world for children through a series of school facilitated sessions, both online and face to face, about cybersafety. Student learning was celebrated throughout the year through a range of student led learning sessions, including Three Way Conferences; Mothers and Fathers' Day celebrations; and our classroom reading partners program. Additionally, greater communication was provided about our teaching and learning program with our parent community, using the school newsletter as the platform to build greater understanding, shared ownership and trust in the professional expertise of our outstanding team – this culminated in a series of entries detailing the evidence-based educational research and theory that underpins our instructional model at BBPS.

## Other highlights from the school year

Our Specialist Program continued to provide rich and engaging learning opportunities for our students.

Our focus for 2024 was on our School Production – our student-written 'Let the Games Begin' was a huge success. It was a true showcase of our students bravery, resilience, pride and enthusiasm in the area of Performing Arts. Next year we look forward to another Art Show as part of our bi-annual cycle.

We demonstrated ongoing success in the sporting sphere, with outstanding individual results as well as team efforts across carnivals, interschool sport competitions and sport gala days, including winning both the District Swimming and Athletics Aggregate Shields and winners of the Little Saints Opal Cup Senior Girl's Football Tournament. Students participated in a wide range of sports clinics as part of their weekly Physical Education program, providing extensive exposure to expert coaching and specialised sport facilitation.

We celebrated the success of our first partnership with Nakamura Gakuen University in Japan, and thank our parent community who supported the celebration of language learning across the school and to those families who hosted the group of teachers-in-training. Complementary to students' weekly engagement with Japanese vocabulary building, this university tour provided our students with rich cultural experiences to build greater appreciation and understanding of cultural diversity.

Continuous updates to school facilities occurred throughout 2024, with highlights including the completion of our inclusive playground space, and overall general maintenance projects such as replacement of external doors, painting projects such as canteen decking, and garden maintenance - completion of planter boxes, installation of garden edging and irrigation systems, to name a few.

## Financial performance

BBPS maintained a sound financial position throughout 2024.

We show gratitude to our Parent Association, who again had a successful year of fundraising through community events such as the Dreamers Football (and for the first time, Dreamers netball!), parent social events and the student Rainbow Run. The generous efforts of all of our community supports the school to complete projects and provide learning resources for the programs and opportunities shared in previous sections of this report. Along with the purchase of junior school reading resources, a large percentage of the funds raised in 2024 will additionally go towards preparation for a staged refurbishment of the Exon Playground.

The impact of flattening enrolments due to the high cost of real-estate in the school's zoned area provides opportunities for smaller class sizes, however continues to put pressure on our budget and the provision of resources beyond our main priority areas, as identified by the school. Vigilance and purposeful use of resources has ensured that strong educational outcomes were achieved, and the operational needs of the school met.

**For more detailed information regarding our school please visit our website at  
<https://www.brightonbeachps.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 309 students were enrolled at this school in 2024, 143 female and 166 male.

7 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

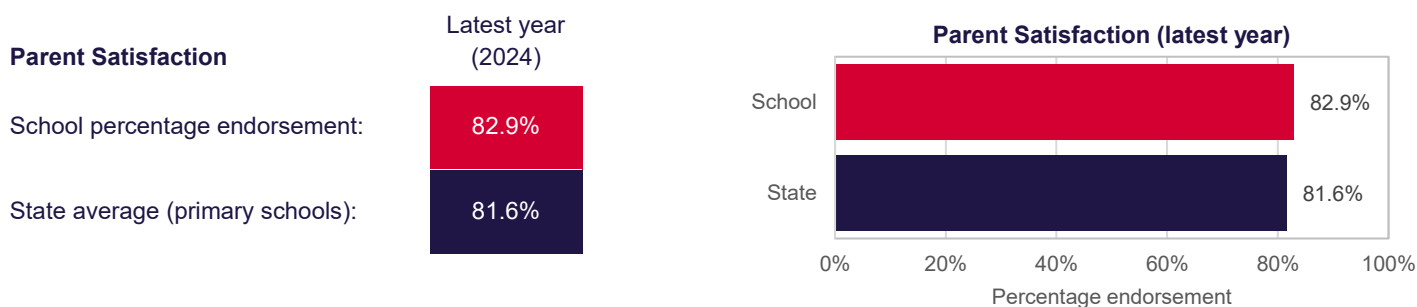
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

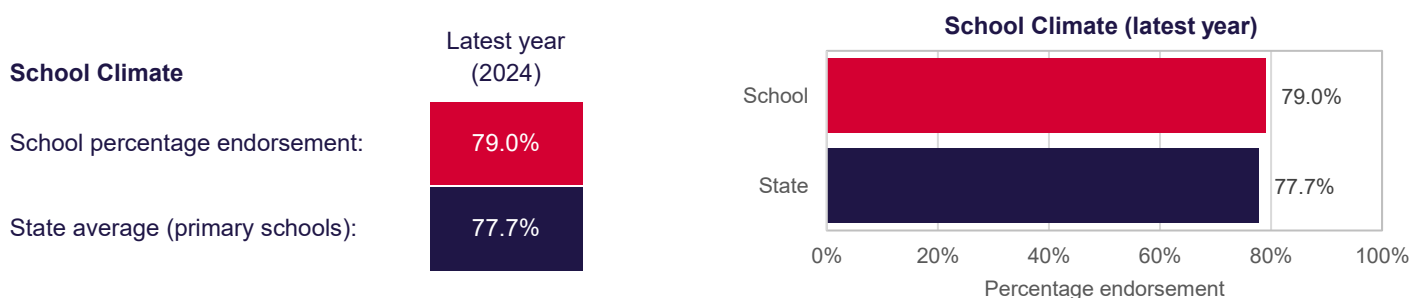


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year  
(2024)

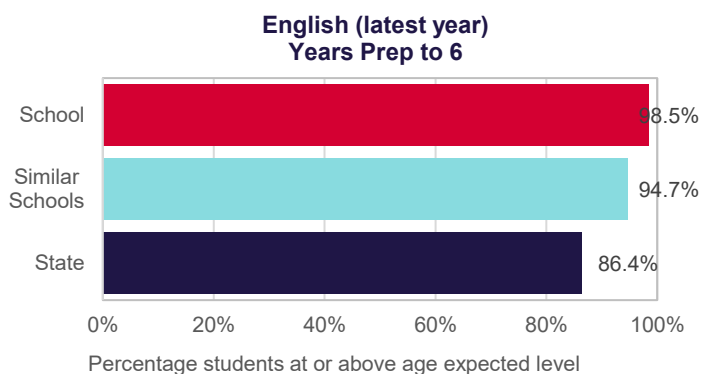
98.5%

Similar Schools average:

94.7%

State average:

86.4%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year  
(2024)

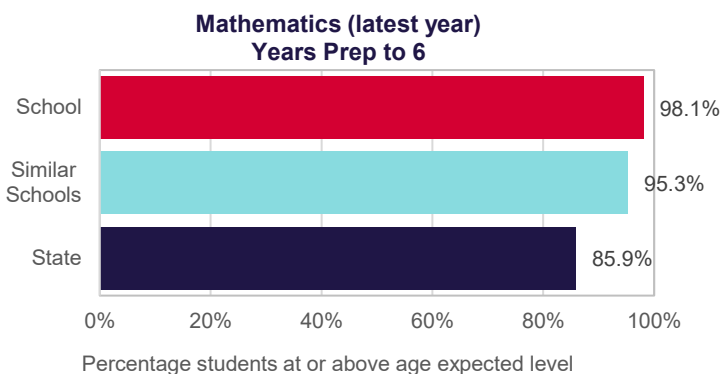
98.1%

Similar Schools average:

95.3%

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.

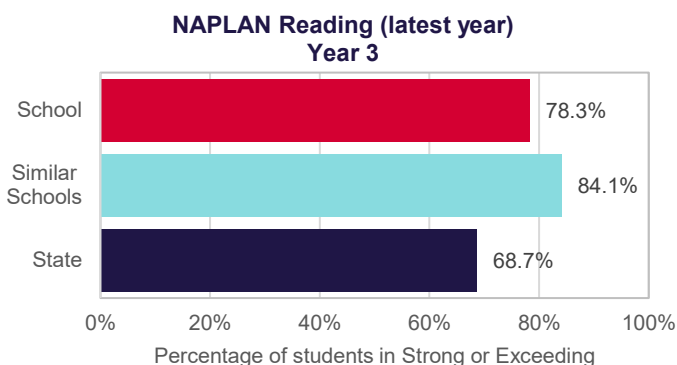
### NAPLAN

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.

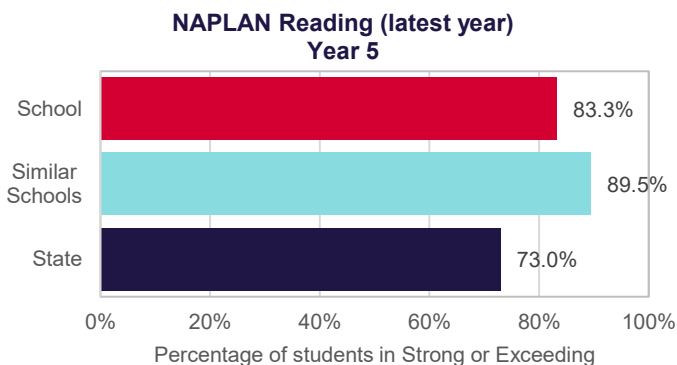
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.3%	77.6%
Similar Schools average:	84.1%	84.8%
State average:	68.7%	69.2%



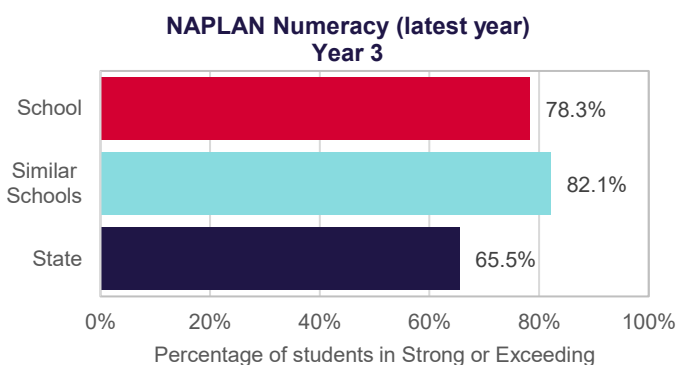
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	84.1%
Similar Schools average:	89.5%	90.2%
State average:	73.0%	75.0%



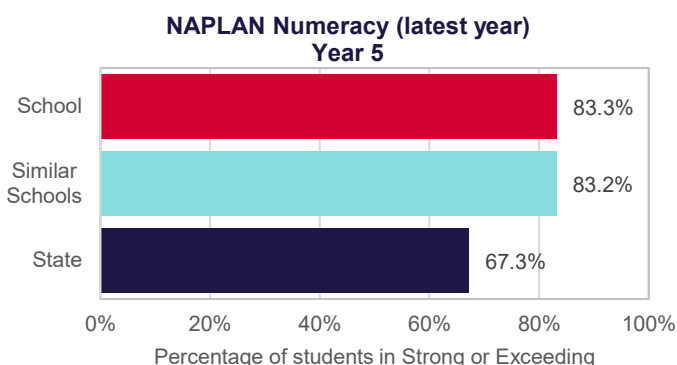
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.3%	82.2%
Similar Schools average:	82.1%	83.0%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	81.7%
Similar Schools average:	83.2%	83.7%
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:

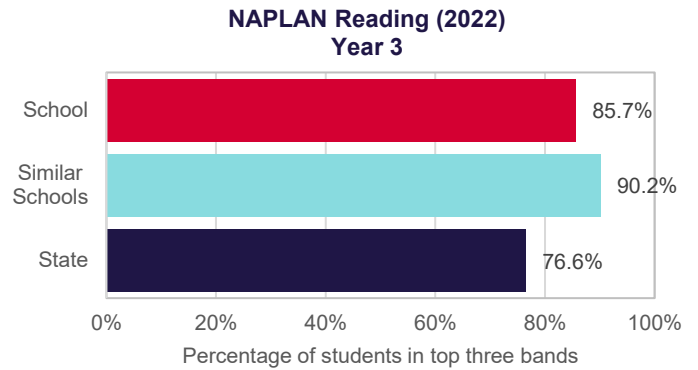
85.7%

Similar Schools average:

90.2%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

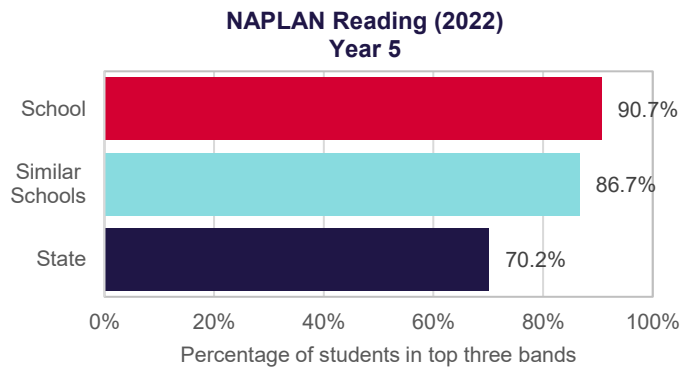
90.7%

Similar Schools average:

86.7%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

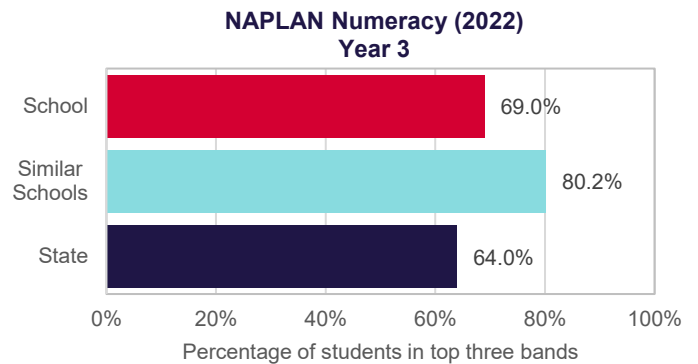
69.0%

Similar Schools average:

80.2%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

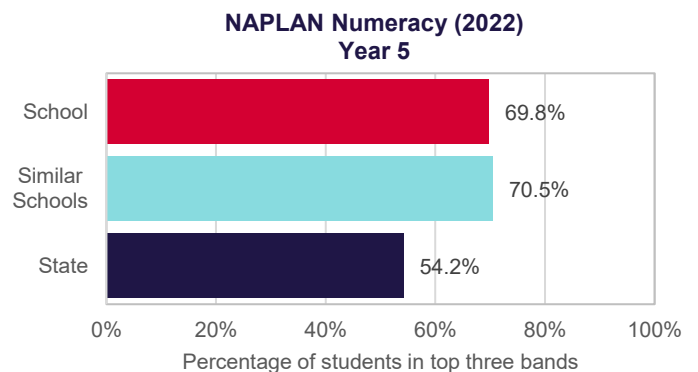
69.8%

Similar Schools average:

70.5%

State average:

54.2%



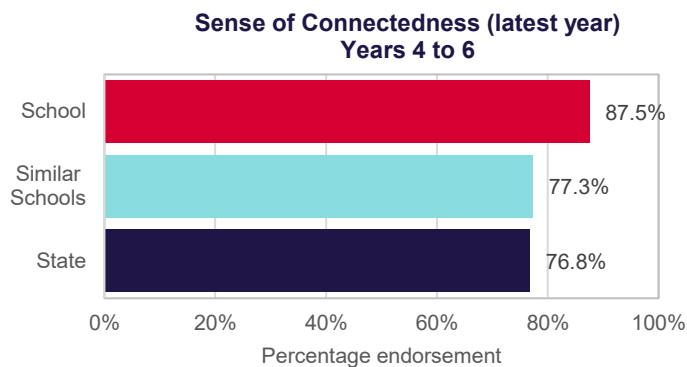
## WELLBEING

**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).

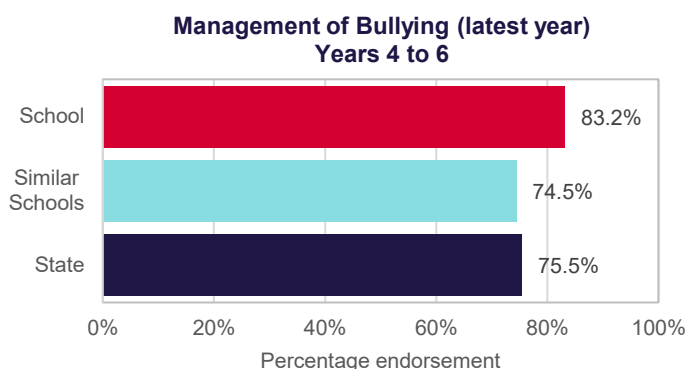
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	87.5%	80.4%
Similar Schools average:	77.3%	77.3%
State average:	76.8%	77.9%



### 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:	83.2%	81.3%
Similar Schools average:	74.5%	75.5%
State average:	75.5%	76.3%



## ENGAGEMENT

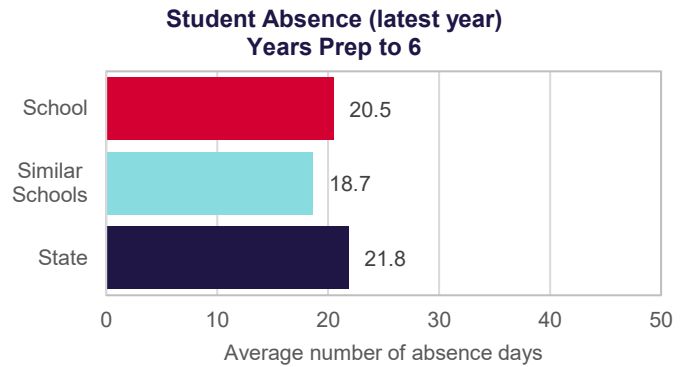
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	20.5	17.8
Similar Schools average:	18.7	16.4
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):	91%	88%	91%	88%	90%	89%	89%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,986,981
Government Provided DET Grants	\$308,242
Government Grants Commonwealth	\$0
Government Grants State	\$1,000
Revenue Other	\$58,744
Locally Raised Funds	\$552,540
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,907,507</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,932,947
Adjustments	(\$60)
Books & Publications	\$3,948
Camps/Excursions/Activities	\$219,230
Communication Costs	\$5,582
Consumables	\$82,525
Miscellaneous Expense <sup>3</sup>	\$30,241
Professional Development	\$28,800
Equipment/Maintenance/Hire	\$43,717
Property Services	\$125,576
Salaries & Allowances <sup>4</sup>	\$184,064
Support Services	\$135,480
Trading & Fundraising	\$37,631
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,014
<b>Total Operating Expenditure</b>	<b>\$3,859,694</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$47,813</b>
<b>Asset Acquisitions</b>	<b>\$38,859</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$357,793
Official Account	\$45,098
Other Accounts	\$57,163
<b>Total Funds Available</b>	<b>\$460,055</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$154,613
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,962
Funds Received in Advance	\$0
School Based Programs	\$195,609
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	\$72,525
Maintenance - Buildings/Grounds < 12 months	\$18,416
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$444,125</b>

*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.*

