

2024 Annual Report to the School Community

School Name: Flemington Primary School (0250)



- 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 01 April 2025 at 03:18 PM by Melinda Lagerwey (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 01 April 2025 at 03:19 PM by Melinda Lagerwey (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

Flemington Primary School was established in the current buildings and location in 1922, and is situated in the quiet residential area of Travancore in Melbourne. The school is set back from Mount Alexander Road behind majestic, heritage cast iron gates and the school oval, and is bounded by a laneway, Flemington Street, Cashmere and Mangalore Streets and the Royal Children's Hospital Mental Health Unit. Situated in spacious grounds, the main red brick building overlooks a pleasant tree and shaded courtyard flanked by a number of other buildings. The 2024 student enrolment was 335 with the majority of our students drawn from the immediate localities and the local government area of Moonee Valley. Flemington Primary School receive enrolments from international students and they are supported by the Western English Language School. Flemington Primary School has outstanding teachers with specialist teachers, instrumental music teachers, generalist teachers and educational support staff. We have 38 part time and full-time staff in 2024. Our guiding philosophy is based on equity of access and high expectations that all children will learn and achieve their full potential. We anticipate that all children will leave Flemington Primary School with a love of learning, a strong sense of self-worth, confidence, independence, risk-taking skills and self-discipline. High expectations for learning and behaviour are linked to respect for the rights and responsibilities of all members of our community. Interwoven with this philosophy and aims are the school values of Be Safe, Be Kind, Be Respectful and Be Ready to Learn with the overarching goal of BE YOUR BEST! Our Mission is- We will provide learning opportunities in supportive and collaborative learning environments. Our Vision is- Students will realise their full potential, contributing to our school, our community and our world.

Progress towards strategic goals, student outcomes and student engagement

Learning

Flemington PS engaged in targeted activities to improve student learning outcomes. These were to strengthen teacher curriculum knowledge and understanding in Reading and Numeracy. Teachers and students worked towards a deeper understanding of the school's instructional model for Reading and Numeracy. The school began their journey on developing a whole school approach to spelling and word work. Number talks and reflective journals were the focus for building teachers' capacity of teaching the new Victorian Curriculum 2.0 in Numeracy. Teachers also participated in some peer observations. In Semester 2, there was an increased focus on documenting small group instruction and individual student adjustments to support Disability Inclusion Profile applications. In 2024, FPS continued to make good progress towards several of its goals and targets, particularly in Year 3 NAPLAN results and teacher judgements.

Goal 1: To improve student learning outcomes for every student in Literacy and Numeracy.

By 2024, increase the percentage of students in Yrs 3 & 5 achieving in top 2 proficiency levels in NAPLAN outcomes (strong and exceeding) for the domains of Reading, Writing, Numeracy and Spelling.

In Year 3 Reading, 92% of students were working at strong and exceeding, levels (above similar schools 84%). In Writing 88% of Year 3 students were working at the strong and exceeding level (at similar schools 88%). In Spelling 70% of Year 3 students were working at the strong and exceeding level (at similar schools 70%). In Numeracy 82% (above similar schools 81%) of Year 3 students were working at the strong and exceeding level.

These results indicate that our Year 3 students were working at or above similar schools in all domains.

In Year 5 NAPLAN Reading, 82%% (below similar schools 88 %) of students were working at strong and exceeding levels. In Writing 62 % of Year 5 students were working at the strong and exceeding level (below similar schools 84%). In Spelling, 68% of Year 5 students were working at the strong and exceeding level (below similar schools 77%). In Numeracy 56% (below similar schools 83 %) of Year 5 students were working at the strong and exceeding level. These results indicate that our Year 5 students were working below similar schools in all domains.

Our data for target 1.2 Benchmark growth is no longer received or collated by Panorama.

Target 1.3 Teacher Judgement: By 2024 the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase: Reading target was 43%, achieved 42%, Speaking & Listening target was 18%, achieved 17%. Writing target was 26%, achieved was 28%. Measurement & Geometry target was 19%, achieved 17%. Number & Algebra target was 31%, achieved 32%. Statistics & Probability target was 20%, achieved 12%.

Target 1.4 By 2024, improve the percentage of positive endorsement on SSS Teaching & Learning -Implementation module for the components of: knowledge of High Impact Teaching strategies-HITS. Target was 80%, achieved 80%. Use High Impact Teaching strategies-HITS target was 83%, achieved 100%.

Wellbeing

Flemington PS engaged in targeted activities to improve student wellbeing outcomes. These were to set expectations and promote inclusion by implementing SWPBS and Respectful Relationships and to build students' understanding of how using their voice in an authentic capacity can have positive impact in their school and their learning. Flemington PS also worked to successfully implement the Disability and Inclusion and the Mental Health reforms. The Mental Health in Primary School practitioner supported students with mental health concerns and their families; and in addition, worked with teachers to build their strategies in the classroom for students and families with health needs. African/Australian families were supported by a School Community Liaison Officer-SCLO who supported families with transition to Secondary school and spent time supporting and facilitating the African/Australian parent/carers forums that encouraged input from the community.

Goal 3 of the strategic plan is for every child to experience opportunities and pathways that promote educational excellence, health and wellbeing, a sense of belonging and community.

Target 3.1 By 2024 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the factors of:

Perseverance. Target was 82%, achieved 81%. (domain-learner characteristics and dispositions)

Teacher concern. Target was 82%, achieved 80%. (domain teacher-student relations)

Sense of connectedness. Target was 83%, achieved was 81%. (domain social engagement).

Target 3.2 By 2024, increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:

Teacher communication. Target was 75%, achieved 53%. (Module- parent community engagement).

Parent participation & involvement. Target was 78%. Achieved 62%. (module parent community engagement).

Whilst our parent Opinion Survey results did not meet targets, it has been noted that we are making some incremental gains in this area.

Target 3.3 By 2024, reduce the percentage of students with 20 or more absent days from 10% (2021) to 5%: 2025, target was 6% and achieved was 24% (below similar schools at 32%).

Engagement

In 2024, 38% of students at Flemington PS had an attendance rate of 95% or higher. This is above similar schools of 30%, Network at 30% and the State at 26%. 33% of students attended school at the rate of between 90-95% and 21% of our students attended school between 80-90% of the time. 2% of our students had attendance rates less than 70%. Flemington PS continued to focus on deepening classroom practices that facilitate student voice such as a strong understanding of the FPS Instructional models for Reading, Writing and Numeracy and understanding how each part of the model supports their learning for example, a Mini lesson is where I will learn the objective of the lesson via the Learning Intention and the Success Criteria will let me know if I have been successful. Teachers conferenced with students to identify their learning goals and also how to achieve learning goals with targeted and explicit teaching that included Bump It Up Walls. Student learning was showcased on a termly basis with Open Afternoons where students could share with families their learning. In 2024 all teachers continued the Morning Circle that is now consistently implemented in every classroom and also is a part of our weekly staff professional learning afternoons. The High Ability program ran again with students opting in to pursue an area of passion. Students participated in student led-parent-teacher conferences where they articulated their learning goals, what they achieved with their learning and what strategies they were working on to achieve their goals and a variety of strategies to assist them in working towards their goals. Teachers have now embedded their knowledge of the development and use of proficiency scales that unpack and define the curriculum standard and the success indicators at each level. This has supported teachers in their work with students as they co create learning goals during conferencing sessions. In 2023 the Student Representative Council was highly engaged meeting weekly to co designing activities for students to build a sense of fun and engagement at FPS. The Year 6 Student Leadership Team also held student led assemblies and have encouraged a broader range of students from all year levels to participate. The activation of additional leaders to the student leadership team also occurred with students being voted in to the new captains' positions aligned with Specialist subjects, being Arts, Languages & Culture, Sports, STEM and Music Captains.

Flemington Primary School In 2024, the percentage of parents giving positive endorsement of the following targets in the Parent Opinion Survey were:

Student agency and voice- Target 77%, achieved was 62%.

Student motivation and support, Target 76%, achieved was 55%.

Stimulating learning environment, Target 77%, achieved was 60%

In 2024 the Attitude to School Survey by students giving positive endorsement of the following targets were:

Student voice & agency. Target 76%, achieved was 77%,

Sense of confidence, Target 77%, achieved was 86%.

Other highlights from the school year

Number Talks- As a part of the Flemington education Plan, FPS participated in professional learning as part of a Community of practice- CoP with MAC and Debney PS with a focus on Number Talks. Both students and staff gained from Number talks and they remain an important part of our Maths pedagogy. In addition, this pedagogy was also implemented with the Moonee valley Network and included collaboration with Maths consultants and network schools. In addition a Wellbeing Garden has been completed. FPS worked with RMIT and families to design a Wellbeing Garden that is now a wonderful space for our students and community to enjoy. Mental Health- FPS was thrilled to remain a part of the pilot program with the Murdoch Institute that provided funding for a Mental Health Practitioner in the school. Again this valuable resource has supported students and families and staff with an understanding of how we learn best and support for when we don't due to mental health concerns. The Wellbeing classroom remains a valuable space in our school where students can join the Mind and Body Club during lunchtimes and visit for various activities that supports Mental Health. Student Leadership team expanded- The expansion of the students leadership team saw many students having an opportunity to build their leadership capacity and skills. The addition was well received by our community. Community celebrations FPS continues to enjoy hosting many community events that brings our families and learning community together. In 2023 we had a 2x Instrumental Music Concerts, BBQs, open classrooms every term to celebrate learning. NEW Master Plan- The FPS school council worked to start a new Master Plan that will see the reinvigoration of senior classrooms in the administration building, an ICT lab, improved fencing and toilets. These areas are looking tired and the work began painting and carpeting two new office spaces for teachers and leaders. The new school grounds perimeter fence construction has been completed and has created a boarder to support student safety.

Financial performance

Flemington Primary School is in a strong cash position at the end of 2024 with a surplus of its cash budget, however FPS anticipated an expected deficit looking forward into 2024, under the

workforce plan developed in 2024. Flemington Primary School continues to hire out a number of its facilities throughout the week, including the gymnasium, science room and various classrooms. This provides an independent revenue stream which shows the school's commitment to maximising its resources as well as assisting the local community. Flemington Primary School has also continued to offer its after school hours care program via Team Kids. The P&C Committee organised and executed a great number of fundraising activities throughout the year, further contributing to the school's financial success. This raises much required revenue for the school but just as importantly provides a great sense of community and engagement. There were two significant donations made by long standing supporters throughout the year and Flemington Primary School also received \$18,627 in equity funding during 2024. Flemington Primary School remains dedicated to providing quality education while ensuring financial sustainability for the benefit of its students, staff and community.

**For more detailed information regarding our school please visit our website at
<https://www.flemingtonps.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 361 students were enrolled at this school in 2024, 180 female and 181 male.

17 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).

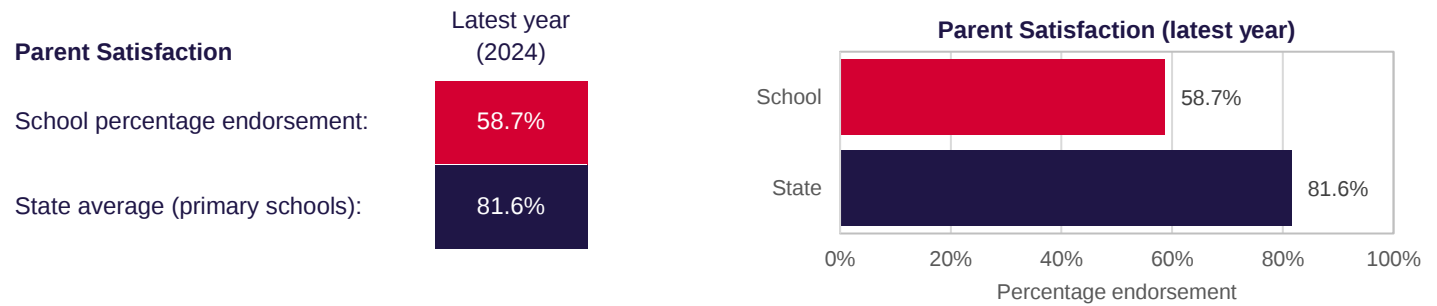
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

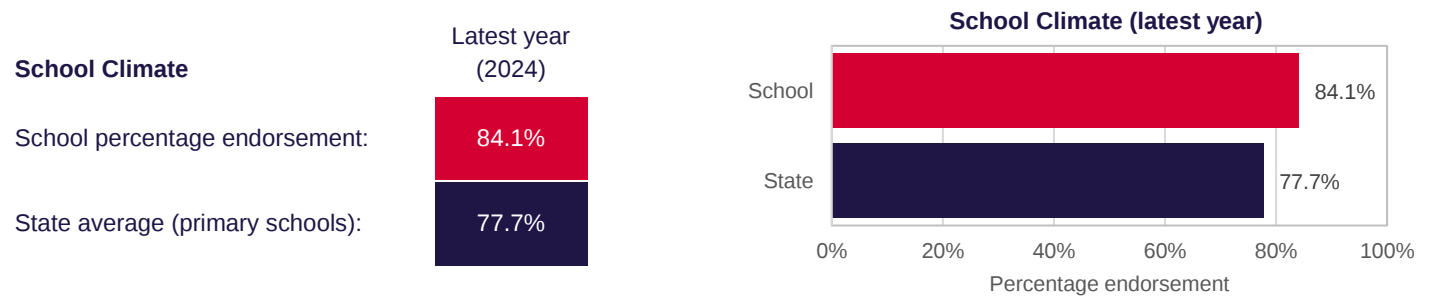


School Staff Survey

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

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

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



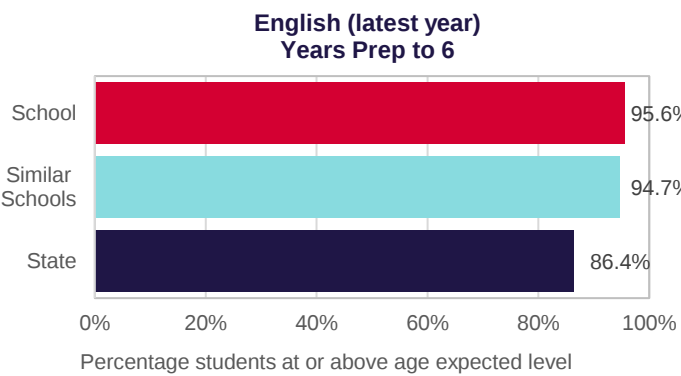
LEARNING

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

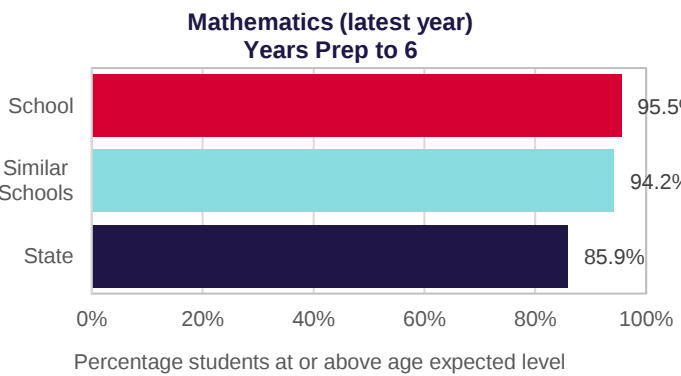
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.6%
Similar Schools average:	94.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.5%
Similar Schools average:	94.2%
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.

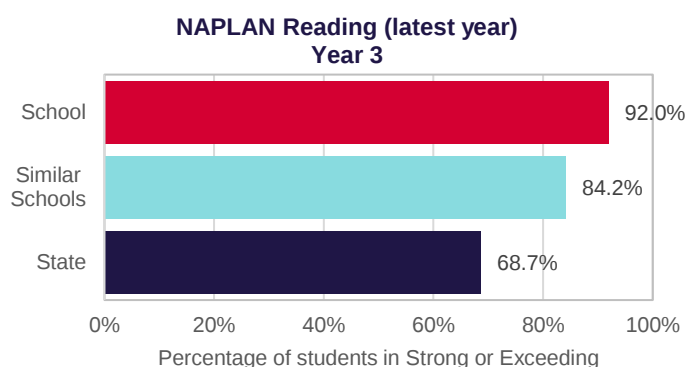
NAPLAN

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.

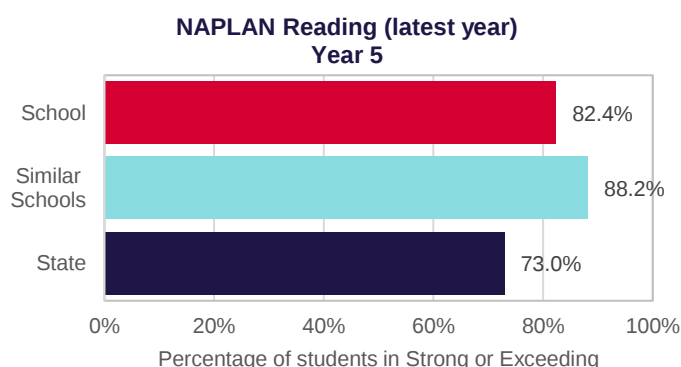
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.0%	85.0%
Similar Schools average:	84.2%	84.3%
State average:	68.7%	69.2%



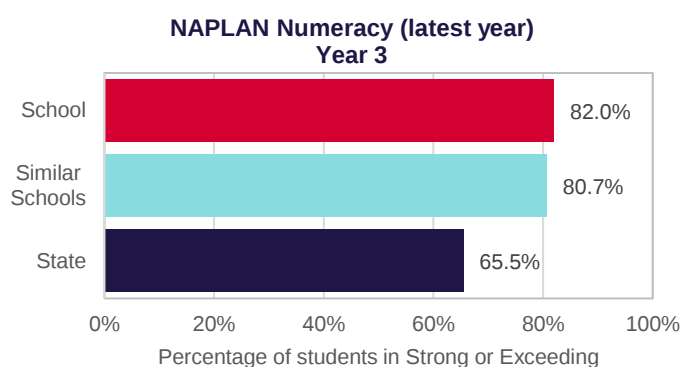
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	85.2%
Similar Schools average:	88.2%	89.3%
State average:	73.0%	75.0%



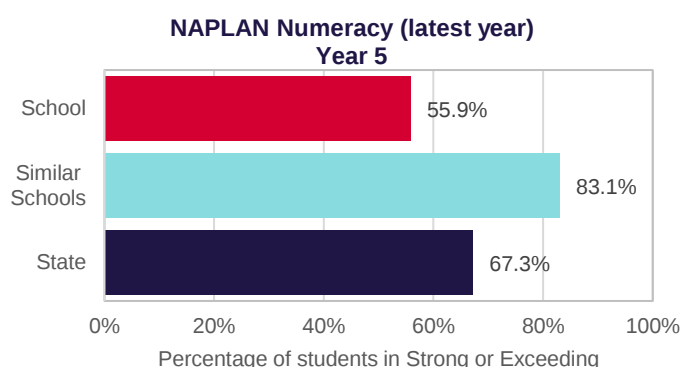
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.0%	81.3%
Similar Schools average:	80.7%	81.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.9%	65.9%
Similar Schools average:	83.1%	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:

87.1%

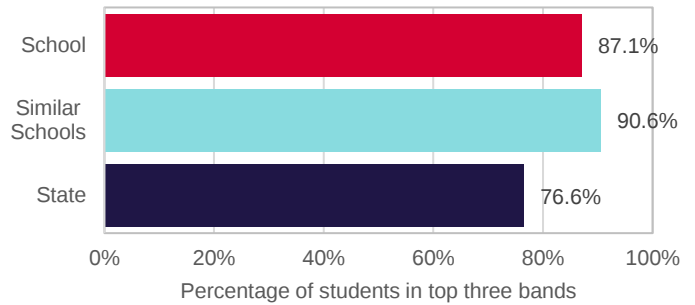
Similar Schools average:

90.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

83.3%

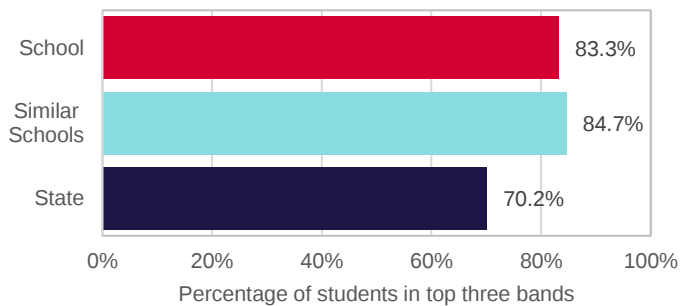
Similar Schools average:

84.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

71.9%

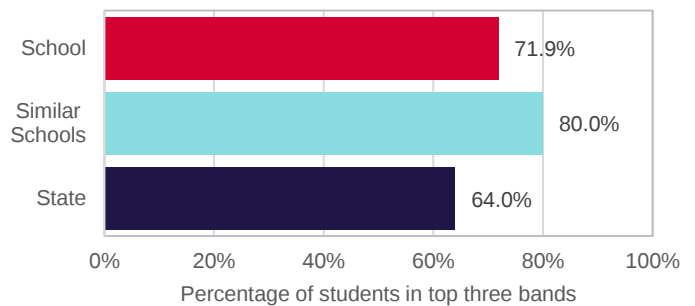
Similar Schools average:

80.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

68.2%

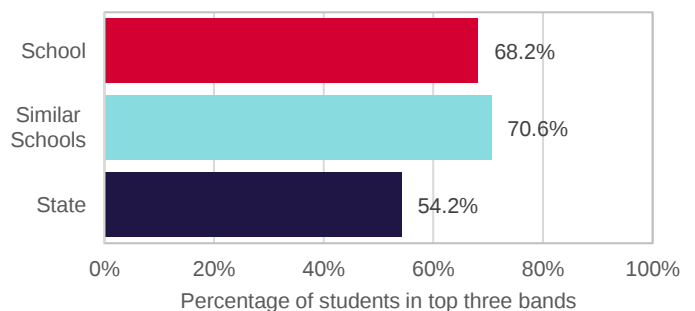
Similar Schools average:

70.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

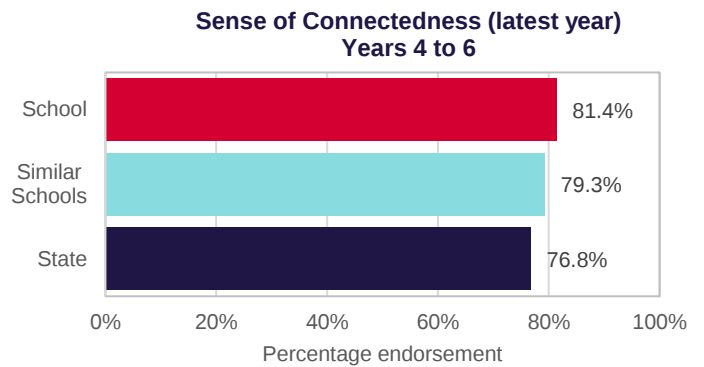
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	81.4%	83.0%
Similar Schools average:	79.3%	79.2%
State average:	76.8%	77.9%

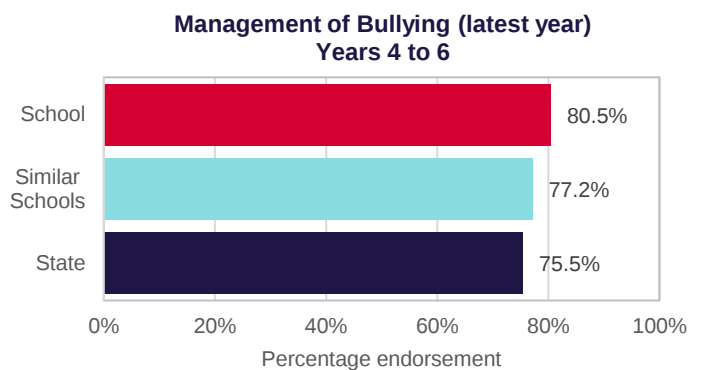


Student Attitudes to School – Management of Bullying

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:	80.5%	83.7%
Similar Schools average:	77.2%	77.7%
State average:	75.5%	76.3%

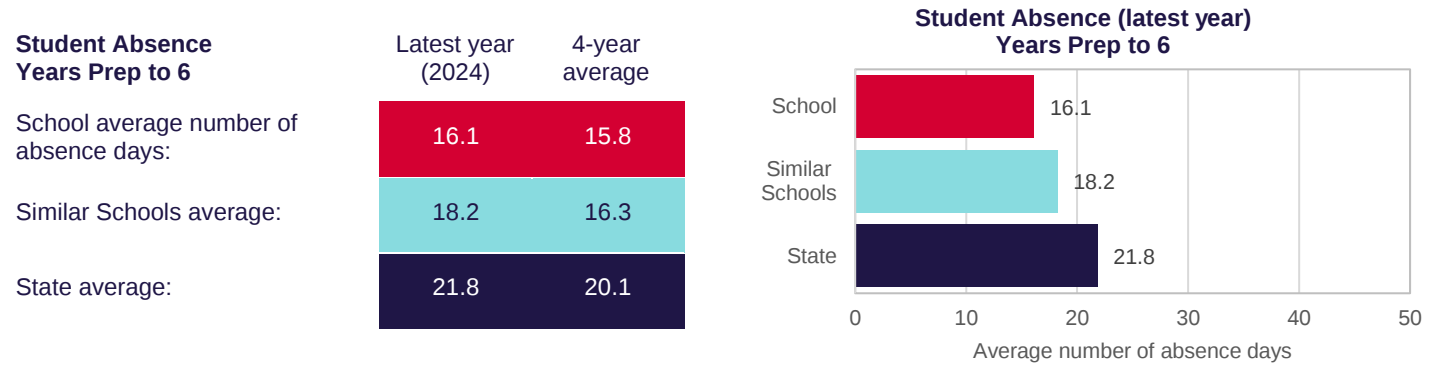


ENGAGEMENT

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.



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):	92%	91%	93%	93%	92%	93%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,546,154
Government Provided DET Grants	\$400,857
Government Grants Commonwealth	\$13,548
Government Grants State	\$0
Revenue Other	\$48,689
Locally Raised Funds	\$418,834
Capital Grants	\$0
Total Operating Revenue	\$4,428,082

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,102
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,102

Expenditure	Actual
Student Resource Package ²	\$3,499,039
Adjustments	\$0
Books & Publications	\$3,798
Camps/Excursions/Activities	\$149,879
Communication Costs	\$10,149
Consumables	\$67,894
Miscellaneous Expense ³	\$26,528
Professional Development	\$19,384
Equipment/Maintenance/Hire	\$67,007
Property Services	\$188,937
Salaries & Allowances ⁴	\$123,923
Support Services	\$253,284
Trading & Fundraising	\$39,252
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,698
Total Operating Expenditure	\$4,496,773
Net Operating Surplus/-Deficit	(\$68,691)
Asset Acquisitions	\$58,127

- (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	\$822,417
Official Account	\$43,550
Other Accounts	\$73,019
Total Funds Available	\$938,986

Financial Commitments	Actual
Operating Reserve	\$138,416
Other Recurrent Expenditure	\$5,239
Provision Accounts	\$30,000
Funds Received in Advance	\$0
School Based Programs	\$39,703
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$12,150
Maintenance - Buildings/Grounds < 12 months	\$4,780
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$120,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$360,288

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.