

# 2021 Annual Report to The School Community



**School Name: Cambridge Primary School (5312)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 11 May 2022 at 12:51 PM by Honey Stirling (Principal)

- This 2021 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 17 June 2022 at 11:36 AM by Louie Stefanovski (School Council President)

# 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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Cambridge has a long history of strong academic performance. Student's are empowered and achieve personal and collective success at Cambridge Primary School. As an exemplary school, we embody excellence and high expectations in all aspects of our learning community. Our newly formed vision statement encompasses the culture and direction of the school. "We strive to equip and empower lifelong learners that contribute collaboratively to build a positive inclusive and successful school and community."

A proud tradition, strong community values, teachers who are passionate about educational success and committed to knowing their learners, and a supportive and involved School Council and parent community means all students at Cambridge Primary School are supported to achieve to their absolute full potential. We expect our community to live by our newly developed school wide community RISE values: RESPECT INTEGRITY SELF-RESILIENCE EXCELLENCE.

It is imperative to stimulate all aspects of a child's developing and inquisitive mind. Our teachers work extremely hard to develop a curriculum that is rich and varied, ensuring all children experience a breadth of experiences to ignite interest and ensure engagement.

We have 84.7 staff at Cambridge Primary School which includes, teachers, leaders, education support officers and OSHC staff. We do not have any teachers that identify as Aboriginal or Torres Strait Islander. Teachers are focused on preparing our students for the challenges and opportunities of a changing world. Our values outline our commitment to each student's personal growth throughout their educational journey at Cambridge Primary School. Teachers provide a wide array of opportunities and genuine care and attention to every child's learning both in and out of the classroom.

Students learn in vibrant, well-resourced learning environments that promote deep, critical thinking throughout their learning. Staff are involved in on-going professional learning that enables them to practice at the cutting edge of educational thought. We are a learning community that embraces innovation, creativity and the best learning and thinking strategies for our students. We seek to provide the best research based education, developing the whole child.

All students on the program for students with disabilities have made satisfactory progress and reached the goals in their individual learning plans, heavily supported by education support staff, teachers and learning specialist. We currently do not offer specific programs for overseas students.

Located in the midst of established housing developments in Hoppers Crossing, Cambridge Primary School opened in 1992 with an enrolment of 243 children. Within two years this number more than doubled, reflecting the movement of many young families into the area at that time. This growth continued and school reached full capacity with 1040 students in 2017. Over the past 3 years, many new schools have opened in the Wyndham Network ultimately, causing a decline in enrolments at Cambridge Primary School. The school currently has a population of approximately 822 students. The school is proud of its commitment to great educational outcomes and the welfare and safety of its students and community. As our numbers begin to decrease due to the opening of new schools, slowly our facilities and outdoor spaces are not feeling so crowded.

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### Framework for Improving Student Outcomes (FISO)

Curriculum planning and assessment:

A strong focus over 4 years to document and implement a guaranteed and viable curriculum to enhance student learning in reading and writing.

Evidence based high impact teaching strategies:

To develop and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies. (EHITS).

Evaluating impact on learning:

To build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities.

Intellectual engagement and self-awareness:

To develop student learning opportunities and goals that are challenging, engaging and promote curiosity. Develop a culture of high expectations for all students.

Parents and carers as partners:

To strengthen partnerships with parents and the community that enhance students learning at the school and at home.

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## Achievement

Unfortunately, 2021 saw the school revert back to remote learning. As we had already established solid online processes and procedures from 2019, the school immediately responded by reconnecting students and families to online learning. As a school we made some adjustments to how we conducted remote learning in 2019 which saw the design of remote learning expectations so that our vision for all students to excel and have high expectations of themselves remained regardless of whether they were learning remotely.

Students responded well to the learning grids provided throughout remote learning. The learning grid curriculum focus areas included reading, writing, mathematics, humanities, art, PE, LOTE, digital technologies, PArts and wellbeing. The learning grids were student/parent friendly, learning tasks were designed with student independence in mind and the work commitments were more realistic for the DET recommended time frames. Specialist programs integrated their programs to provide a more engaging program for students. Small focus groups were conducted through video conferencing and these appeared to be successful in terms of delivering differentiated content to specific students. Differentiated learning grids were provided to students 'at risk' or vulnerable. Most teachers commented that the majority of their students were engaging via WebEx and submitting work. Teachers made phone contact with families of those students who were not engaging in online learning and hard copy work was provided for parents to collect from the school. Support was also provided by teachers and the wellbeing team to work closely with disengaged students. Online platforms were utilised to deliver curriculum content, assessment and as mentioned, differentiation. In 2021 we moved from 3 online platforms to one whole school platform.

The tutor learning program offered a great opportunity for the school to work closely with small groups to close the learning gap for identified students. Overall, the tutor learning program saw 332 students complete an 8 week cycle. The summative assessment results were outstanding, showing 93% of the students that actively participated in the tutor learning program achieved 9 months growth of learning in 8 weeks of tutoring. The school was also fortunate to receive funding to employ a Mental Health and Wellbeing Coordinator MHWC as a part of DET wellbeing pilot initiative. The MHWC proved invaluable particularly to work alongside our disadvantaged and vulnerable families.

In order to continue to provide an exemplary education for our students we believed that PLCs needed to continue to be conducted online. The school wide professional learning calendar was adjusted to ensure online PL continued for all staff throughout the lockdown. The professional learning was also modified and implemented through weekly PLCs. During a PLC day, teachers were able to work in a PL focused PLC and then break off into groups to develop the week ahead learning grids, videos and collate resources. This was done as a collective rather than individually. Overall, it was difficult to implement our KIS effectively however, I believe in regards to PLCs we have continued to work strong in this area. As much as possible, we have continued to deliver high quality professional learning through PLCs. Literacy and numeracy targets and goals will need to be adjusted to ensure we meet our 4 year target however, lesson structures were still delivered, where possible, using our instructional model.

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## Engagement

As a leadership we reviewed the list of students identified as 'at risk or vulnerable' and student's with 'critical attendance' concerns at the beginning of the year, prior to even going into the next major lockdown and back to remote learning. We were equipped well in advance and ready to put the wellbeing team into action if school's returned to remote learning. Once the lockdown was announced, the school was well prepared and well resourced to support the learning and wellbeing support of our most vulnerable students.

To support this work we:

Designed a monitoring plan for all identified individual students.

Made regular phone contact home each week with the students and families

Ensured all students had access to their learning via an online platform or in paper form

Provided devices for students who did not have access to a device within the first 2 weeks of lockdown

Critical attendance letters were emailed and posted home followed with a phone call and/or house visit

Provided ongoing phone support to families and provided 'how to' step by step instructions around logging in to online platforms to access and upload work.

Regular phone calls to families in the first 4 weeks was essential in gaining an understanding of how things were running at home and so immediate adjustments could be made.

Utilised the strengths of the MHWC and student engagement wellbeing AP to provide continued support to families and access to the school's school speech pathologist, SSSO contacts and solutions to improve online attendance.

Conducted regular meetings with SSSO

Continued to develop and implement ILPs SSGs

Made adjustments to how onsite students were being monitored to ensure they continued to receive an outstanding education and access to teacher feedback

Identified students who were not engaging in remote learning and for many onsite learning was offered to support struggling families. Alternatively, modified learning grids were provided, online face to face support with teachers and regular contact with the families was necessary to ensure no student was left behind.

Provided SSGs meetings for families to focus their attention with specific learning. Integration Aid attended webex learning meetings to support students

The majority of our students were engaging in remote learning but expressed their desire to return to onsite learning. They missed their friends and teachers. Teachers created more frequent opportunities for students to interact in a fun way online.

Staff and parent surveys continued to be invaluable. They allowed us to monitor workload and put in the necessary supports as required.

Teachers conducted student surveys and made personal adjustments based on this feedback.

In 2021 98% of absences were recorded as explained with only 2% unexplained. We continue to have a high number of extended absences due to long family holidays overseas. The current attendance rate has shown little growth and continues to sit around the 90% to 94% from years prep to year 6. The school used a range of strategies to engage with direct phone contact, emails and letters to raise attendance concerns. All students who did not attend school were referred to the student engagement and wellbeing assistant principal to follow up and design, with the parents, a return to school plan.

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## Wellbeing

The wellbeing priority of the school continues to have a strong focus on staff self care and wellbeing and providing the right wellbeing supports for all students and families, particularly those experiencing difficulties.

A return to remote learning had the potential to widen and challenge the connection between the home, school and the wider community even further. It was essential we initiate the successful activities implemented in 2019 to keep the connections between home and school strong. These were promoted through all communication mediums. Some examples are: Cambridge Has Got Talent Show, Lego Competition, weekly themed assemblies, monthly activities (book week, science week, daffodil day, cupcake making day etc). All families were encouraged to join into the activities and post pictures on our FB page. Our school newsletter continued to be distributed throughout remote learning to ensure continuity and familiarity. The student engagement and wellbeing team monitored 'at risk' and

vulnerable students and their families with regular contact. Classroom teachers were instrumental in providing wellbeing support for our students. Parent and student surveys were conducted throughout remote learning and adjustments were made based on the survey data.

We conducted weekly online staff meetings. These proved valuable in terms of bringing all teams together to connect, catch up, debrief. Our staff meetings had a strong focus on staff wellbeing. We developed a range of ways to stay connected with staff and let them know they were important and valued. Gifts were left in pigeon holes, virtual e-cards were sent to encourage and support staff. A staff survey was conducted to ascertain how staff were feeling during remote learning so that leaders could touch base with individual staff members. The survey data was discussed as a whole staff to unpack recommendations, share ideas across teams and put supports in place.

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### Finance performance and position

The school finished in a positive financial position with a surplus. Of the surplus the school has an operating reserve of \$192,984

Equity funding of \$149,459 was received and has been utilised in strengthening the literacy and numeracy supports for disadvantage and vulnerable students. These include: teachers employed to teach intensive programs in small focus groups, speech pathology and resourcing for programs.

PSD funding of \$271,501.75 was received and utilised in supporting students with disability and/or additional needs. These include: Education support staff, speech pathology, OT, resources to support effective differentiation.

The school has set aside funds to complete multiple upgrades within the school:

- Upgrades to existing playgrounds and the development of new sporting play areas for years 3-6.
- Upgrade to old school gymnasium.

The school used the Wellbeing pilot program funding to employ a full time MHWC.

3 x learning specialist were rolled for a further 12 months

4 x tutor lead teachers were employed to deliver the tutor learning program to over 300 students

**For more detailed information regarding our school please visit our website at**

**<https://cambridgeps.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.

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 906 students were enrolled at this school in 2021, 447 female and 459 male.

47 percent of students had English as an additional language and 1 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).

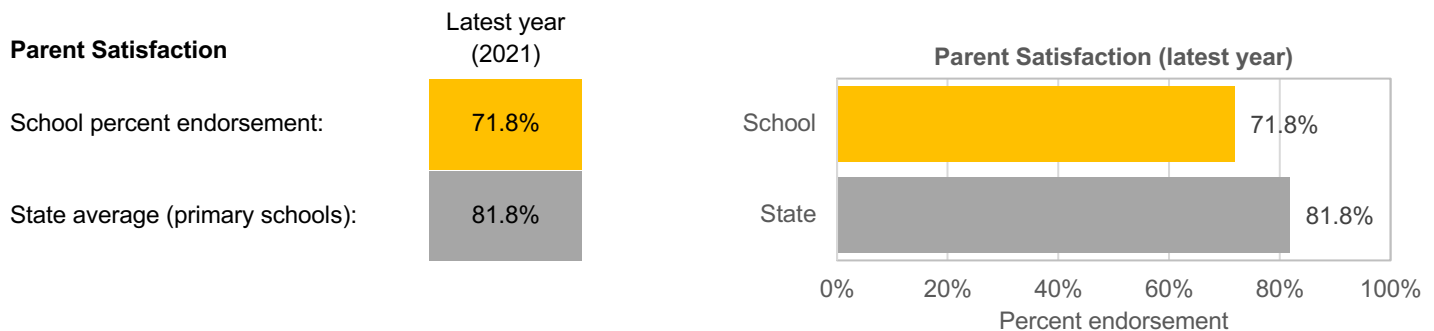
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

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

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

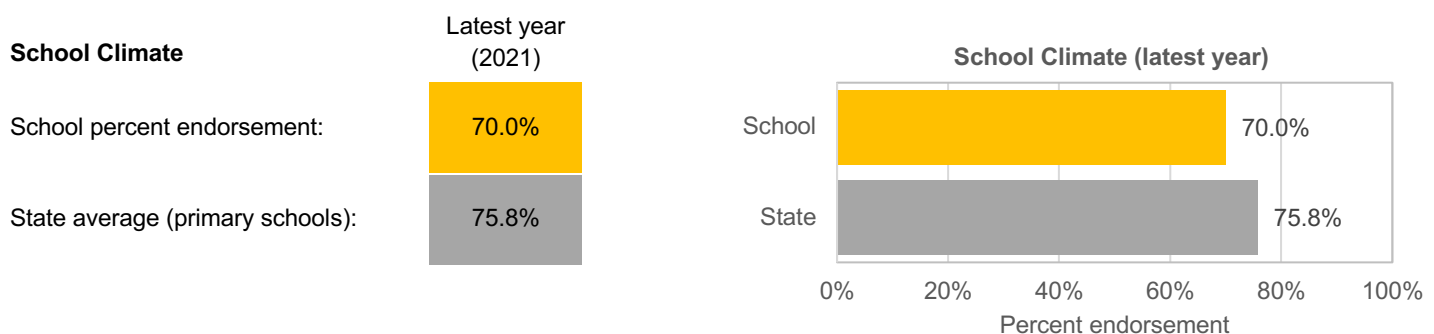


### School Staff Survey

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

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

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





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

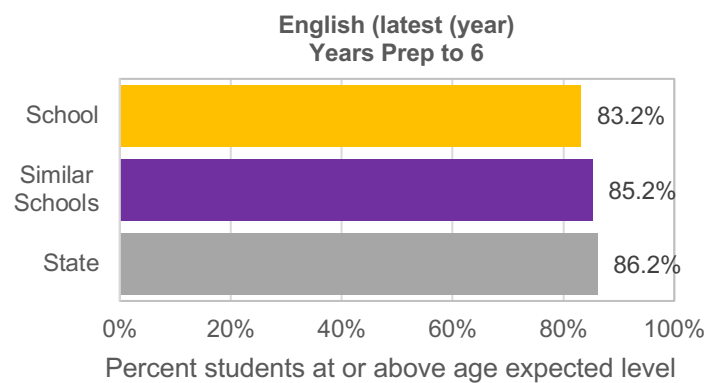
83.2%

Similar Schools average:

85.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

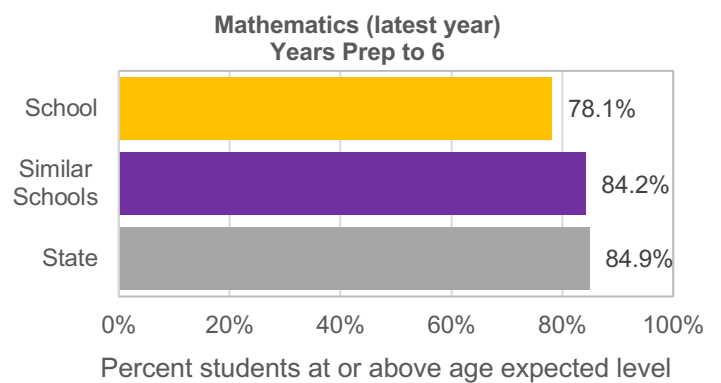
78.1%

Similar Schools average:

84.2%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

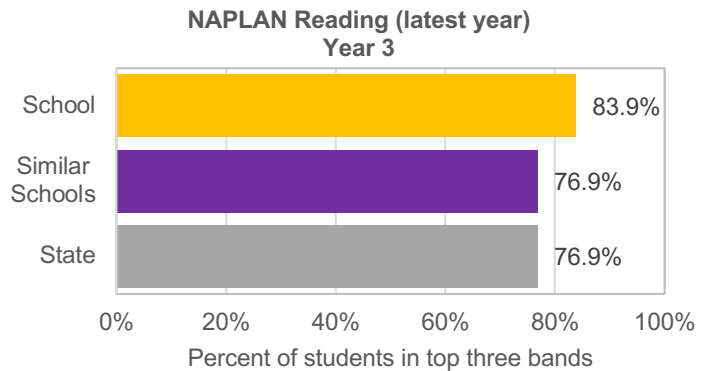
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

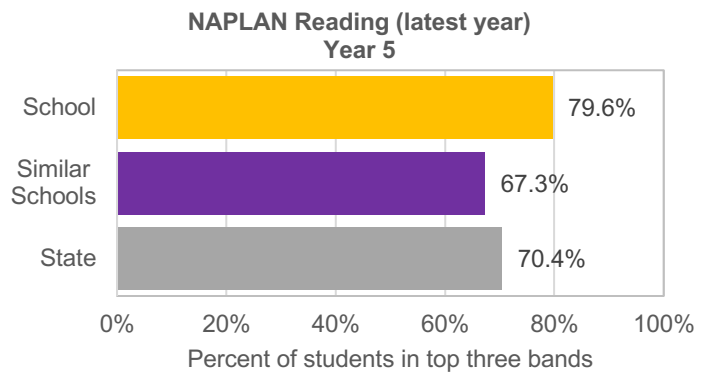
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.9%	83.4%
Similar Schools average:	76.9%	75.5%
State average:	76.9%	76.5%



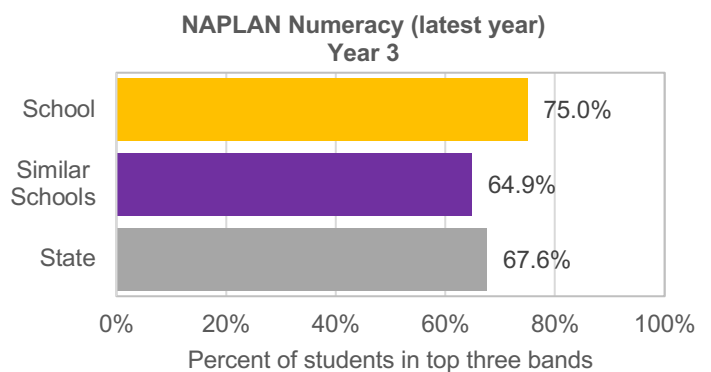
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.6%	72.3%
Similar Schools average:	67.3%	63.8%
State average:	70.4%	67.7%



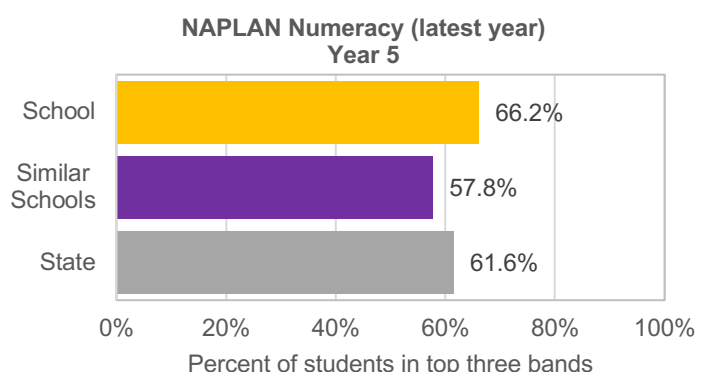
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	77.5%
Similar Schools average:	64.9%	65.0%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.2%	62.5%
Similar Schools average:	57.8%	56.4%
State average:	61.6%	60.0%



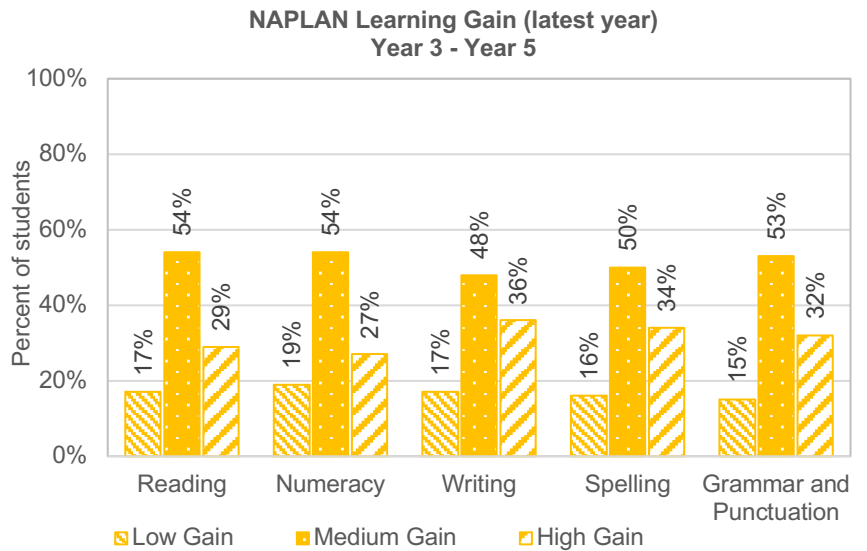
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	54%	29%	23%
Numeracy:	19%	54%	27%	26%
Writing:	17%	48%	36%	25%
Spelling:	16%	50%	34%	25%
Grammar and Punctuation:	15%	53%	32%	28%



## ENGAGEMENT

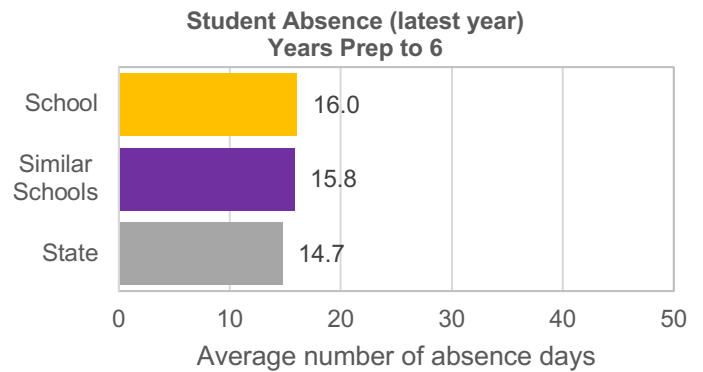
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.0	16.2
Similar Schools average:	15.8	16.0
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	93%	91%	92%	92%	93%	91%

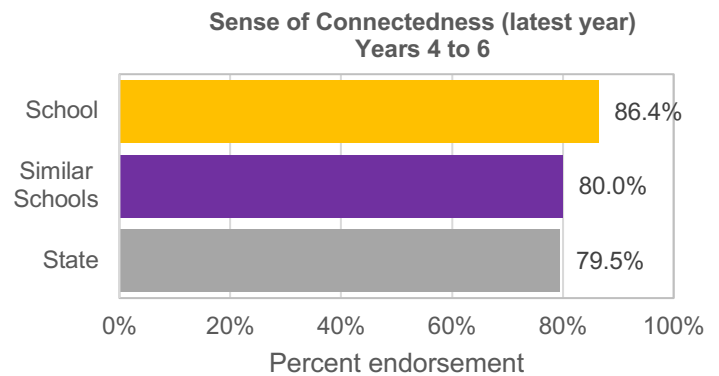
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.4%	86.3%
Similar Schools average:	80.0%	80.3%
State average:	79.5%	80.4%

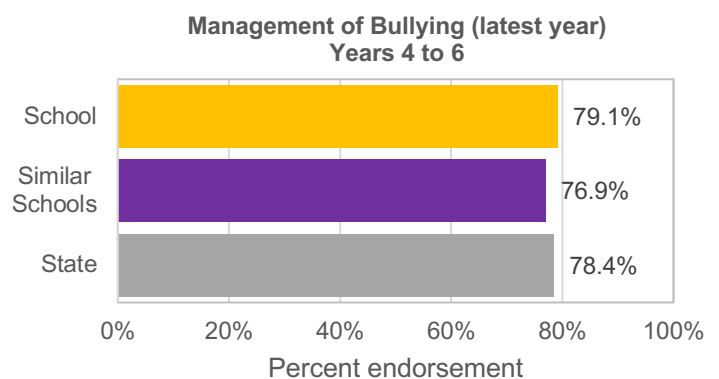


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.1%	82.6%
Similar Schools average:	76.9%	78.3%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$7,409,308
Government Provided DET Grants	\$720,604
Government Grants Commonwealth	\$272,679
Government Grants State	\$0
Revenue Other	\$21,086
Locally Raised Funds	\$312,722
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,736,398</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$149,459
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$149,459</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,532,090
Adjustments	\$0
Books & Publications	\$11,109
Camps/Excursions/Activities	\$56,657
Communication Costs	\$9,586
Consumables	\$92,176
Miscellaneous Expense <sup>3</sup>	\$52,968
Professional Development	\$6,208
Equipment/Maintenance/Hire	\$154,208
Property Services	\$334,106
Salaries & Allowances <sup>4</sup>	\$369,820
Support Services	\$235,956
Trading & Fundraising	\$89,590
Motor Vehicle Expenses	\$60
Travel & Subsistence	(\$37)
Utilities	\$60,880
<b>Total Operating Expenditure</b>	<b>\$9,005,377</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$268,979)</b>
<b>Asset Acquisitions</b>	<b>\$0</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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$973,343
Official Account	\$90,050
Other Accounts	\$1,368
<b>Total Funds Available</b>	<b>\$1,064,761</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$192,984
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$307,904
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	\$190,000
Maintenance - Buildings/Grounds < 12 months	\$210,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$900,888</b>

*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.*