

2023 Annual Report to the School Community

School Name: Altona Green Primary School (5287)



- 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 15 March 2024 at 09:57 AM by David King (Principal)

- This 2023 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 10 May 2024 at 09:30 AM by Victoria Reynolds (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Our Vision for Learning:

At Altona Green Primary School the students are our core focus. Our collective commitment is to create a safe and stimulating environment that empowers all students to be lifelong learners who strive for personal excellence.

Our objective is to ensure that all of our students leave our school with the following skills, knowledge and dispositions:

- Brave and determined
- Community minded global citizens
- Empathetic and inclusive
- Happy and healthy mind and body
- Aspirational and seek challenge
- Build respectful relationships
- Critical and creative thinkers
- Deep and rich curriculum knowledge
- Problem solvers and solution focused

Our School Values:

Our school values are kindness, encouragement, fairness, acceptance and respect. These values are referred to by the acronym KEFAR (represented by a frog mascot). KEFAR values are firmly embedded in our school and highly valued by the whole school community.

All students at AGPS aim to be like KEFAR - be SAFE, be RESPONSIBLE, be a LEARNER.

Our staff operate under the following school norms:

INCLUSIVE: We are inclusive of all members of our community and recognise, value and celebrate differences and perspectives

COLLABORATIVE: We work as a collaborative team with a collective responsibility to improve student outcomes

KNOW OUR STUDENTS: We ensure we know our students and their learning needs and work together to provide carefully considered and evidence based strategies to ensure they are all making growth

PROFESSIONAL GROWTH: We commit to our own professional growth and support the growth of our colleagues through collaborative, job-embedded professional learning

ENGAGED: We are engaged, prepared and present in all aspects of our school community

LIKE KEFAR: We are respectful, trustworthy and supportive to develop an inclusive environment in which everyone contributes

Context:

Altona Green Primary School was established in 1990 and is located in the established area of Altona Meadows approximately 20kms from the Melbourne CBD in Melbourne's west. The school grounds are spacious, well maintained and provide engaging spaces for our students to learn and play.

The student enrolment in 2023 was 409 and is made up of students from Altona Meadows and the surrounding suburbs. We had an increase in prep enrolments in 2023 and are now required to enact an enrolment management plan to ensure we are able to accommodate all local children. We had 38 EAL (English as an Additional Language) students, 11 ATSI (Aboriginal and Torres Strait Islander) students and 16 students funded under PSD. We have also begun transitioning to the new Disability Inclusion (DI) model and had 5 students funded through DI in 2023. The school has a low-medium Student Family Occupation and Education index (0.328).

The school is well resourced and had 36.50 equivalent full-time staff: 2 principal class, 25 teachers (1 Leading Teacher and 2 Learning Specialists), 13 Education Support staff and 1 Business Manager (There are no staff of Aboriginal and Torres Strait Islander heritage). Staff are very experienced and dedicated and a range of specialist and support programs are provided to our students, including the Arts, Physical Education, Italian, STEM, Kitchen and Garden program and literacy intervention for selected individuals and groups of students across the school. Our school comprised 19 classes with a mixture of composite and straight classes (straight Prep, Year 1 and Year 6, composite 2/3 and 4/5).

2023 was the second year of our 4-year Strategic Plan. Our Strategic Plan priorities are: improving achievement and learning growth for all students in literacy and numeracy, improving student engagement in learning, and improving student sense of wellbeing. The Key Improvement Strategies to achieve these goals are to:

- Develop and implement a Guaranteed and Viable Curriculum
- Develop and implement whole school assessment practices in alignment with Victorian Curriculum including English as an Additional Language
- Build teacher capacity to ensure high quality low variability, evidence-based instruction
- To develop and embed a whole school approach to enhance student agency in learning
- Further develop and embed the whole school approach to developing parents as partners
- Review and implement a consistent school wide tiered approach to wellbeing
- Strengthen the social and emotional capabilities of students

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023, teachers and education support staff engaged in professional learning in line with the AIP and SSP. The main focus for professional learning was centred around building knowledge and skills in effective pedagogy as well as further building curriculum and assessment knowledge in mathematics. Our focus on explicit teaching and the gradual release of responsibility in our instructional practice has continued in mathematics and this is aligned with contemporary research about how students learn and the practical implications for teaching.

During 2023 we focused on developing a systematic and structured approach to teaching Mathematics across our school. To support us with this we utilised the resources from Shaping Minds to develop our curriculum and ensure that topics that had been taught were systematically reviewed by all students to give students the best opportunity to retain new knowledge. We also introduced daily reviews in Mathematics as a way of further supporting this and we have seen very positive results as this has been implemented throughout the year.

A number of teachers in the early years completed Sounds Write training to support our goal of developing a more structured and systematic literacy curriculum. Our intervention program also continued and is aligned with this model. Literacy assessments in the early years and intervention have been very positive.

Our AIP targets were built around students in the top 2 bands in NAPLAN however with the changes to NAPLAN these measures are no longer applicable and therefore we focused on targets using other school-based assessments. Pleasingly our mathematics assessments in PAT, On Demand and our teacher judgement data indicate a reduction of students below the expected level and an increase in students working above the expected level. Our NAPLAN results are also pleasing with the percentage of students with strong and exceeding proficiency levels above similar and state schools percentages. The interim NAPLAN relative growth for our Year 5 students was also pleasing and above similar and state school percentages.

Wellbeing

Our school has well established and embedded wellbeing programs with our 'Be Like KEFAR' program a central part of promoting and supporting positive behaviours across the school. In 2023 we added The Resilience Project into our wellbeing curriculum in response to some of the changes noted in our wellbeing data after the periods of remote learning due to COVID-19. Professional learning for staff and additional resources and information for our parent/carer community was provided throughout the year and weekly wellbeing lessons were delivered in each classroom. Initial feedback has been positive and we look forward to continuing with The Resilience Project in 2024.

Our learning specialist (disability inclusion) successfully transitioned our school to the new Disability Inclusion model in 2023. She worked with parents, teachers, ES and external supports to prepare for a number of student profile meetings which have successfully secured resources to support our students. She also worked with an Inclusion Outreach Coach to review our procedures and expectations to promote inclusion. This has led to the creation of our AGPS Inclusion Handbook which documents the existing multi-tiered system of supports (tier 1, 2 & 3) at our school and provides a guide for all staff to ensure we are supporting the needs of all students.

We were pleased to offer a comprehensive transition program for all students once again in 2023. Our prep transition program assists in meeting the needs of all of our incoming preps by providing a familiar, secure and engaging environment and we were able to run a full transition program in Term 4. Additionally, all students in Years 1-5 are involved in a 'Step Up Day' and further

transition sessions. A whole school transition day provides an opportunity for students and teachers to meet and begin to build relationships and an understanding of the requirements for the following year.

Our Student Attitude to School survey shows an improvement in many of the measures and overall the results of the survey remain positive. High Expectations for Success (91%), Sense of Inclusion (88%), Managing Bullying (78%), Sense of Confidence (75%), Emotional Awareness and Regulation (72%) and Self-Regulation and Goal Setting (82%) are all pleasing results and show an improvement from previous years.

Our parents were offered the opportunity to participate in the Parent Opinion Survey. The results from this survey were very positive with all areas receiving a greater percentage of endorsement than similar, network and state school averages. Most pleasing were High Expectations for Success (90%), Promoting Positive Behaviour (93%), Confidence and Resiliency Skills (90%) and General School Satisfaction (94%).

Engagement

The overall attendance data for Altona Green Primary School over the last four years shows that our results are similar to other Victorian schools. In 2023, the overall attendance average was 91% which is a small improvement from previous years. Our attendance officer continued to promote good attendance, monitored attendance data, ensured attendance data was accurate and worked with families to make sure students were coming to school when able. Our attendance officer worked with our wellbeing officer, assistant principal and principal to develop return to school plans for individual students that needed extra support to reengage with school.

We continued to build the student leadership profile in 2023 to improve student voice and agency. Student leadership roles are growing in significance at our school and we undertake a thorough process when selecting students to fill various leadership positions. In 2023 we had school captains and vice-captains, KEFAR leaders, junior school council and specialist leadership roles. The student leaders had opportunities to be involved in important activities such as hosting assemblies, presenting at information evenings, conducting school tours and developing actions for school improvement.

Classroom teachers and leadership continue to work with our families to strengthen the home-school partnerships. We were able to hold a number of extracurricular activities and events for our whole school community which provided opportunities for parents and carers to become involved and connected in our school. A highlight of the year was the very successful AGPS Colour Explosion held earlier in the year which is a significant fundraiser for our school as well as providing a fun experience for all involved. We were also able to finish the year with our annual concert which is always a great way to celebrate the year together as a whole community.

Financial performance

Altona Green Primary School continued to maintain a healthy financial position throughout 2023. The Altona Green Primary School Council Finance sub-committee capably monitored and effectively met all budgetary requirements ensuring DET financial guidelines were adhered to. The operating surplus is largely due to the previous year's surplus as well as changes in staffing throughout the year and adjustments to expenditure on certain programs due to the workforce shortages and other interruptions through the year. We received \$69,204 from the Department of Education for equity funding. These funds were used to support school initiatives in line with our Annual Implementation Plan, such as staffing for intervention and extension, additional class support, and welfare. Fundraising efforts in 2023 were very successful with a full calendar of fundraising events planned by Parents and Friends. The highlight of these events was the AGPS Colour Explosion which was very successful as a community event as well as a fundraiser. All funds raised went towards the improvement of our STEM resources and facilities. This project will be developed in 2024. Altona Green Primary School was also successful in obtaining a grant through the Inclusive Schools Fund in 2022. The money from this grant went towards developing two new inclusive play spaces in our grounds that were completed in 2023.

For more detailed information regarding our school please visit our website at
<https://www.altonagreen.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 411 students were enrolled at this school in 2023, 205 female and 206 male.

14 percent of students had English as an additional language and 3 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).

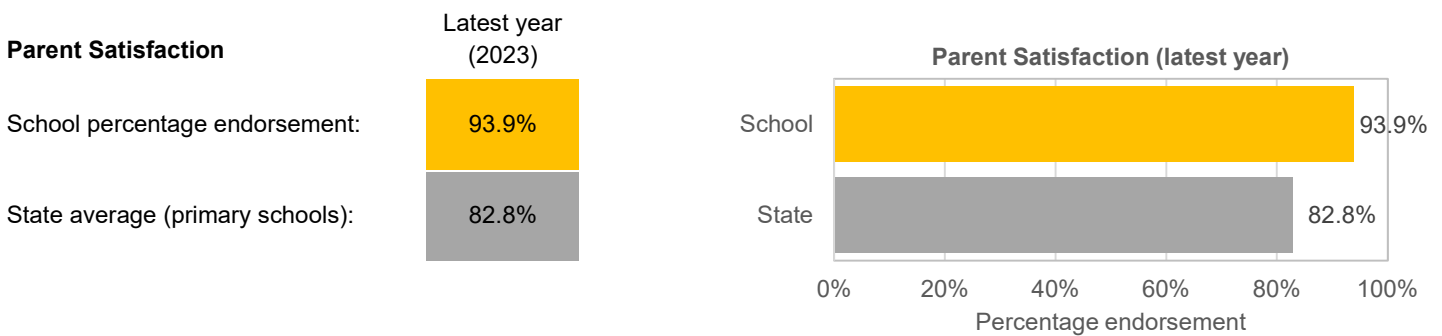
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

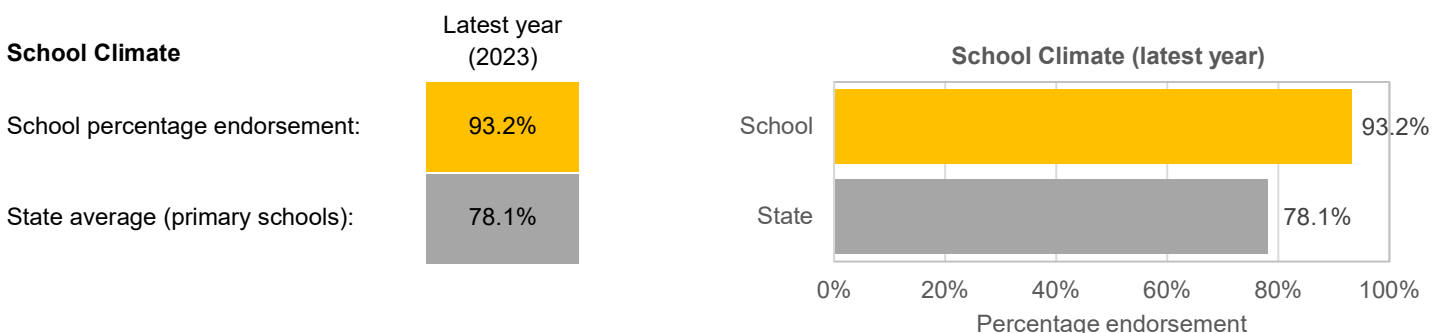


School Staff Survey

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
(2023)

School percentage of students at or above age expected standards:

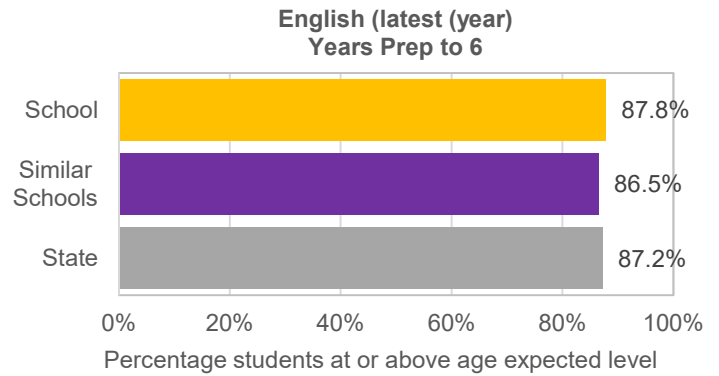
87.8%

Similar Schools average:

86.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

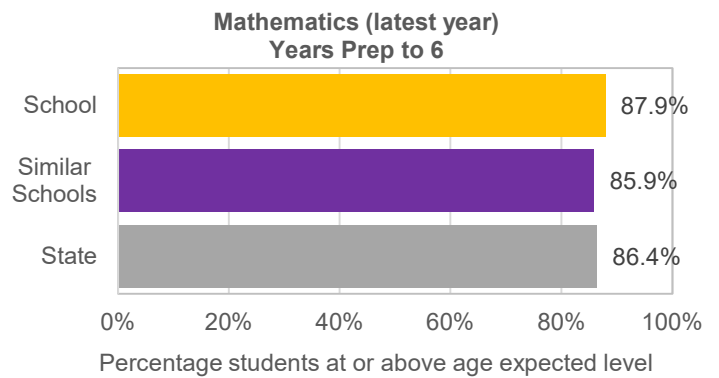
87.9%

Similar Schools average:

85.9%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

76.9%

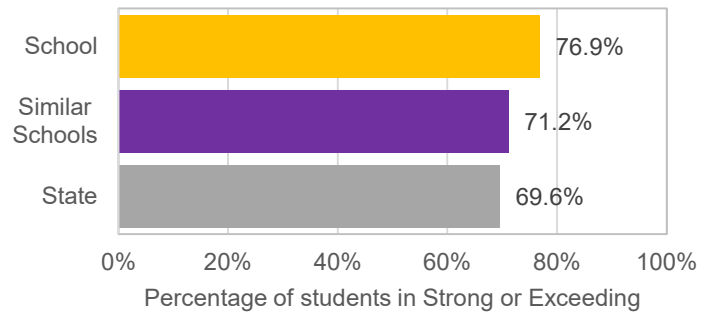
Similar Schools average:

71.2%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

80.0%

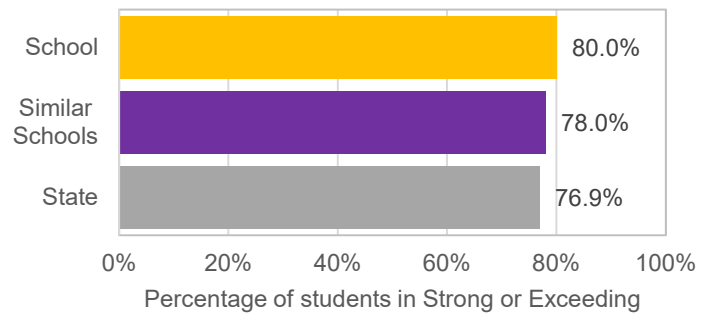
Similar Schools average:

78.0%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

72.0%

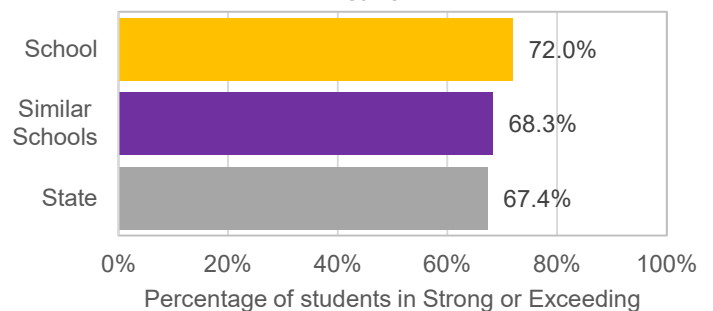
Similar Schools average:

68.3%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

79.2%

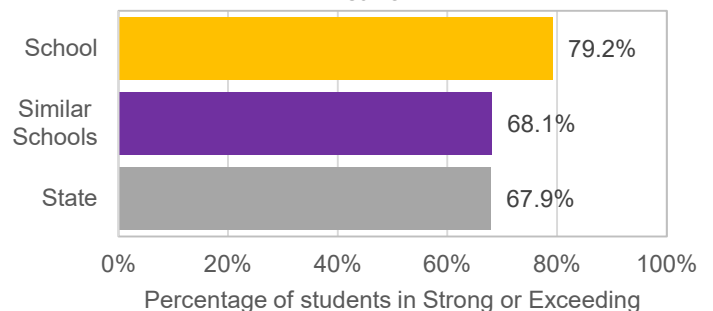
Similar Schools average:

68.1%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

89.4%

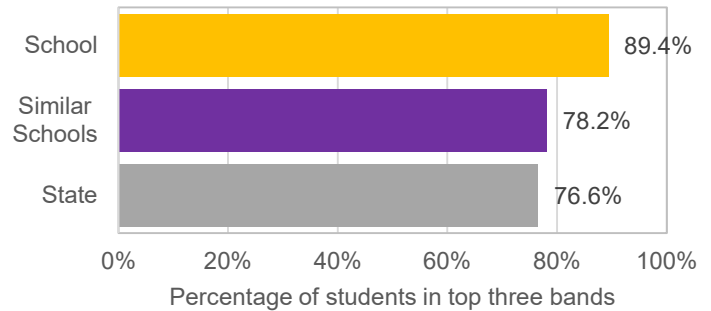
Similar Schools average:

78.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

69.8%

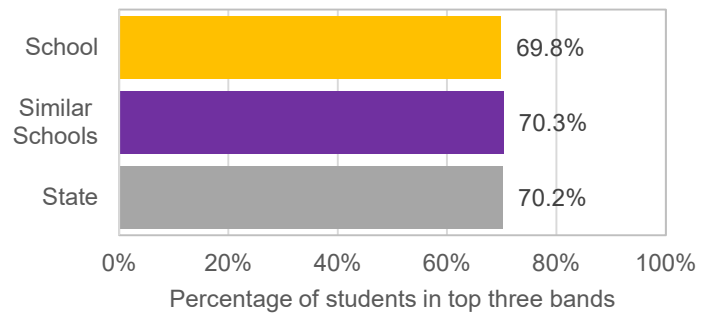
Similar Schools average:

70.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

72.3%

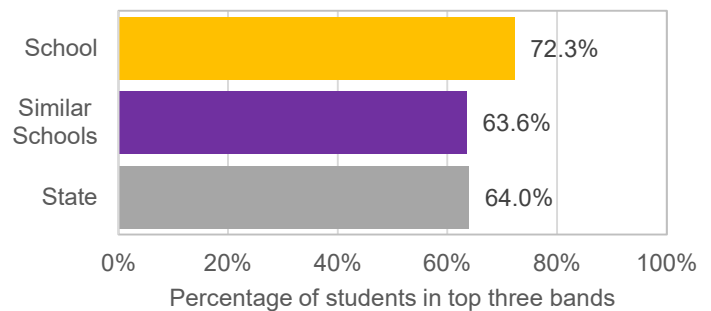
Similar Schools average:

63.6%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

64.3%

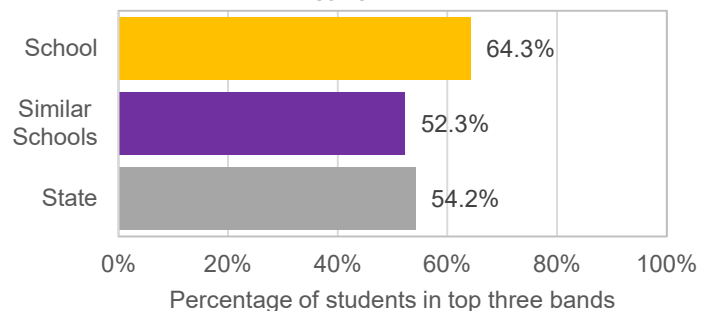
Similar Schools average:

52.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

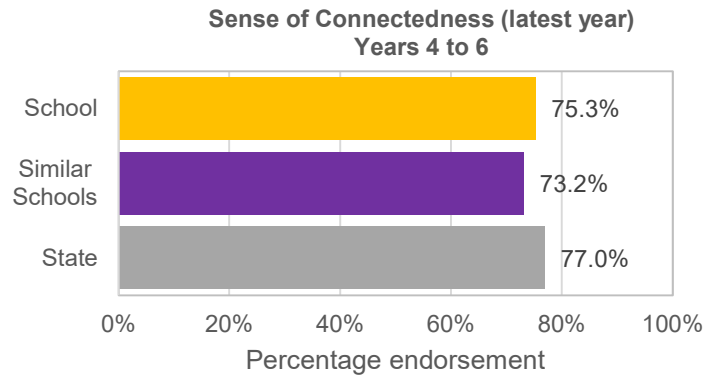
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	75.3%	76.2%
Similar Schools average:	73.2%	76.3%
State average:	77.0%	78.5%

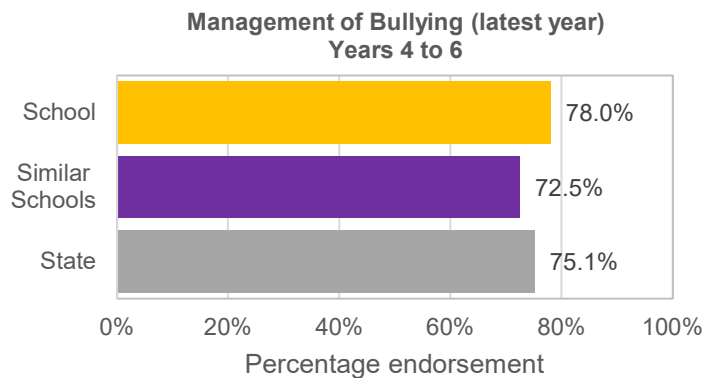


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	78.0%	74.2%
Similar Schools average:	72.5%	75.1%
State average:	75.1%	76.9%



ENGAGEMENT

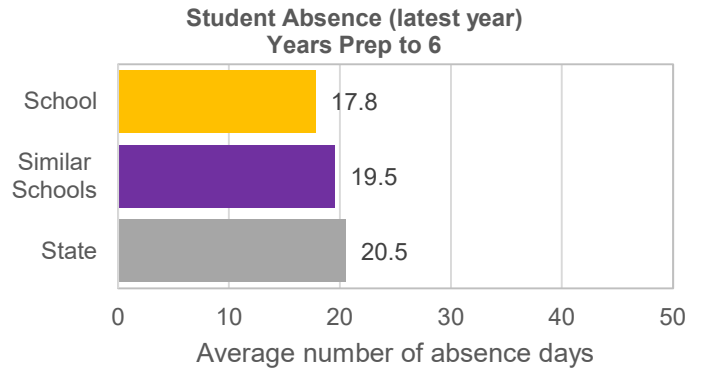
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.8	17.1
Similar Schools average:	19.5	17.5
State average:	20.5	18.1



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 (2023):	92%	92%	91%	93%	91%	88%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,299,640
Government Provided DET Grants	\$641,355
Government Grants Commonwealth	\$4,014
Government Grants State	\$0
Revenue Other	\$35,923
Locally Raised Funds	\$390,664
Capital Grants	\$0
Total Operating Revenue	\$5,371,596

Equity ¹	Actual
Equity (Social Disadvantage)	\$69,204
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$69,204

Expenditure	Actual
Student Resource Package ²	\$4,065,478
Adjustments	\$0
Books & Publications	\$1,367
Camps/Excursions/Activities	\$100,999
Communication Costs	\$2,841
Consumables	\$75,875
Miscellaneous Expense ³	\$12,443
Professional Development	\$24,675
Equipment/Maintenance/Hire	\$44,918
Property Services	\$242,951
Salaries & Allowances ⁴	\$203,241
Support Services	\$191,342
Trading & Fundraising	\$62,188
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,646
Total Operating Expenditure	\$5,053,964
Net Operating Surplus/-Deficit	\$317,632
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$579,245
Official Account	\$29,829
Other Accounts	\$0
Total Funds Available	\$609,074

Financial Commitments	Actual
Operating Reserve	\$125,482
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,936
Funds Received in Advance	\$16,559
School Based Programs	\$6,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$200,307
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$353,284

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.