

2023 Annual Report to the School Community

School Name: Ocean Grove Primary School (3100)



- 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 19 March 2024 at 01:15 PM by Scott McCumber (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 24 April 2024 at 08:48 AM by Ross Gibson (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

Ocean Grove Primary School is located approximately 600m from the beautiful Ocean Grove beach, not far from the Barwon Heads river. While our school zone is relatively small in size compared to neighboring schools, Ocean Grove Primary School attracts many enquiries regarding enrolments from outside our designated enrolment area. Many new families moved to the area throughout the year whilst some of our families relocated, resulting in a fluctuating enrollment of around 600 students during 2023. Five education support staff supported students within classrooms, 3.0 office staff, an Assistant Principal and Principal all forming part of the staffing profile have been complimented with a Mental Health and Well Being Leader and an Inclusive Practice Leader. In 2023, our school consisted of 26 classrooms with 3-4 classes in each year level, providing a great mix of experienced and new teachers and some returning from family leave. A strong emphasis on the teaching of Literacy and Numeracy at Ocean Grove Primary School, was complemented with an increased focus on the incorporation of digital technologies into all curriculum areas. These key elements of learning are well supported through a balanced program that includes the Arts (Visual and Performing), Physical Education, STEM (science, technology, engineering and mathematics) LOTE (Indonesian) and humanities taught by inquiry-based learning. There is continued focus on social and emotional learning combined with the 7C's of learning - commitment, critical thinking, curiosity, creativity, compassion, collaboration and confidence combined with a strong emphasis of SEL - Social and Emotional Learning. Our Vision: Together we support each other to be passionate learners, growing to be our best for a positive future in our community is on clear display throughout the buildings and grounds of Ocean Grove Primary School and articulated weekly by the student leaders at school assemblies.

Progress towards strategic goals, student outcomes and student engagement

Learning

Ocean Grove Primary School has celebrated various student achievements throughout 2023. Our students are at the center of our core business and rich teaching and learning opportunities have been provided by a very dedicated and committed staff, that are open to new learning and opportunities. Academic achievement in NAPLAN was outstanding in the areas of Reading in Year 3 (**82.9% strong or exceeding**) and Year 5 (**91.4% strong or exceeding**) which are both well over State average. Year 3 Numeracy (**80.3% strong or exceeding**) and Year 5 (**82.7% strong or exceeding**) are also well above state averages. Ocean Grove Primary School continues to outperform or match similar schools and is exceeding network schools. We have also had an increase in academic performances based on Teacher judgements. This is a direct result of a clear line of focus from the AIP to our Professional Learning plan, meeting schedule and coaching programs.

The role of our well-being leader, in conjunction with the Inclusive Practice Leader, has provided guidance, support and further learning to our students, staff and families, especially those below expected level.

Our Year 4-6 student survey data indicates that **84.1% of students** endorse a sense of connectedness to the school which again is well above state average and **nearly 10% higher than similar schools**. Compared to the state average of 20.5 days per student of non attendance, we **average 16.6 days per student**, which also contributes to further learning and academic results.

Transition programs, Puberty Education, Student Leadership Positions, Surfing Program, Graduation events, school camps, school disco, movie night, whole school house celebration day, an Art Show, Apple Fair fundraiser, colour run, school concert, parent training sessions, student led special events e.g. OGPS day, buddy program, lunchtime clubs, musical opportunities, spelling bee and maths masters competitions, excursions, and a plethora of sporting opportunities are all added experiences to the students at Ocean Grove Primary School.

Wellbeing

The Wellbeing Program at Ocean Grove Primary School during 2023 has once again proven to be extremely successful. Our Wellbeing team, consisting of the Mental Health & Wellbeing Leader (MHWL), Chaplain, and Inclusive Practice Leader, have continued to provide professional learning, guidance, and support for the whole school community.

We have continued to focus on Relationship based Education, which is supported by Parents Victoria. This philosophy of education puts relationships at the centre. Staff have continued online professional learning modules from Be You, which is the national mental health in education initiative delivered by Beyond Blue.

There are many programs and structures in place to support student wellbeing. Peer Connect is a multi-aged program where students regularly visit the same teacher in their groups. This helps students feel connected with different aged peers and have another trusted adult they see throughout their time at school. Our Advocacy Program is where teachers identify a small number of students who may need extra support from an adult staff member. The adult will regularly check-in with their advocate in the school yard in their class, making casual conversation with them. We have engaged Reach and Headspace to complete workshops for our senior students. The MHWL runs workshops for parents outside of regular school hours. Topics covered have included anxiety, resilience, and independence. The Wellbeing Team have continued to meet with parents as needed to discuss any supports that the school can put in place to help their children.

Wellbeing Supplementary Report have once again shown extremely positive results. The Wellbeing Team meet regularly to discuss students, parents, and staff wellbeing.

Engagement

Throughout 2023, staff returned to full onsite learning and supported families building their school life stamina. Although Ocean Grove Primary School has many experienced staff (at the CT 2-6 level), staff found it very challenging at times as the social challenges increased between some cohorts of students due to lack of exposure to the rigors of school for nearly two years of school life. It was a period of readjustment for all. Steep re-learning curves were negotiated well but possibly came at the expense of a genuine focus on student voice and agency to re-establish school norms and behaviours. Reflecting on the 2022 AToSS results, as part of our feedback (HITS) to students, teachers are making our students explicitly aware when opportunities occur throughout the duration of the school day that empower them to take ownership of their learning. Student goal setting, inquiry based learning, exploring the learning continuum and seeking/providing feedback are all examples of students empowering their own learning. When engaging in such activities, it was evident that such opportunities were needed to be explicitly articulated to our students. Attendance: Returning from remote learning was challenging for many. Credit to our families for working as best as they could as our attendance data indicates that all year levels from P-5 had 90% attendance or better and Year 6 was 89%. These are fantastic results as the average student at OGPS missed 19.5 days compared to the State average of 23.3 days in 2022. Similar schools averaged 21.0 days and our 4 Year average was 13.1 days compared to the state average of 17.0. Staff should also be acknowledged for creating a safe and supportive environment that students want to be a part of and learn in. Families have supported the school to maximise learning opportunities. So many external opportunities for the wider community were provided by the wonderful Parents & Friends Committee in 2022 that continue to reconnect adults. Combine this with camps, excursions, sports days, swimming sports, incursions, guest speakers, assemblies and peer connect activities for the students, they have all contributed to reconnecting and preparing for 2023 and beyond.

Other highlights from the school year

Ocean Grove Primary School has celebrated various student achievements throughout the duration of 2022. Our students are at the center of our core business and rich teaching and learning opportunities have been provided by a very dedicated and committed staff, that are open to new learning and opportunities.

Academic achievement has increased with significant gains in the areas of Year 3 and 5 Reading, Year 5 Writing, Year 5 Grammar and Punctuation and a significant lift in the bottom bands of Year 5 Spelling. Ocean Grove Primary School has often outperformed similar schools and is exceeding network schools.

The appointment of a well-being leader has provided guidance, support and further learning to our students, staff and families. The 2022 Well-being Supplementary Report indicates 10 of the 11 categories in the 'excelling' range with the remaining category in the 'embedding' range - Stimulated Learning. Social skills clubs, SEL SSG meetings, SEL education plans and a SEL scope and sequence document are all in line with the school's annual implementation plan. Staff have been trained to use the BETLS tool - a tool for gathering and documenting information in relation to a student's emotions and mental health.

The appointment of an Inclusion teacher has resulted in upskilling staff and families, accessing supports and applying for funding via the disability inclusion profile system. Staff work with families to create SMART goals to cater for student's specific needs.

Transition programs, Puberty Education, Student Leadership Positions, Surfing Program, Graduation events, school camps, school disco, movie night, whole school house celebration day, an Art Show, Apple Fair fundraiser, colour run, school concert, parent training sessions, student led special events e.g. OGPS day, buddy program, lunchtime clubs, musical opportunities, spelling bee and maths masters competitions, excursions, and a plethora of sporting opportunities.

Financial performance

Our families supported us with fundraising for our first Apple Fair since Covid, fundraising events and the Art Show, and our Parents and Friends instigated an annual Sponsorship proposal that raised over \$26,000 in sponsorship. These funds will be used in 2024 to complete the Garden Kitchen project, an outdoor Library area, updating the STEM outdoor area and AV for the gym. We received a Connected Communities Grant of \$5,000 which was used to concrete the driveway near the STEM classroom. Several Department led grounds projects around accessibility and drainage were undertaken and funded by the VSBA. We were resourced by the Department for Mental Health and Wellbeing and we continued supporting the Chaplaincy Program, assisted by local donations and a commonwealth government grant. Quality professional learning was provided for staff around mental health and maths.

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

<https://www.ogps.vic.edu.au/>

Draft

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 587 students were enrolled at this school in 2023, 284 female and 303 male.

1 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).

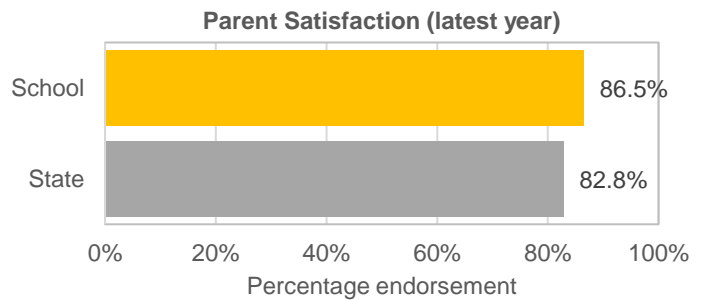
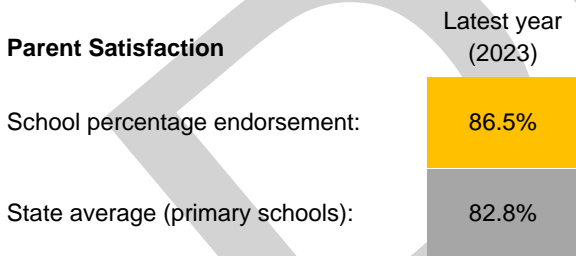
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

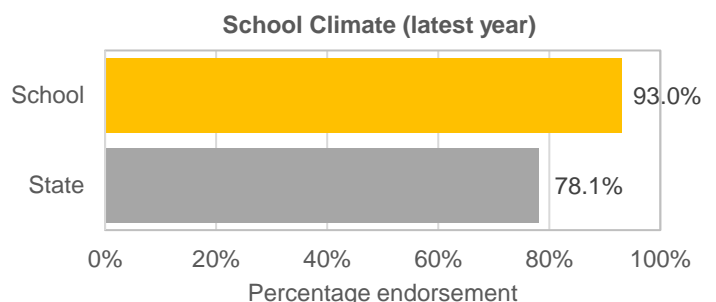
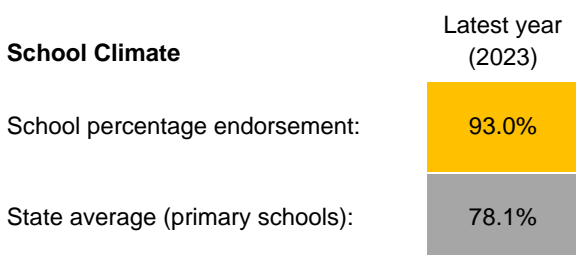


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

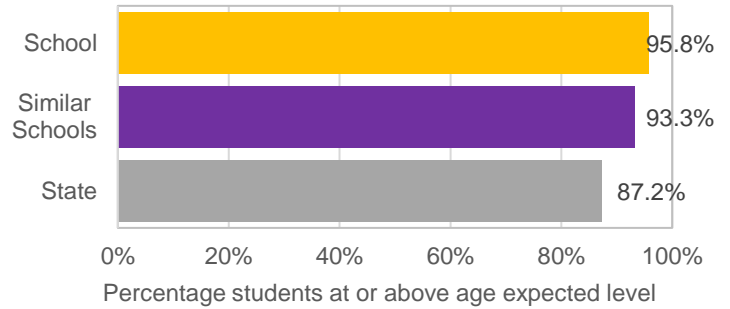
Latest year
(2023)

95.8%

93.3%

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

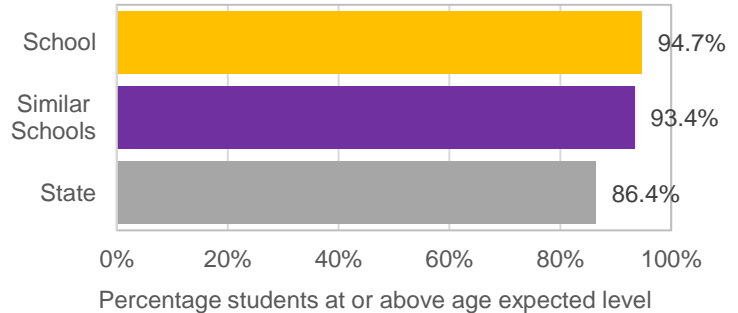
Latest year
(2023)

94.7%

93.4%

86.4%

Mathematics (latest year) Years Prep to 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

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:

82.9%

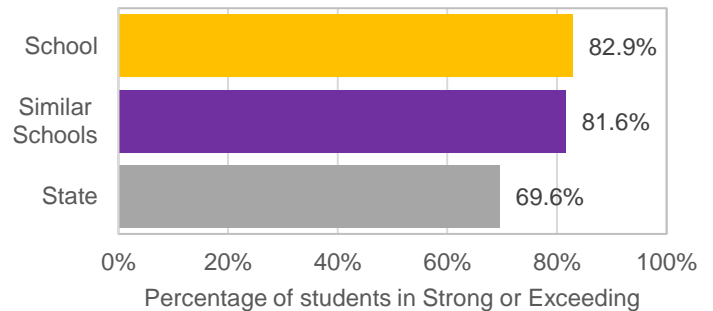
Similar Schools average:

81.6%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

91.4%

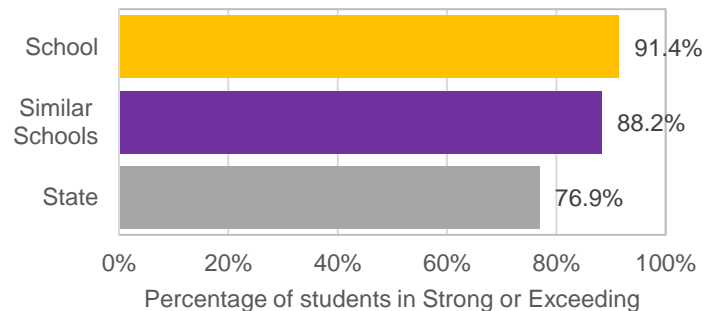
Similar Schools average:

88.2%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

80.3%

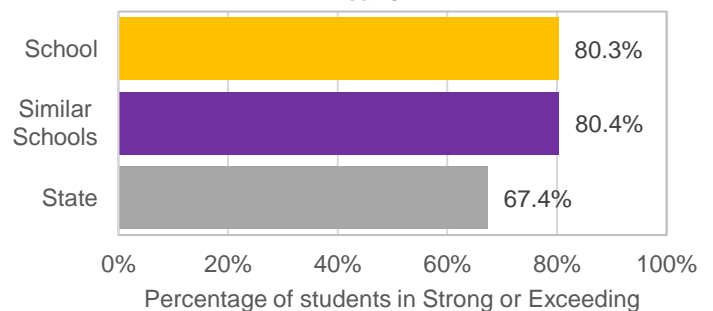
Similar Schools average:

80.4%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

82.7%

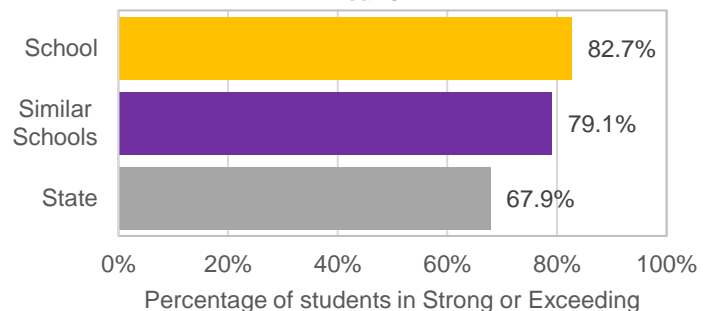
Similar Schools average:

79.1%

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:

90.9%

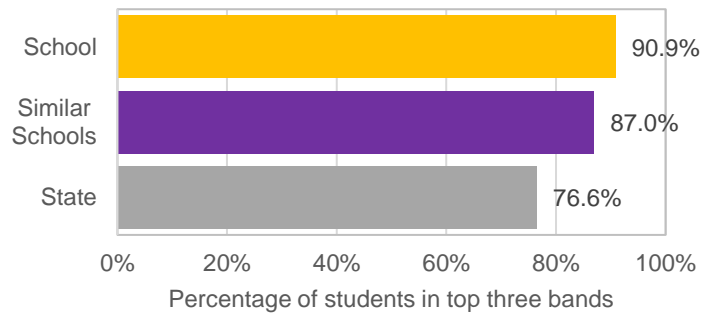
Similar Schools average:

87.0%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

82.6%

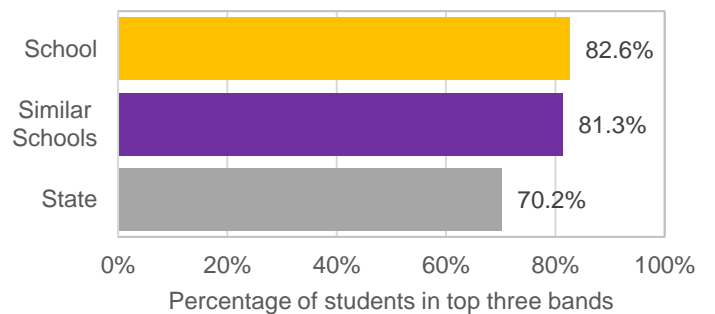
Similar Schools average:

81.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

78.8%

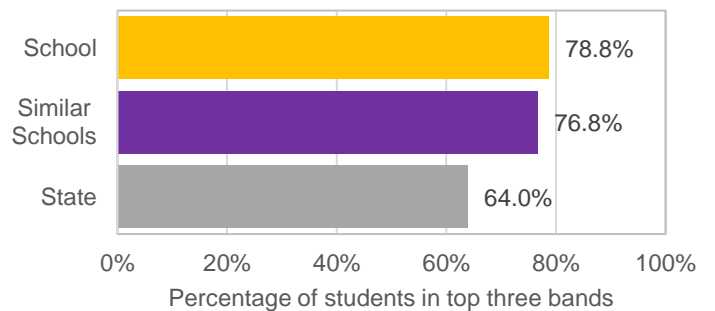
Similar Schools average:

76.8%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

65.5%

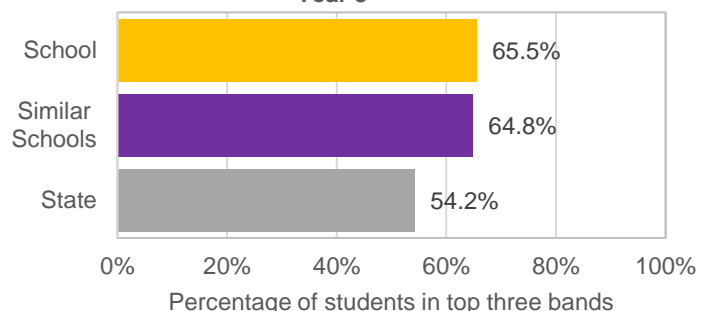
Similar Schools average:

64.8%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

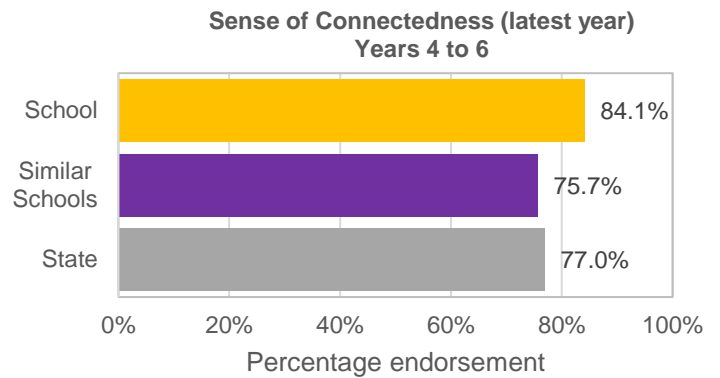
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 84.1% | 80.8% |
| Similar Schools average: | 75.7% | 78.0% |
| State average: | 77.0% | 78.5% |

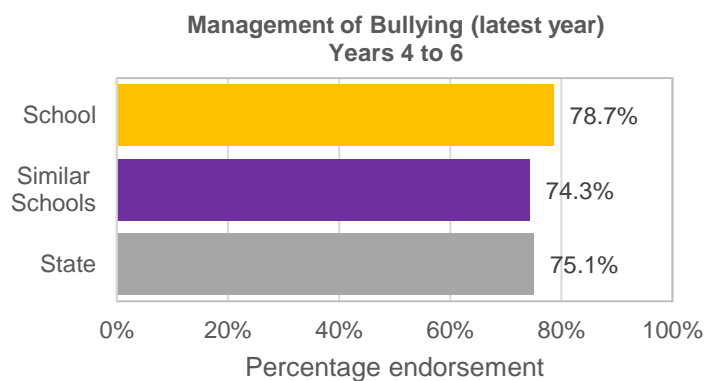


Student Attitudes to School – Management of Bullying

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: | 78.7% | 80.0% |
| Similar Schools average: | 74.3% | 76.5% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

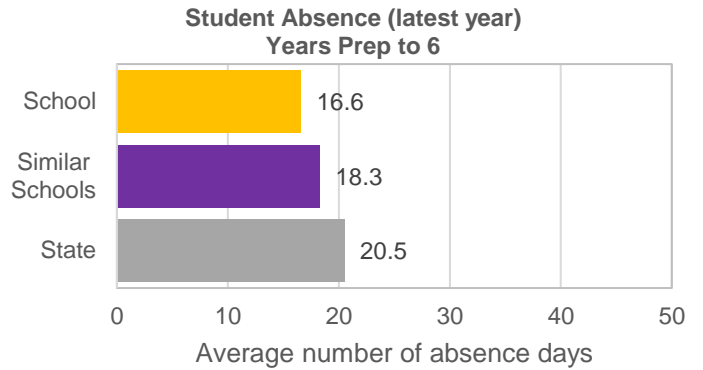
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 16.6 | 14.6 |
| Similar Schools average: | 18.3 | 15.3 |
| 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): | 93% | 92% | 92% | 91% | 92% | 90% | 91% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,300,540 |
| Government Provided DET Grants | \$1,056,111 |
| Government Grants Commonwealth | \$2,900 |
| Government Grants State | \$1,932 |
| Revenue Other | \$56,251 |
| Locally Raised Funds | \$483,630 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$6,901,365 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$21,799 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$21,799 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,122,820 |
| Adjustments | \$0 |
| Books & Publications | \$5,780 |
| Camps/Excursions/Activities | \$233,734 |
| Communication Costs | \$7,362 |
| Consumables | \$136,524 |
| Miscellaneous Expense ³ | \$28,749 |
| Professional Development | \$29,966 |
| Equipment/Maintenance/Hire | \$76,670 |
| Property Services | \$411,843 |
| Salaries & Allowances ⁴ | \$343,237 |
| Support Services | \$65,780 |
| Trading & Fundraising | \$93,059 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$40,192 |
| Total Operating Expenditure | \$6,595,717 |
| Net Operating Surplus/-Deficit | \$305,648 |
| Asset Acquisitions | \$30,135 |

- (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 | \$104,174 |
| Official Account | \$43,946 |
| Other Accounts | \$25,134 |
| Total Funds Available | \$173,255 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$194,354 |
| Other Recurrent Expenditure | \$14,121 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$26,344 |
| School Based Programs | \$67,613 |
| 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 | \$19,094 |
| Maintenance - Buildings/Grounds < 12 months | \$67,182 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$388,708 |

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.