2020 Annual Report to The School Community

THE
**EDUCATION
STATE**

School Name: Kurnai College (8716)

Kurnai College
PATHWAYS TO SUCCESS

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2020 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 23 April 2021 at 01:17 PM by Anthony Rodaughan (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 02:15 PM by Stephen Van Rooy (School Council President)

VICTORIA
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How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section 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.

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 Secondary schools
> - school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools
>
> **Achievement**
>
> - English and Mathematics for Teacher Judgements against the curriculum
> - English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
>   *Note: NAPLAN tests were not conducted in 2020*
> - all subjects for Victorian Certificate of Education (VCE) examinations
>
> **Engagement**
>
> Student attendance and engagement at school, including:
>
> - how many Year 7 students remain at the school through to Year 10
> - how many exiting students go on to further studies or full-time work
>
> **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).

How to read the Annual Report (continued)

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.

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 a disability 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

School context

Kurnai College defines itself is a learning community where.
- Learning is our focus
- We all accept responsibility for increasing our own learning
- We all accept responsibility for helping others in their learning

At Kurnai College we work to grow/develop our students to be the best learners and individuals they can be. We strive to develop their foundation skills to enable them to build their learning skills and capabilities along their individual learning pathway. We strive also to develop their resilience, and character through our college pillars of Engagement, Work Ethic, Relationships and Excellence to be contributing and confident members of our college community and looking forward, in their own wider communities. We work with our students to support their pathway and assist them to achieve their goals and ambitions. We seek to provide them with a wide range of learning and growth opportunities that builds their cultural understanding and informs their global perspective.

Kurnai College is driven by the core values of ENGAGEMENT, EXCELLENCE, WORK ETHIC and RELATIONSHIPS. The College's stated purpose is "To build a learning community where staff, students and families connect through resilient and rigorous learning, respectful relationships and the celebration of achievement ". The College has established programs in Advanced Learning, Mentoring, English as a Second Language, International Education, Peer Support and Student Leadership, Community Engagement, Transition, Careers and Pathways and Music. Teamwork is a central element in shaping and promoting improvement in the College with year level teams in years 7 to 10, and combined curriculum teams operate in years 11 and 12. Kurnai College continues to make Koorie inclusivity and intercultural learning a focus and an area for continued attention. Considerable emphasis and resources have been devoted to targeted professional learning for all staff. This has involved a suite of professional development activities with a focus on implementing the Kurnai Learning Architecture. SWPBS has continued to be a focus for developing practice across the College.

Instructional Leadership has been a focus for the leadership team and in particular the ongoing work of t the Learning Specialists who are an engine room for developing practice across the college. The Kurnai College workforce in 2020 was made up of a total of 173 staff. Of these, 99.6 were teaching staff and 73.4 were education support staff. Including part time staff, this meant an EFT totaling 91.9 for teaching staff and 64.30 for ES staff.

The college faces a number of key challenges and barriers to overcome.

The period of isolation due to the Covid pandemic has resulted in a significant percentage of students becoming disengaged from learning. For some 2020 was a lost year of learning. This was despite the herculean efforts of all staff to keep in contact with students and families and to encourage and support students online. The college distributed over 300 devices and internet connections to students and families in online learning. despite this and the wonderful work of college team to provide learning tasks online many students withdrew from learning. Upon returning to school students have shown signs of trauma and other negative impacts due to the isolation period. These injuries will take a significant period of time to address. Staff, too , have endured much during this time which has taken a toll on the entire Kurnai learning Community

Community culture around school attendance is a significant challenge. Student absence with family acceptance is a complex problem to overcome. Chronic absenteeism connected to family disintegration, mental; illness and substance abuse is a significant cause of lack of student growth.

Building teacher capacity in, and understanding/confidence of the Learning Architecture framework is a challenge across the college. There is a range of levels of understanding and buy in which poses as an ongoing challenge for our progress.

Low levels of literacy and numeracy is another challenge that impacts on student growth. Less than 30% of year 7s entering the college are at the expected level in literacy and numeracy.

The college leadership team will also work to develop coherence, clarity to harness the power of our strong middle leadership team. Kurnai Leaders Team (KLT) will become the engine room for school improvement. KLT will begin by redefining our college vision and developing a series of improvement plans focused around different elements of the Strategic Plan.

Framework for Improving Student Outcomes (FISO)

Kurnai College has embraced the Framework for Improving Student Outcomes as a practical, accessible and sensible approach to school improvement. In 2018 the College continued to focus on Excellence in Teaching and Learning through the curriculum planning and assessment strand. The College has progressed this work and has established a guaranteed and viable curriculum through the development of the Kurnai Learning Architecture. This included the mapping of the Victorian Curriculum across the 7-10 continuum, developing Common Assessment Tasks and Instructional Rubrics for assessment and feedback.

Another focus area within Excellence in Teaching and Learning was building practice excellence through the researching, planning and implementation of a College wide literacy intervention strategy, known as Targeted Reading at Kurnai or TR@K, that will see the initial pilot program in Year 7 extend to the Year 8 level in 2019. TRAK will continue to be rolled out to further cohorts across the college in 2020.

PCOs and middle leaders completed the 8 modules of PLC training in 2019. This learning has boosted the college's confidence in our learning Architecture work and has deepened our engagement in our collaborate learning sessions now held weekly across the college.

The College's FISO area of Positive Climate for Learning focused on setting expectations and promoting inclusion. The ongoing development of the School Wide Positive Behavior Support framework across all campuses is central to creating the positive learning environment our College strives to be.

A commitment to ongoing professional learning for all staff has seen many staff participate in extended professional learning and also use their prof4essional practice days to deepen their own learning and build their practice.

Achievement

One of the school's key indicators, NAPLAN, was not completed in 2020 due to Covid. Whilst work was still undertaken to improve on literacy and numeracy results for students, the impact of this work could not be determined. The College continues to work towards improved high and medium relative growth in Reading, Writing and Numeracy into 2021 and beyond. All Key Learning Domains are explicitly teaching skills appropriate to support both NAPLAN engagement and real-life outcomes.

Other student achievement results, including norm referenced testing, is considered to be too heavily impacted to represent the achievements of the year. We continue to investigate the use of ACER testing to measure student growth and teacher impact.

PSD students continue to be a focus with students IELPs developed for all students with achievable goals within the student's zone of actual development. SSGs for the review and support of learning plans for students were impacted by Covid, however, significant supports were in place throughout the remote learning period to assist PSD students to engage with appropriate learning. This year will see all staff contributing to IELP development.

The average VCE study score in 2020 decreased slightly to 27.4 from 27.5 in 2019, with the median score remaining the same at 27. There was also an increase in the percentage of study scores at 37+. In 2019 37+ study scores made up 5.8% of results while in 2020 this increased to 7.1%.

Report 10 (indicating student performance against the GAT predicted score) showed that in all but one subject, students were likely to be achieving at or above the predicted level. This consolidated the improvement we saw in 2019. In 2018 there were five subjects where student achievement was below the GAT prediction and the 14 subjects in this position in 2017.

Year 12 VCE completion in 2020 was at 100%, up from 95% in 2019.

VCAL outcomes in 2020 were very strong. Seven students going into Year 12 in 2020 found an apprenticeship or full-time employment over the summer holidays. Of the 44 students remaining 36 completed their VCAL certificate, five of who did so while starting their traineeship or apprenticeship.

Eight students did not complete their VCAL certificate but five of these students left early to begin an apprenticeship or full-time employment.

Engagement

The College continued its focus on student attendance to improve engagement during 2020. The COVID related remote learning had an impact on attendance, however the average number of days absent remained similar to the previous year. A focus on reducing absence will continue into the future, with an assistant principal continuing to concentrate on Raising Expectations across the college.

Whilst attendance is still identified as a major issue at all campuses, the Attitude to School survey has previously indicated positive attitudes towards attendance.

Celebration of improved attendance through assemblies, reward lunches, etc will continue at all campuses on a more regular basis during the year as student feedback around these has been very positive.

The work on better understanding what high expectations looks like in the classroom was also disrupted by COVID, however regular classroom visits will inform on progress regarding the targeted areas, as well as offering teachers the opportunity of feedback and coaching.

The Attitude to School survey was not undertaken in 2020, however strong positive endorsement of all Domains in 2019 reflected the constructive work undertaken by the school in addressing areas of concern. With a focus on happy healthy students in 2021, further work will continue in the future. The introduction of Stymie (bullying and harm reporting system) expected to increase the feeling of safety across Campuses.

Student voice and agency continues to be a focus at the College, with professional development continuing.

Wellbeing

The College offers many opportunities for student voice through the Student Representative Council (SRC), as members of the School Wide Positive Behaviour Support team and as representatives on School Council. Focus groups are formed with students across all year levels to help address any areas of concern which are highlighted through various discussions and surveys. Each campus has a Wellbeing Team consisting of a student counsellor, advocates, and a school nurse. The team's primary role is to oversee student wellbeing, working towards an environment that is conducive to learning. In recognition of the impact of COVID 19 on our students, the College has increased the capacity of the Advocate team by employing more staff. In addition, junior campuses have a Year Level Structure with a dedicated team of teachers who together with the Wellbeing Team care for the needs and outcomes of the whole student.

The most recent Attitudes to School Surveys indicate that Teacher Concern and Effective Teaching Time were areas for improvement. Staff will continue to have conversations with students to better understand the reasons for the results and to hear from students, first-hand about the strategies that can be implemented to improve these areas.

This year will see the Teacher Tutoring Initiative implemented across all year levels. Tutors have been employed to bridge gaps in students' skill development and to improve learner confidence.

Financial performance and position

The College is carrying higher than normal bank balances due to the impact of COVID19 in 2020 which saw some projects being delayed and operating expenditure lower than anticipated. In 2021 the College accounts will begin to reduce as projects are completed.

Stage 3 of the Morwell building project and the Churchill Slab upgrade project were completed in 2020. Project funds will continue to be spent in 2021 as the final stage of the Morwell rebuild project commences and the renovation of the Churchill Campus Food Technology area is completed.

The 2020 budget included once again substantial resources allocated to the Targeted Reading at Kurnai (TR@K) program. This program will continue to run in 2021.

The College gratefully acknowledges the increase in equity funding, provided by DET. The additional resource has been crucial to the academic and welfare improvement agenda set by the College.

For more detailed information regarding our school please visit our website at http://kurnai.co/

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 1157 students were enrolled at this school in 2020, 540 female and 617 male.

5 percent of students had English as an additional language and 7 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) which takes into account parents' occupations and education.
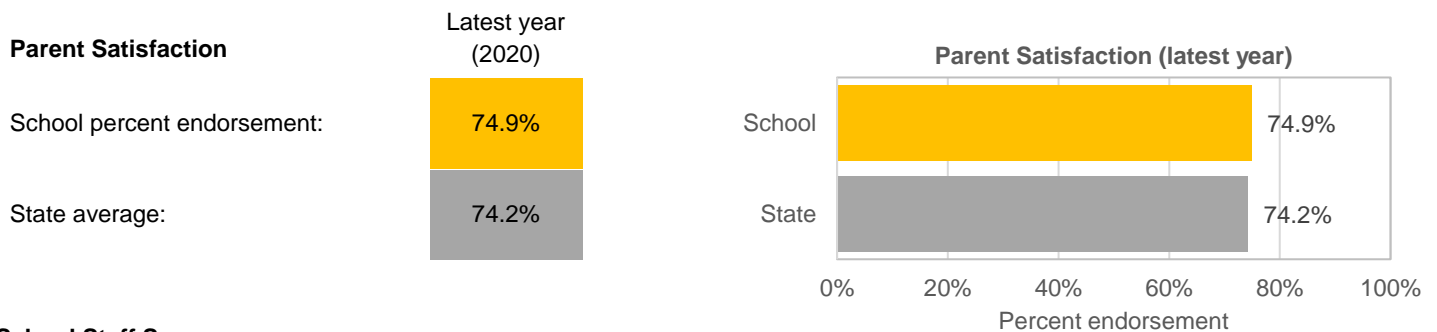
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.
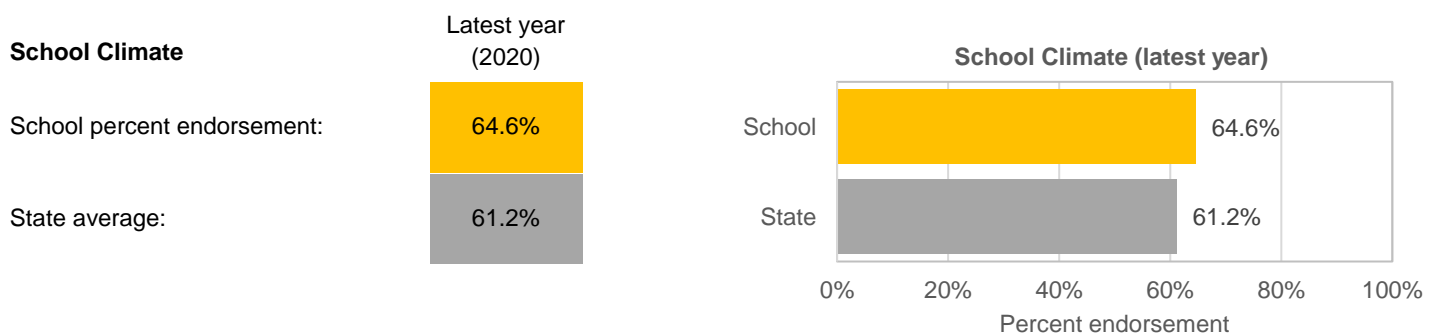
Parent Satisfaction	Latest year (2020)
School percent endorsement:	74.9%
State average:	74.2%

Parent Satisfaction (latest year)

School	74.9%
State	74.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	64.6%
State average:	61.2%

School Climate (latest year)

School	64.6%
State	61.2%

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 7 to 10

Latest year
(2020)

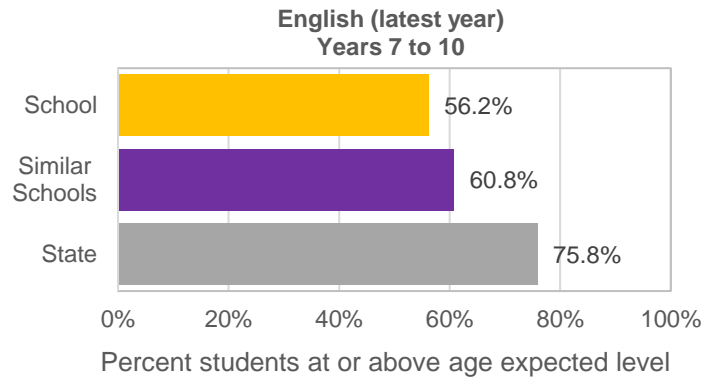School percent of students at or above age expected standards:

56.2%

Similar Schools average:

60.8%

State average:

75.8%

English (latest year)
Years 7 to 10

School	56.2%
Similar Schools	60.8%
State	75.8%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

60.3%

Similar Schools average:

50.2%

State average:

66.3%

Mathematics (latest year)
Years 7 to 10

School	60.3%
Similar Schools	50.2%
State	66.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
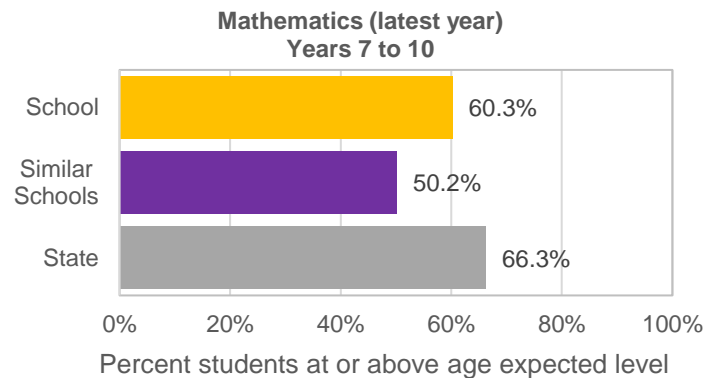
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result 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).

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	27.4	27.0
Similar Schools average:	26.6	26.4
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

	Mean Study Score
School	27.4
Similar Schools	26.6
State	28.8
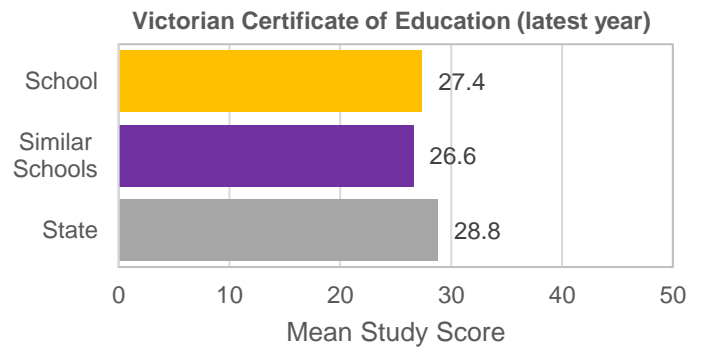
|	
Students in 2020 who satisfactorily completed their VCE:	100%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	55%
VET units of competence satisfactorily completed in 2020:	68%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	82%

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	25.5	26.1
Similar Schools average:	24.3	23.8
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	25.5
Similar Schools	24.3
State	17.8
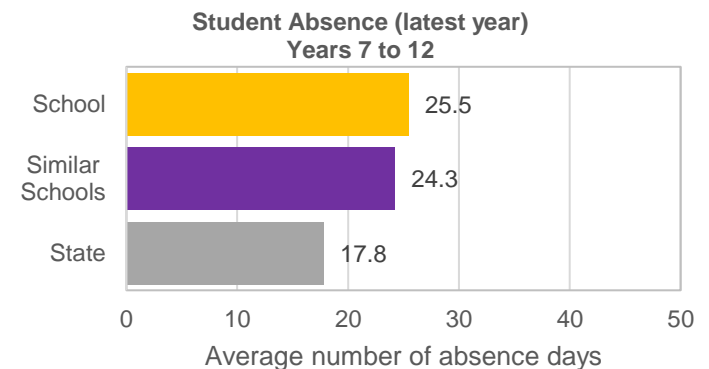
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	89%	86%	81%	84%	91%	93%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	75.5%	70.4%
Similar Schools average:	74.7%	73.9%
State average:	72.5%	72.9%

Student Retention (latest year)
Year 7 to Year 10

School — 75.5%
Similar Schools — 74.7%
State — 72.5%

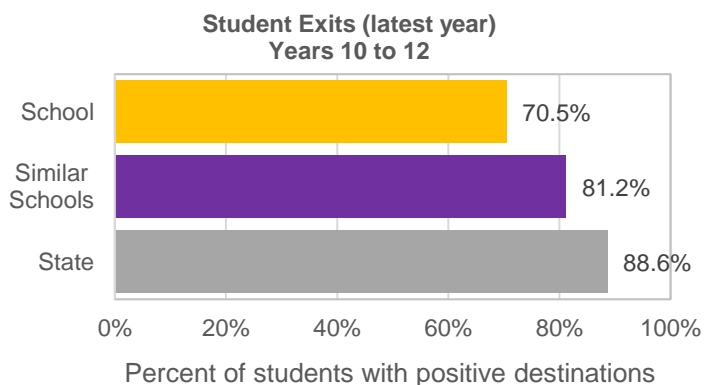0% 20% 40% 60% 80% 100%

Percent of students retained
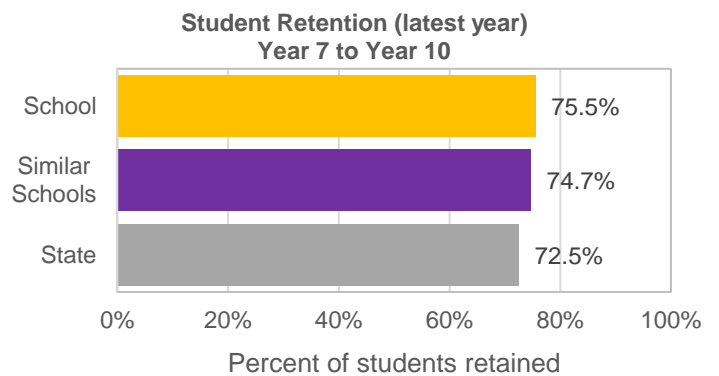
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	70.5%	75.1%
Similar Schools average:	81.2%	82.3%
State average:	88.6%	89.1%

Student Exits (latest year)
Years 10 to 12

School — 70.5%
Similar Schools — 81.2%
State — 88.6%

0% 20% 40% 60% 80% 100%

Percent of students with positive destinations

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	55.9%
Similar Schools average:	49.5%	48.2%
State average:	59.5%	55.3%
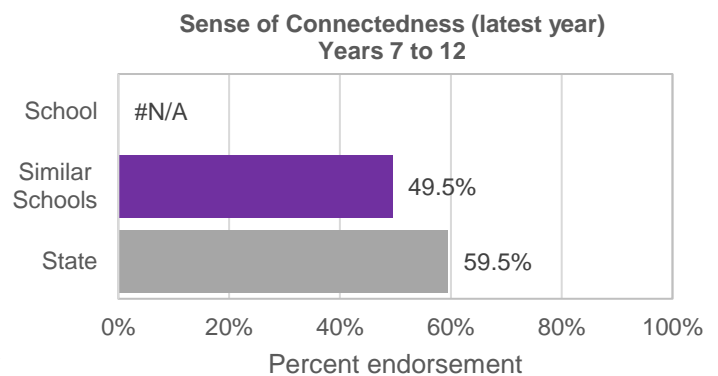
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

School: #N/A
Similar Schools: 49.5%
State: 59.5%

Percent endorsement

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	61.3%
Similar Schools average:	49.8%	51.0%
State average:	60.3%	57.9%
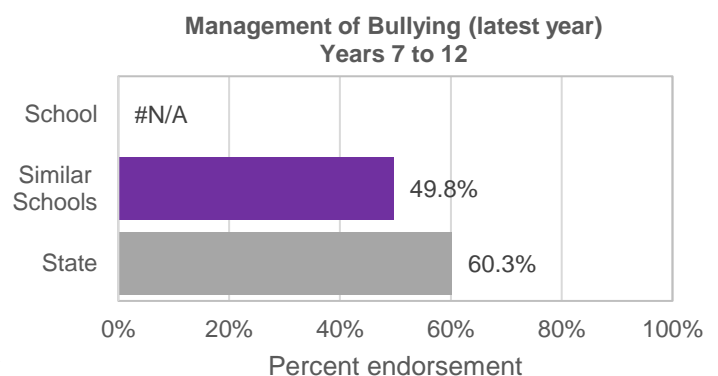
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

School: #N/A
Similar Schools: 49.8%
State: 60.3%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$15,585,565
Government Provided DET Grants	$4,295,504
Government Grants Commonwealth	$12,163
Government Grants State	$29,175
Revenue Other	$122,512
Locally Raised Funds	$207,340
Capital Grants	NDA
Total Operating Revenue	**$20,252,258**

Equity [1]	Actual
Equity (Social Disadvantage)	$2,034,519
Equity (Catch Up)	$217,027
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$2,251,546**

Expenditure	Actual
Student Resource Package [2]	$15,849,197
Adjustments	NDA
Books & Publications	$20,051
Camps/Excursions/Activities	$145,066
Communication Costs	$72,856
Consumables	$460,592
Miscellaneous Expense [3]	$334,874
Professional Development	$52,524
Equipment/Maintenance/Hire	$182,400
Property Services	$892,648
Salaries & Allowances [4]	$803,774
Support Services	$533,277
Trading & Fundraising	$120,078
Motor Vehicle Expenses	$24,085
Travel & Subsistence	$4,417
Utilities	$218,161
Total Operating Expenditure	**$19,714,000**
Net Operating Surplus/-Deficit	**$538,258**
Asset Acquisitions	**$347,684**

(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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$3,380,593
Official Account	$22,919
Other Accounts	$37,145
Total Funds Available	**$3,440,657**

Financial Commitments	Actual
Operating Reserve	$562,508
Other Recurrent Expenditure	$11,762
Provision Accounts	NDA
Funds Received in Advance	$230,322
School Based Programs	$1,148,005
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$663,762
Asset/Equipment Replacement > 12 months	$679,825
Capital - Buildings/Grounds > 12 months	$602,644
Maintenance - Buildings/Grounds > 12 months	$38,033
Total Financial Commitments	**$3,936,861**

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.