

2021 Annual Report to The School Community



School Name: Mooroopna Primary School (1432)



- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2022 at 07:13 AM by Carla May (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2022 at 12:06 PM by Luke Barrette (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, an outline of the school's performance over the year and future directions.

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

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.

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

About Our School

School context

Mooroopna Primary School (MPS) is situated in the heart of Mooroopna in the Goulburn Valley. The school continues its proud history of providing quality education for all students in our community. Our school population of 232 students consists of 126 female and 106 male students. The student population includes 19% Indigenous Australians and 8% EAL students. The SFOE index is in the high range. MPS has 39 staff with equivalent full time staff of 24.7 made up of: 2 Principal class, 16.2 teachers and 6.5 education support staff.

The school motto is Preparing for the Future. Our school community is guided by the values of Motivated, Persistent and Successful. These values are achieved through our emphasis on Being Happy and Safe, Being Learners and Being Respectful. Our school remains fully committed to being an inclusive school that values School Wide Positive Behaviour Support and Respectful Relationships. Every day, in every lesson, we work to ensure that learning engages all students in a challenging, technological and relevant curriculum that sees every student reach his or her full potential. Student agency is activated through student/teacher selection of 'I Can Statements' to guide individual learning and promote student engagement and motivation.

Our school has a major focus on Wellbeing, Literacy, Numeracy, the Arts and Digital Technologies. MPS implements our evidence based instructional model based on The High Reliability Literacy Teaching Procedures, (HRLTP) for Literacy and Numeracy along with data driven teaching and learning. Staff induction processes, professional learning and commitment has ensured our instructional model is embedded. Every child is at the centre of all we do and we are fully committed to supporting individual students' academic, social, emotional and personal growth.

Our school is an inclusive primary school and our main focus is student engagement and student wellbeing. This is achieved via School Wide Positive Behaviour Support which emphasises the teaching of social and organizational skills. Our strong wellbeing team supports students and families and we are proudly a Rights, Resilience and Respectful Relationships lead school.

In 2021 we continued to encounter Covid-19 restrictions which limited some programs within our school. We were unable to work in our Learning Communities. Learning Communities is where groups of approximately forty-five students from Foundation to Year 6 work together for 2 sessions per week on five subject areas. We aim to re-implement our highly engaging Learning Communities as soon as Covid-19 restrictions allow.

In 2021, our Children and Families Centre opened and commenced services. The collaboration with Our Place and the Greater Shepparton City Council continued and we are currently defining the Centre's strategic direction. Working together complements the transition for students from kindergarten to Foundation.

MPS has a modern learning environment which allows for co-teaching and student focussed learning strategies. The school is proud of its grounds and facilities and is continually refurbishing classroom and play areas.

Our school provides extensive curriculum programs in all areas. Maths and English will always be our prime focus and we ensure the Arts enables the whole child to be developed. Our concerts and choir promote performing arts to showcase achievements of all students. Our instrumental and band programs are offered to students in Year 5 and 6. Performances by our band are highly acclaimed. Our program complements the transition to Greater Shepparton Secondary College. We actively promote student participation in community based out of hours sport. In 2021, Year 6 students participated in Career Workshops, a program designed to develop a greater understanding of both the skills needed for employment and what types of employment are available in the Goulburn Valley. This program was co-sponsored by Shepparton Lighthouse Project.

Framework for Improving Student Outcomes (FISO)

Throughout 2021, MPS maintained rigorous focus on our Annual Implementation Plan, Key Implementation Strategies (KIS): Learning, catch-up and extension; Happy, active and healthy kids; and Connected schools. Amidst the challenges of Covid-19 restrictions, MPS was able to deliver all Actions and also achieve Targets aligned to the KIS. MPS has implemented the Tutor Learning Initiative to support students' learning and provide vital 'catch up and extension'. Additionally, our Foundation to Year 6 core planning and assessment documentation continues to support sequential student achievement through 'I Can Statements'. Student involvement in the selection of 'I Can Statements' empowers and engages them in their learning across core curriculum areas.

Our staff have participated in professional learning to refine the implementation of the Writer's workshop. Our Learning Specialists have continued to provide: whole staff professional learning in literacy and numeracy and classroom support and coaching. Our Learning Specialists provided Learning Walks and Talks which involved collegial reflection focusing on teacher practice. Our teaching staff have reviewed and refined our whole school curriculum and support documentation. We have a highly motivated team of teachers who regularly seek support from our Learning Specialists to develop areas of their teaching practice. MPS teaching staff are highly motivated and have an open, trusting, evolving vision of themselves as learners.

Our teachers participated in professional learning to ensure our Professional Learning Communities (PLCs) continued to be succinct in practice. Our PLCs focus on student outcomes in literacy and numeracy and teachers analyse student data, set action research, implement teaching and learning and re-assess. Weekly PLCs are attended by the Principal. Students and families were supported by a dedicated wellbeing team. Family/student contact was maintained to a very high standard throughout remote and flexible learning in 2021. An ongoing documented process of family/student contact during remote and flexible learning enabled staff to meet the needs of our families, from the perspective of student learning and vital welfare support.

Achievement

MPS continues to strive for improved learning outcomes for students in all learning areas. Our school has a documented and viable curriculum that is based on our instructional model and the Victorian Curriculum. Teachers continually assess and analyze data to drive improved teaching. We utilise weekly PLCs to support this process. These processes ensure all lessons are high quality, differentiated and appropriate to need. All at risk students have individual education plans that are regularly reviewed. All students develop learning goals in collaboration with teachers and determine 'I Can Statements' to understand their next point of learning.

Due to continued Covid-19 restrictions, 2021 onsite learning was again disrupted throughout the year. This in turn, affected our students school routines, engagement and learning.

Performance summary achievement areas show our school's Teacher Judgement of student achievement is performing at a similar level to similar schools in English. Teacher Judgement of student achievement in Maths, is below similar schools, although above Numeracy target in our Annual Implementation Plan. Our 2021 Naplan data demonstrates the impact that remote and flexible learning has had on our students' achievement. Our Year 5 cohort achieved a similar percentage of students in the top 3 bands to similar schools. Our Year 3 cohort of students were significantly below similar schools in Reading and Numeracy.

All 2021 Annual Implementation Plan targets were met. Whole school teacher judgements exceeded all set targets in reading, writing and numeracy. Out whole school data in PAT Reading and PAT Maths exceeded set targets.

In response to our Naplan data, MPS will focus on professional learning in Numeracy in the forthcoming year. We foresee our data will continue to make gains given a dedicated staff, that have a thorough understanding of our instructional model, PLC focus and supporting core curriculum documents.

Equity funds are very carefully allocated to areas of need. Major programs include student wellbeing via an extensive wellbeing team, two learning specialists to support all curriculum areas and extensive intervention programs.

Our arts program has remained a strong focus with band, concert and choir continuing. Our Performing Arts program was adapted in 2021 in light of Covid-19 restrictions. Sporting and cultural events, where possible due to Covid-19, completed our well-rounded curriculum.

All students involved in the Program for Students with a Disability were closely communicated with during remote and flexible learning or were supervised on site to ensure they achieved their individual goals.

Engagement

Improving student attendance is always a priority at MPS. Whole school and individual responses to absenteeism are led by our leadership and wellbeing team. In 2021 the average days absent per full time MPS student per year rated lower to Similar Schools (MPS 19.1 days with Similar Schools 21.8 days).

Our wellbeing processes to monitor student absenteeism are proactive, daily, highly vigilant and documented. All unexplained absences are followed up on by text, phone call or letter. This sustained effort by staff ensures that we track all student absences and support students and their families to achieve optimal attendance at school. Extended absences result in direct contact with the family via a member of the school's leadership team with Student Support

Group meetings scheduled. We enlist the support of Department of Education Student Support Services staff and external family services and agencies.

Daily, monthly and term attendance data is a focus of our weekly Leadership meeting, Wellbeing meeting and fortnightly School Improvement Team meeting.

We implement programs that are engaging for our students at a whole school level. We also implement mentor programs and individual programs to assist students in their school engagement and to develop their sense of connectedness with school.

MPS is an inclusive school and we work closely with students and families to ensure they are connected to school and trust that our staff are focused on helping each child reach their full potential.

With our proactive approach to supporting attendance at school, teachers collect daily attendance data at the classroom level with students working towards a class reward. We also have whole school actions in place such as: our weekly class attendance award and our morning tea attendance award announced each week at assembly. We also have our term prize for a student that has been at school throughout the term.

Wellbeing

MPS maintains a fundamental belief in School Wide Positive Behaviour Support (SWPBS). Using the SWPBS framework, we promote and value a happy and safe, respectful learning environment at all times. These values are explicitly taught, modelled and positively reinforced. Our dedicated wellbeing team utilizes wrap around approaches to support students. Student wellbeing is always our highest priority. At risk students are monitored as part of our weekly Wellbeing meeting which utilises MPS staff, DET Student Support Services and Speech and Play Therapist expertise to monitor wellbeing and implement future support for our students. Additionally, MPS is a lead school in Resilience, Rights and Respectful Relationships (RRRR). Using the RRRR curriculum, weekly lessons in each class focus on teaching the skills and knowledge to communicate and treat others respectfully. Staff participated in Respectful Relationships training.

MPS Child Safe Standards provide the framework and school processes to ensure our students are safe.

In 2021, Our Attitudes to School Survey (AToSS) demonstrated our students 'Sense of Connectedness Years 4 to 6' by far exceeded Similar Schools and the State average result. AToSS also revealed our students reporting a positive response to the Management of Bullying. This data demonstrates our students trust in staff at MPS will help with problems they have at school.

Our school has a proactive SWPBS team who meet fortnightly and are continuing to focus on implementing our anti-bullying education and bystander training. We proudly participate in National Day of Action Against Bullying and Violence, Harmony Day and have regular school presentations focusing on bullying. Our weekly SWPBS and Respectful Relationships lessons as well as school wide posters and displays encapsulate bullying and what to do in the event of bullying.

Some MPS programs to support student wellbeing include out of hours junior sport, daily breakfast club, Build-a-Bike, The Smith Family scholarships and Career's Workshop program (facilitated through Lighthouse Project.)

Student leadership is promoted throughout the school. Our student leadership team is prestigious and allows students to become members at the end of the previous school year and during the current year. Accordingly, all Year 6 students strive to become school leaders. Our school leaders assist in weekly school assemblies, implementing fundraising ideas and participating in local events.

Finance performance and position

Our School budget was developed to achieve school goals as outlined in our School Annual Implementation Plan as part of our school Strategic Plan. All funds were used to maximize student outcomes and to achieve school goals. All school equity funds were carefully utilised as part of our Annual Implementation Plan. Greater educational outcomes for all students were provided using these funds. Significant intervention programs were provided along with staff professional learning and support for curriculum implementation. Equity funds were also used to address student and family and wellbeing issues which were heightened due to the ongoing Covid-19 situation.

The deficit shown in the financial statement was planned and accounted for with funds carried forward in the cash budget from 2020.

Mooroopna Primary School made another major contribution to the costs involved in completing the Mooroopna

Mooroopna Primary School

Primary School Children & Families Centre.

We received a substantial philanthropic donation towards the cost of the Speech Pathology program at our school.

For more detailed information regarding our school please visit our website at
<https://mooroopna.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 230 students were enrolled at this school in 2021, 123 female and 107 male.

5 percent of students had English as an additional language and 17 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).

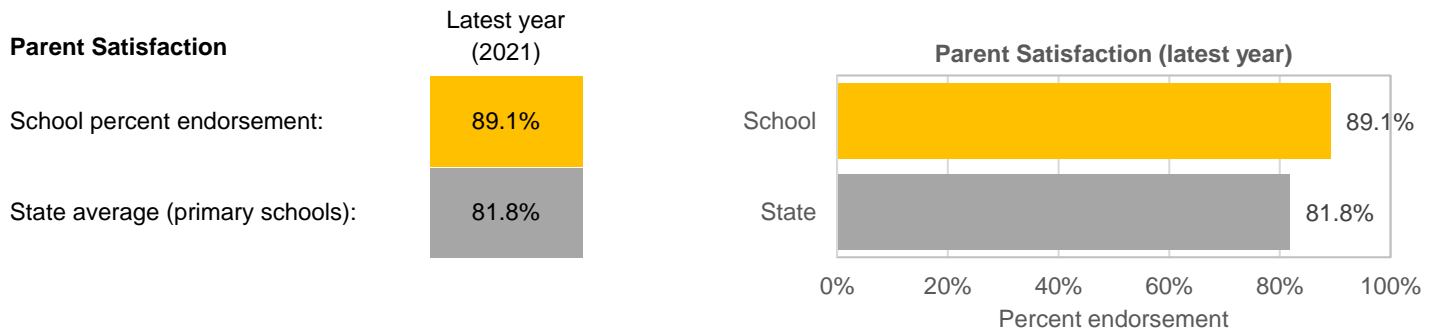
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

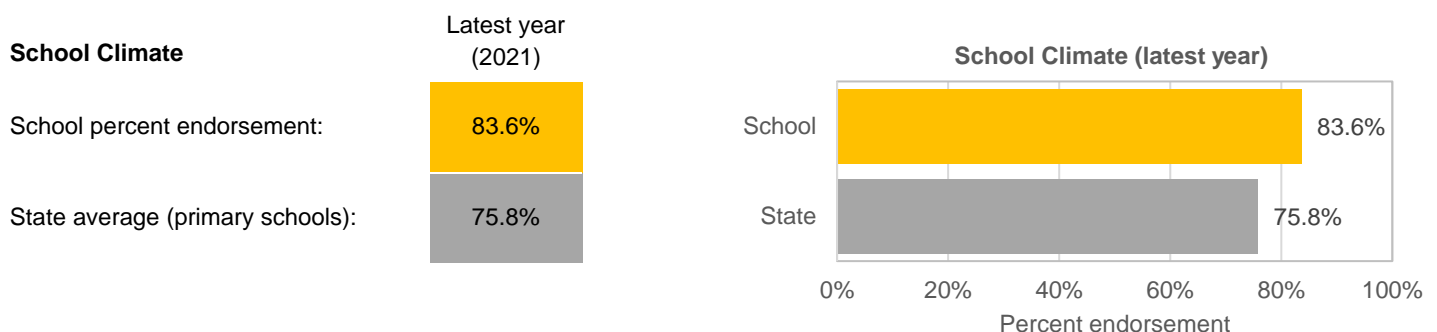


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

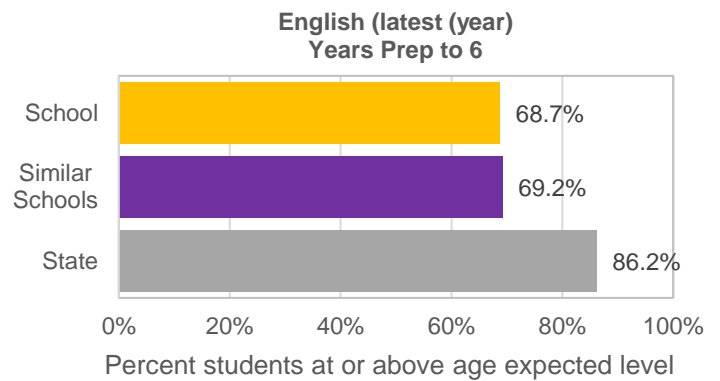
68.7%

Similar Schools average:

69.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

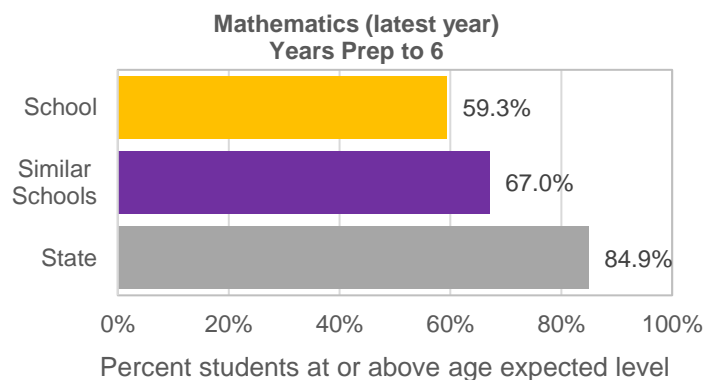
59.3%

Similar Schools average:

67.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

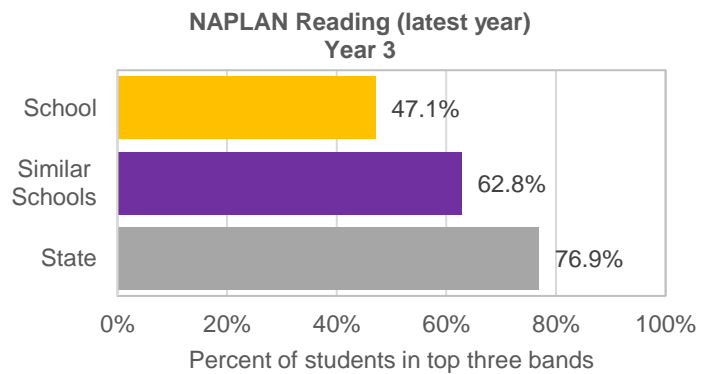
NAPLAN

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

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

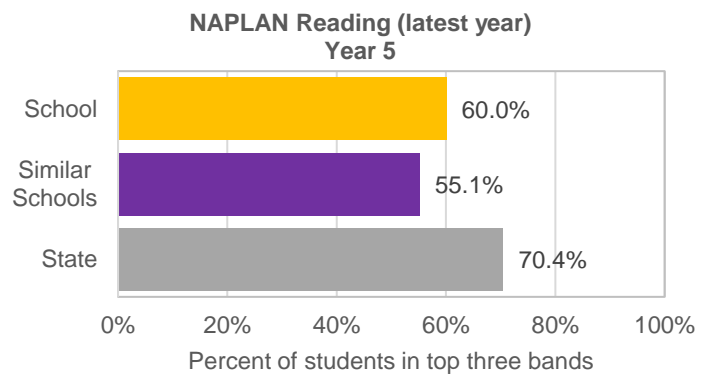
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.1%	54.5%
Similar Schools average:	62.8%	60.8%
State average:	76.9%	76.5%



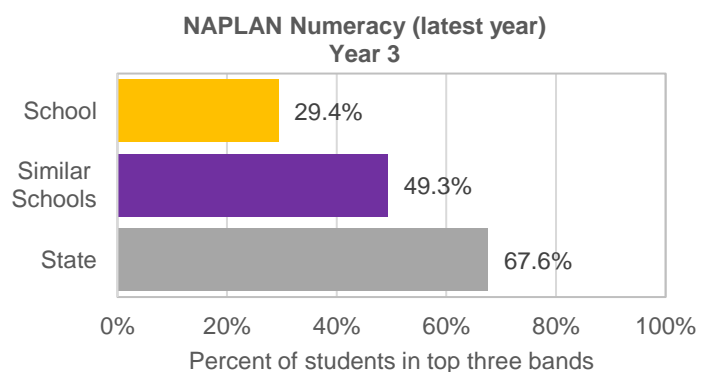
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	58.6%
Similar Schools average:	55.1%	52.5%
State average:	70.4%	67.7%



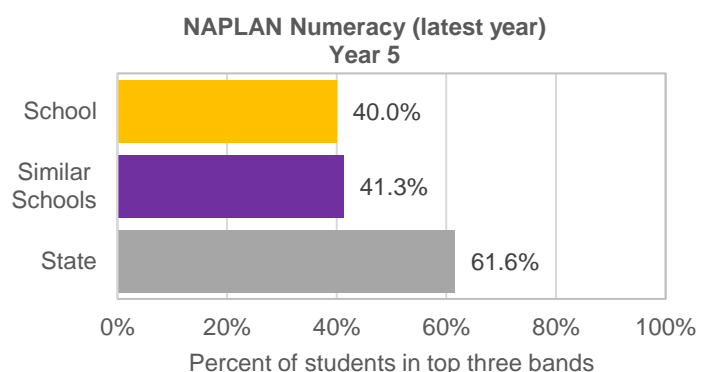
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	29.4%	34.7%
Similar Schools average:	49.3%	51.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	37.5%
Similar Schools average:	41.3%	39.7%
State average:	61.6%	60.0%



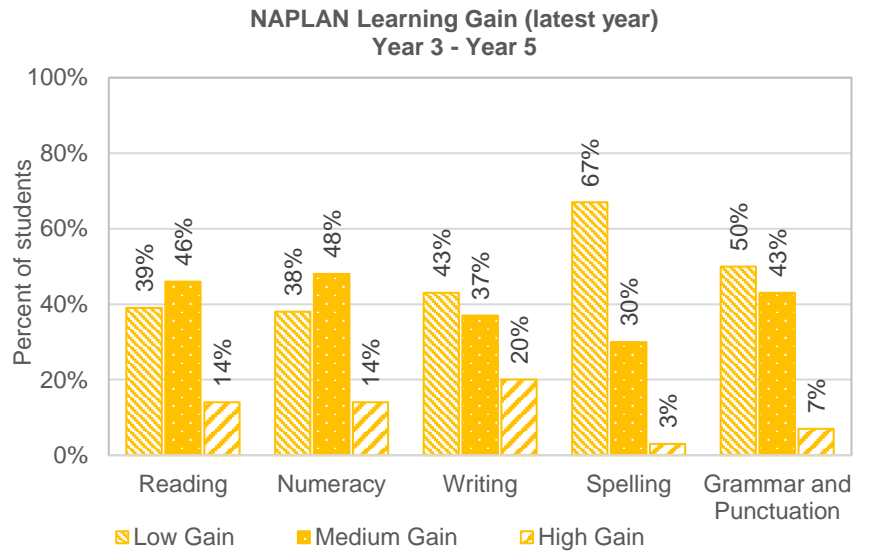
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	39%	46%	14%	22%
Numeracy:	38%	48%	14%	20%
Writing:	43%	37%	20%	14%
Spelling:	67%	30%	3%	19%
Grammar and Punctuation:	50%	43%	7%	18%



ENGAGEMENT

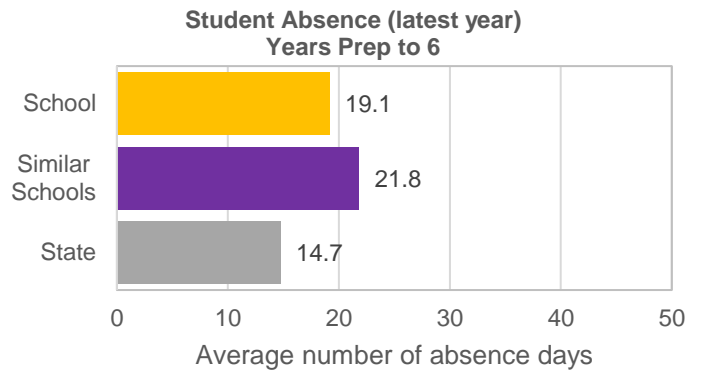
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.1	17.2
Similar Schools average:	21.8	19.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	92%	89%	91%	90%	89%	90%

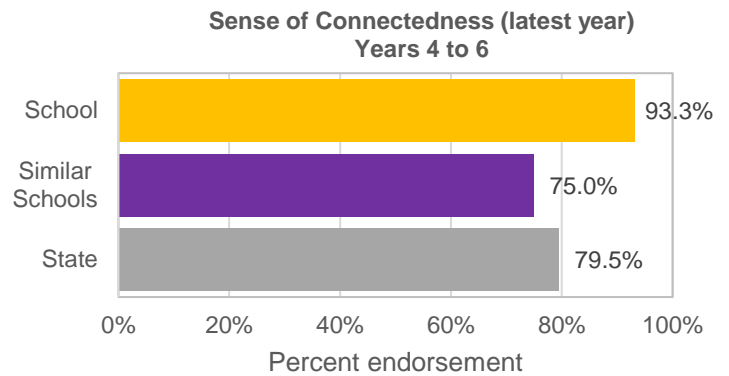
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	93.3%	97.7%
Similar Schools average:	75.0%	77.4%
State average:	79.5%	80.4%

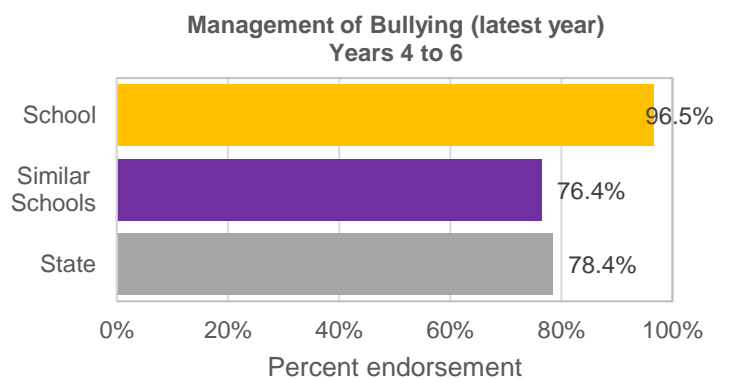


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	96.5%	98.3%
Similar Schools average:	76.4%	78.1%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,274,286
Government Provided DET Grants	\$410,260
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$45,043
Locally Raised Funds	\$108,927
Capital Grants	\$0
Total Operating Revenue	\$2,838,515

Equity ¹	Actual
Equity (Social Disadvantage)	\$545,581
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$545,581

Expenditure	Actual
Student Resource Package ²	\$2,350,773
Adjustments	\$0
Books & Publications	\$241
Camps/Excursions/Activities	\$50,003
Communication Costs	\$9,537
Consumables	\$67,376
Miscellaneous Expense ³	\$140,375
Professional Development	\$10,957
Equipment/Maintenance/Hire	\$39,233
Property Services	\$210,833
Salaries & Allowances ⁴	\$87,581
Support Services	\$46,651
Trading & Fundraising	\$11,594
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$64,968
Total Operating Expenditure	\$3,090,122
Net Operating Surplus/-Deficit	(\$251,606)
Asset Acquisitions	\$77,085

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$403,144
Official Account	\$21,348
Other Accounts	\$0
Total Funds Available	\$424,491

Financial Commitments	Actual
Operating Reserve	\$102,608
Other Recurrent Expenditure	\$12,122
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$28,300
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$750
Repayable to the Department	\$200,000
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$34,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$452,780

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.