

2020 Annual Report to The School Community



School Name: Jennings Street School (5215)



- 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 21 June 2021 at 10:17 AM by Rosemary Hayes (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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 22 June 2021 at 11:45 AM

How to read the Annual Report

What has changed for the 2020 Annual Report?

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.

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. Absence 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.

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 Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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 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 'Towards Foundation Level Victorian Curriculum'?

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

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

'Levels A to D' 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

Jennings Street School continues to draw from a broad geographical demographic in the South Western Region of Melbourne. The school's staffing comprises 70.6 effective full time staff catering the the educational needs of 120 students, none of these enrolled students are international students. No staff are of Aboriginal or Torres Strait Islander decent. The The school's Learning vision to meet the personal, educational, and social needs of students with autism in a respectful and safe manner remains central to our work. The school embeds essential understandings and teachings for the students around the core curriculum areas of English, Maths, Personal and Social Learning, with other learning domains implemented through an Inquiry Learning Approach. Whole school strategies that promote collective understandings and common language around our values of Safety, Learning and Respect, support the school to achieve its learning vision The continuous process of collaboration between research, therapy, curriculum, and pedagogy to understand and deliver best practice around the education for students with autism remains central to our work. This is achieved within a multi-disciplinary learning environment with 9 therapists providing expert knowledge in discrete areas of learning. Embedded policies and processes are documented to support the PBS tiered structure and ensure whole school approaches in order to maintain a safe, supportive and inclusive environment for all students, staff and members of our community. In the 2020 Performance Summary Parent Satisfaction rated at 81.1%, 2.5% below the statewide average, notably, the number of participants fell to 19%, potentially attributed to COVID. Conversely, data analyzed to support the JSS School Review in 2020, identified parents rated "Effective Teaching" at 91%, "Stimulating Learning" 87%, "high Expectations" 85%, "Safety"88%, and "Classroom Behaviour" 100%.

Framework for Improving Student Outcomes (FISO)

The priority dimensions that the school focused on throughout 2020 included "Excellence in Teaching and Learning", "Curriculum Planning and Assessment", "Empowering Students and Building School Pride" and "Health and Wellbeing" The 2020 school review identified that the school is "embedding" its practice excellence. The SIT Team has strategic representation in order to drive the Professional Learning Plan of the school, with the school implementing the FISO Improvement Cycle to implement data driven inquiries within PLC's. Collaboration around explicit areas of practice within the PLC are underpinned by sharing practice with analysis of student data an increasing focus. Systematic approaches to whole school planning, and alignment of interventions through learning walks and coaching frameworks supports the school to achieve its goals and targets with low variability. The construct of the Learning Specialist role as teacher mentor and coaching within a section of the school ensures that professional learning is supported holistically within the school culture.

The school is also embedding its documentation and implementation of the curriculum plan using the Victorian Curriculum as the Framework and the FISO continua as an important point of reference. The Judgement Tool baseline data is currently providing the foundation for assessing achievement with the school focused on developing assessments in priority learning areas to validate teacher judgement of learning progress. A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capabilities of staff, reflective of school priorities. Planning units and assessment in teams, and in collaboration with students, is fundamental to the implementation of the school's curriculum plan. The school has documented whole-school pedagogical teaching approaches in place with high expectations of teachers around embedding high impact teaching strategies in their practice. These strategies integrate within a detailed, sequential curriculum plan to ensure personalised teaching and learning. Accurate assessment of and for learning is characterized by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning. The school's work around "Empowering Students and Building School Pride", remains in the emerging stage. The school review panel endorsed that the school is embedding its work around Health. The school has in 2020 formally introduced a health curriculum with units such as Body Awareness, Public and Private and Relationships, documented and aligned to planning frameworks. A Health curriculum sub committee meets weekly to design the curriculum and develop assessments aligned to the content. Professional Learning has been tailored to support staff to teach and assess the content. Further Units of Work will be developed throughout 2021, with a Professional Learning program designed for staff, students and families.

Achievement

All 120 enrolled students are eligible for the PSD program. The school uses the Victorian Curriculum Framework in the design and implementation of curriculum. In 2020 Jennings Street School aimed to "Develop deeper understandings of Reading Pedagogical Practice" The work encompassed, developing a whole school understanding of what Reading Pedagogical Models at JSS look like and developing a whole school understanding of the 5 Pillars of Reading. The work of school leaders focused on teachers being able to articulate the Reading Pedagogical Models used from Levels A-C and D+ and explicitly teaching students within these approaches including; The Gradual Release of Responsibility, Guided Reading and Shared Reading. The deeper understandings of these approaches was evidenced within documented planning frameworks and PLC's with agreed approaches of reading models, e.g., Reader's Workshop, Guided Reading and Shared Reading. Teachers were able to articulate whole school approaches and understandings of how and why communication and language supports literacy so that students regularly engage in the appropriate reading pedagogical practices, depending on their point of need. Obtaining objective learning growth supported by evidenced based assessments has been priority work for the school. Within this work, leaders have formalized and built timely assessment opportunities into PLC's aligned to the schools Reading Assessment Schedule. This enabled teachers to have increased opportunities to analyze and track reading gaps and trends to determine the learning point of need for each student. For students operating at levels A - C on the Victorian Curriculum, the focus on evidence based assessment reflects learning growth using targeted goals within Shared Reading and phonic boxes, For students operating at Levels D and above, on the Victorian Curriculum, literacy learning encompassed explicit teaching using the Read Write Inc Reading Comprehension Program targeting decoding and comprehension strategies. Teachers apply "Gaps and Trends" knowledge from this program to set their goals within the Readers and Writers Workshop and employ the schools Gradual Release of Responsibility Pedagogical Model as the framework for teaching content. This cohort of students also engage in The Read, Write, Inc phonics program and Self Selected Reading accessing levelled texts based on Read, Write, Inc assessment of learning levels. Their tracked phonic knowledge and growth implemented within the Read, Write, Inc program is also embedded into the Reader's and Writers Workshop and Guided Reading. Individual, cohort and whole school achievement data in English, Maths and Personal and Social Learning is documented within the "The Judgement Tool" platform with the academic learning growth and levels of support translated into the Individual Student Report documented twice yearly. Six monthly academic growth is also accessed by the School Improvement Team to track and analyze achievement growth at the individual, cohort and whole school level.

Engagement

The Review process undertaken in 2020 verified that schools second goal "To build active student engagement in learning" was not comprehensively met throughout the period of the review. Highly successful strategies to enable students to access and engage in their learning included the use of Augmentative and Alternative Communication (AAC) devices which enabled students to demonstrate their learning were evident across all sections of the school. The school has been successful in ensuring that all staff have the ability to use AAC tools. The 2020 KIS "To improve learning growth for all students in speaking and listening" was not met, with the established targets lacking a valid evidence base. The targets also did not differentiate growth rates for non verbal students (A -D) and verbal students. (Foundation and above) This severely impacted the results. A high proportion of students at Jennings Street School require alternative communication methods in order to engage in functional communication. In 2020 The AAC sub committee continued to embed proloquo2go within classroom practices, with all non verbal students having a personalized device. It is a whole school expectation that proloquo2go is modelled in conjunction with speech in all targeted classes, with core language and navigating pathways priority areas of teaching. 2020 priority work for the AAC group was to develop "Increased understandings of language learning and "Increased understandings of how language relates to literacy". This included teachers planning and delivering targeted language interventions for students to enact increased understanding of their students' language ability and how language relates to literacy. A specific "Structured play Program" around pretend play was planned for in the Primary curriculum and structured activities that address language embedded into the Middle and Later Years. This was to be accompanied by professional learning in relationship play. This work was to be complimented by the Identification of language assessments including AAC assessments for our students. Whilst the Relationship Based Play was delivered the assessment work commenced, due to COVID we were delayed in presenting and implementing both a pretend play program in the primary years and social play in the middle years. Lego therapy is underway in later years, targeting social understanding. We picked up on RBP again in term 4 once we were onsite and we anticipate to have a formative

assessment developed by early 2021. In term 4 we also established a PLC inquiry into speaking and listening teaching and learning, using judgement tool data to drive our investigation. We have begun to make links from other areas of the curriculum to language learning and each section of the school is looking to narrow our focus to a particular curriculum content descriptor. We will do this in order to both discover where we are not progressing with students and to investigate teacher knowledge and practice. We have begun to discuss assessments for literacy in our sub committee. We anticipate that by the end of the inquiry cycle we will have a better way to assess or analyse speaking and listening data, and a better understanding from teachers of language skills in our students and how it relates to early literacy. The outcome of this inquiry resulted in a commitment to use a norm referenced assessment for speaking and listening. This assessment is called the CUBED and assesses a student's ability to use and understand oral and written academic language. The outcome of our inquiry cycle in our personal and social committee resulted in a collaboration (sub-strand in the curriculum) checklist to assess the skills of our students through relationship based play. We anticipate that this work will support a deeper understanding of the interplay between reading, writing, and language resulting in revised practices within our morning meeting, morning circle, and play in regard to explicit practices that promote oral language learning and how it relates to later literacy development. A KIS within our next AIP will continue to focus on key understandings of language learning and it's relationship to literacy and personal and social learning. Engagement during Remote Learning was promoted by a structured and predictable "video modelled" method of instruction delivered via seesaw. This reflected the core components of the Literacy Block, differentiated for learner cohorts, maths, personal and social learning and specialist programs. Teachers increased their technical knowledge of "screen-cast-omatic" in order to enhance their content delivery with essential visual supports that promote engagement. Visual scripts, pointers, proloquo2go and multi mediums created the conditions to support students within the predictable structure to engage in learning.

In 2019 the school put a number of strategies in place to address student attendance. This included information within newsletters, developing common language "its not o.k. to be away" and Student Attendance Support Group Meetings for absence beyond 10 days. A target of 17 days was the 2020 goal set for the average number of absences. The data had trended positively from 23 days in 2017 to 20.4 days in 2019, however peaked at 24 days in 2020 bringing the 4 year average to 22.6 days. Tracking of absentee data in 2020 identified anomalies in data absence trends, which were directly attributed to the COVID pandemic, eg there were 10 students that did not return to school beyond the mandated shut down periods, citing vulnerable family members and an increased risk of exposure.

Wellbeing

Throughout 2020, the school reviewed its overall success against the 4 year wellbeing goal "To build a positive and inclusive environment that nurtures the wellbeing of every student", with the review outcome determining that the school met this goal. Data sets that validated this included targets met in the areas of Student connectedness, Student safety and Classroom behavior. Growth targets in Personal and Social Capabilities capabilities were met supporting increased student skill, knowledge and competencies supporting their personal wellbeing and management of self. The 2020 Strategy to "Develop understanding around what constitutes voice and agency for students at Jennings Street School" was targeted to reflect important teachings in order to construct learning environments that elicit meaningful voice and agency. The school rated itself in "emerging" within all 4 areas of the FISO continua. We acknowledge that the strongest areas of student voice practice reflected "personal and social learning" however acknowledge that we need to build the capacity of teachers around this level of work, elevating the opportunities for agency within learning need to be constructed. With our values becoming embedded through common language, there is increased opportunity for building pride and connectedness. Targets that were significantly impacted by Remote Learning included the Analysis of data from an audit to identify what current practice exists in the school and the development of a policy, consistent whole school practices, key understandings and common language in student voice and agency. Whilst the PBS committee continued in 2020, there was a shift away from student voice and agency and the dedicated role to drive the SRC committee did not take place. In 2020 the Student Wellbeing Forum took on a heightened role within the school, monitoring students and families deemed to be at risk and responding to family needs. This was a dynamic role involving the management of fluid numbers in attendance onsite. Teachers modified the wellbeing content to support students in their changing environment. Explicit Video Modelled teaching around What is a pandemic, Why I am learning from home, Why I cannot see my friends, How to manage my emotional state, Why I cannot go on the bus, became the priority learning content to support students to develop greater understanding of the changed world and equip them and their families with strategies in order to manage themselves and manage the situation. The school is now planning to implement these initiatives in 2021. The SRC is established and will roll over with the role and selection criteria for SRC documented. New criteria based on student personal & social learning data has been

developed to identify students for selection and parameters around the roles and responsibilities of SRC reps. Learning specialists created a scope and sequence for inquiry learning 2021 that allows for flexibility of choice for learning content to facilitate student voice into final decision making. Select members of the PBS team will participate in a regional Professional Learning program around student voice and agency. The school will develop a data set around student voice and agency and develop whole school approaches to embedding student voice and agency within the school.

Financial performance and position

In 2020 Jennings Street School concluded the school year with \$127, 115.00 in credit. The reconciliation represented a healthy surplus which undoubtedly reflected the pandemic and reduced expenditure by the school. The school undertook a credit to cash transfer in Term 1 of \$800,000 to operate the Program Budget, a considerable amount of these funds still remain in the school's Official Account which is currently balanced at \$1, 462,762.20. The school has approximately \$100,000 targeted towards a project that involves receipt of a Community Tram Car. This will require restoration and renovation at the cost of the school. The School received \$50,000 from a Minor Schools Grant towards this project. The school is also in negotiations with DET around the lack of Applied learning facilities for senior aged students to develop independence and skills for beyond school. At this stage the school is in the process of completing a School Funded Business Case proposal for the VSBA and has earmarked \$1,000,000 to contribute towards this project, a sum that far under reflects the anticipated costs of the construction design. In order for the South Western Regional Office to endorse the first stage of the application process for the School Funded Business Case, the school was required to engage the services of architects to develop plans and costings. The school engaged the services of Architecton to undertake this work at a cost of \$26,400. The finalized plans are yet to be discussed with the Jennings Street School Council. It is anticipated that we are close to meeting all requirements and the application for the School Funded Business case will be submitted within the near future. The need for the Applied Learning Facility has "in principle" endorsement at a regional level however we are experiencing significant difficulty in accessing funds for the project. Avenues such as the Major and Capital Works Grant and the Inclusive Schools Funding Grants have been unsuccessful avenues to pursue so far.

For more detailed information regarding our school please visit our website at
<https://www.jenningsstreetschool.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 121 students were enrolled at this school in 2020, 29 female and 92 male.

19 percent of students had English as an additional language and NDP 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.

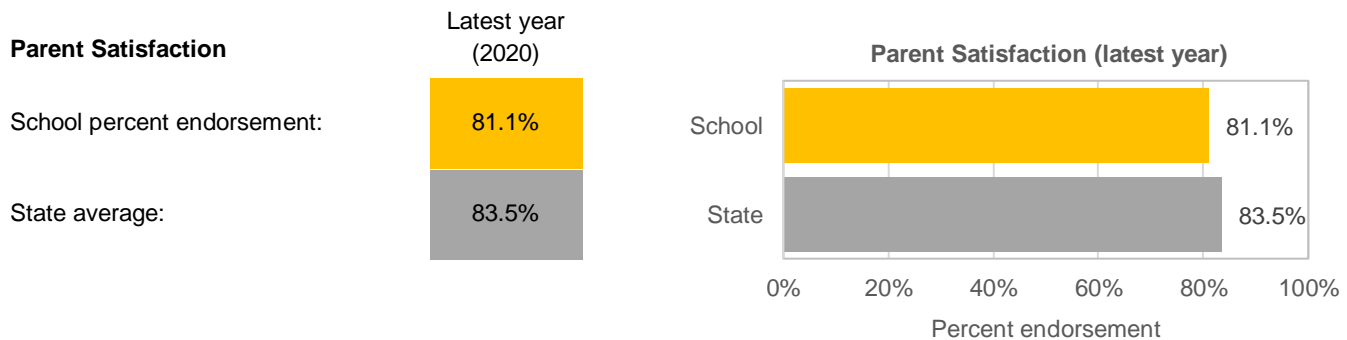
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

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

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

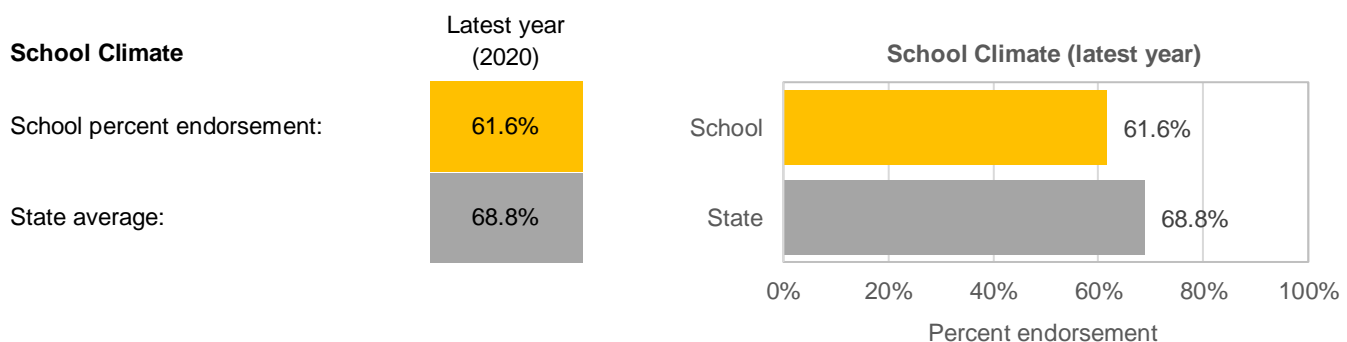


School Staff Survey

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

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

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



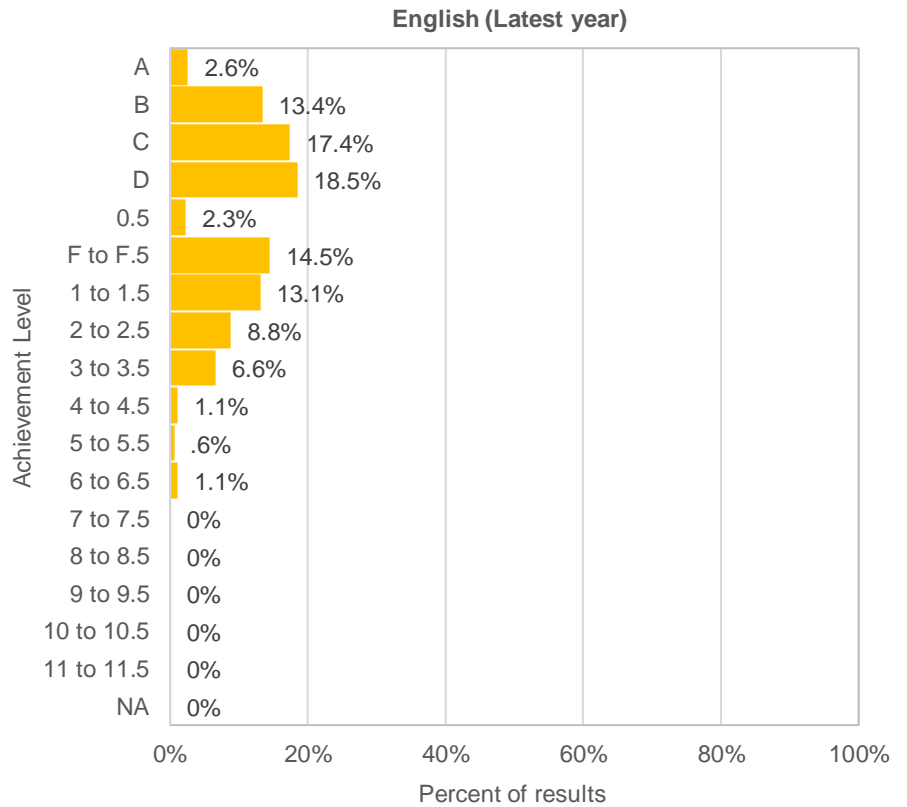
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

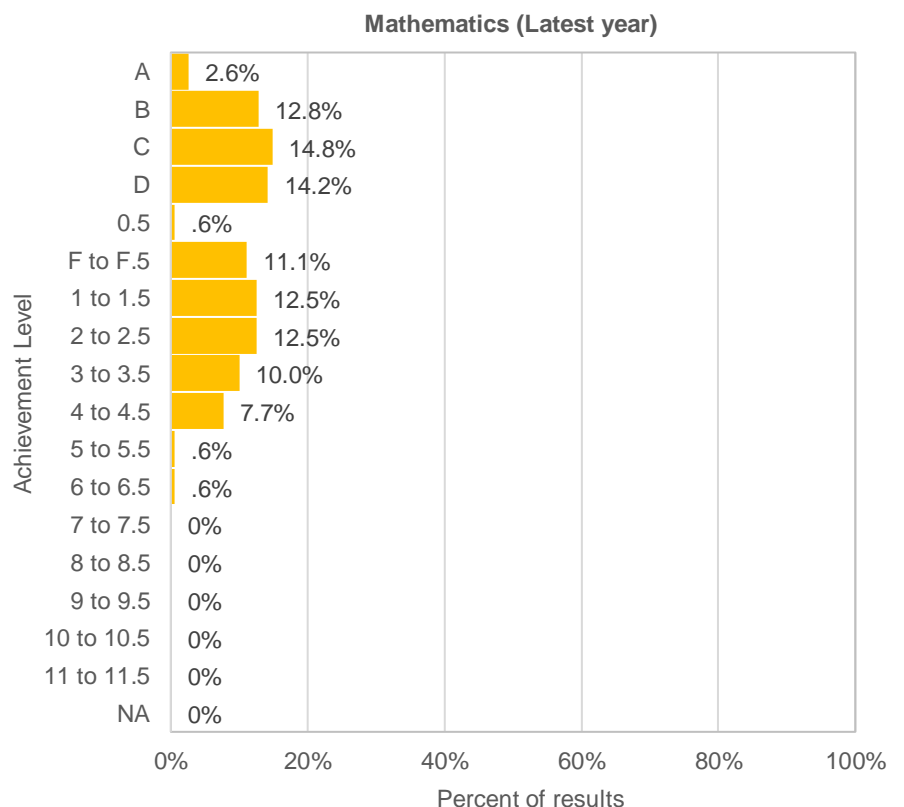
English

| Achievement Level | Latest year (2020) |
|-------------------|--------------------|
| A | 2.6% |
| B | 13.4% |
| C | 17.4% |
| D | 18.5% |
| 0.5 | 2.3% |
| F to F.5 | 14.5% |
| 1 to 1.5 | 13.1% |
| 2 to 2.5 | 8.8% |
| 3 to 3.5 | 6.6% |
| 4 to 4.5 | 1.1% |
| 5 to 5.5 | 0.6% |
| 6 to 6.5 | 1.1% |
| 7 to 7.5 | NDA |
| 8 to 8.5 | NDA |
| 9 to 9.5 | NDA |
| 10 to 10.5 | NDA |
| 11 to 11.5 | NDA |
| NA | NDA |



Mathematics

| Achievement Level | Latest year (2020) |
|-------------------|--------------------|
| A | 2.6% |
| B | 12.8% |
| C | 14.8% |
| D | 14.2% |
| 0.5 | 0.6% |
| F to F.5 | 11.1% |
| 1 to 1.5 | 12.5% |
| 2 to 2.5 | 12.5% |
| 3 to 3.5 | 10.0% |
| 4 to 4.5 | 7.7% |
| 5 to 5.5 | 0.6% |
| 6 to 6.5 | 0.6% |
| 7 to 7.5 | NDA |
| 8 to 8.5 | NDA |
| 9 to 9.5 | NDA |
| 10 to 10.5 | NDA |
| 11 to 11.5 | NDA |
| NA | NDA |



ENGAGEMENT

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 data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

| Student Absence | 2017 | 2018 | 2019 | 2020 | 4-year average |
|--|------|------|------|------|----------------|
| School average number of absence days: | 23.0 | 23.1 | 20.4 | 24.0 | 22.6 |

Students exiting to further studies or full-time employment

Percentage of students 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 | 2017 | 2018 | 2019 | 2020 | 4-year average |
|--|--------|------|------|------|----------------|
| School percent of students with positive destinations: | 100.0% | NDP | NDA | NDA | 100.0% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,122,976 |
| Government Provided DET Grants | \$1,116,123 |
| Government Grants Commonwealth | \$2,706 |
| Government Grants State | \$9,725 |
| Revenue Other | \$9,473 |
| Locally Raised Funds | \$14,905 |
| Capital Grants | NDA |
| Total Operating Revenue | \$6,275,908 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$22,603 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$22,603 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,995,861 |
| Adjustments | NDA |
| Books & Publications | \$7,049 |
| Camps/Excursions/Activities | \$8,617 |
| Communication Costs | \$11,189 |
| Consumables | \$73,170 |
| Miscellaneous Expense ³ | \$24,285 |
| Professional Development | \$36,975 |
| Equipment/Maintenance/Hire | \$119,846 |
| Property Services | \$51,265 |
| Salaries & Allowances ⁴ | \$17,292 |
| Support Services | \$372,920 |
| Trading & Fundraising | \$3,366 |
| Motor Vehicle Expenses | \$1,910 |
| Travel & Subsistence | NDA |
| Utilities | \$46,187 |
| Total Operating Expenditure | \$5,769,933 |
| Net Operating Surplus/-Deficit | \$505,975 |
| Asset Acquisitions | \$40,718 |

- (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 | \$1,515,462 |
| Official Account | \$50,803 |
| Other Accounts | NDA |
| Total Funds Available | \$1,566,266 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$125,374 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | \$22,150 |
| School Based Programs | \$203,560 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | \$100,030 |
| Capital - Buildings/Grounds < 12 months | \$1,026,525 |
| Maintenance - Buildings/Grounds < 12 months | \$214,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$1,691,640 |

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.