

# 2022 Annual Report to the School Community

School Name: Craigieburn Secondary College (8705)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 of the previous calendar year 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 11 May 2023 at 11:30 AM by Kate Morphy (Principal)

- This 2022 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 12 May 2023 at 09:33 PM by Glenn Lancaster (School Council President)

# How to read the Annual Report

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

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

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

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

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## 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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### 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
- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

Our College's vision is to be an environment in which every student achieves their highest potential. High expectations of students, teachers and parents underpins the work that we do and provides a framework as we aspire to continually improve our learning environment, professional practices and student achievement outcomes. Established in 1984 on the lands of the Wurundjeri people, our community is wonderfully diverse with over fifty different language backgrounds being represented through our families and staff. We support and celebrate this diversity with a team of multicultural and integration aides, events and performances. A significant proportion of our students experience challenges at home and are supported through breakfast and homework clubs, as well as a dedicated allied health team that includes counsellors, youth workers, mental health practitioners and a speech pathologist. Learning is supported through targeted fluency and tutoring programs, with learning partners ensuring Individual Learning Plans are developed and effectively implemented. Our 1098 students were drawn from the local area and a diversity of cultural and language backgrounds. The staff comprises of 5 Principal Class, 88.1 teachers including 8.3 leading teachers, 4.1 learning specialist positions, 5.8 tutors and 40.2 education support staff. Our student demographic includes over 40 different language backgrounds with 65% from Language backgrounds other than English and 2% are Aboriginal. The curriculum is designed to provide opportunities and support structures that assist every student to reach their full academic, personal and career potential and to create their pathways to a fulfilling and meaningful future. The College offers an enrichment and acceleration program that provides extension opportunities for students in the all areas of the curriculum in years 7-9 and leads into accelerated learning opportunities in year 10. We also offer differentiated literacy and numeracy fluency programs that aim to address student learning at their point of need. There are many and varied opportunities for students to participate in school life, including Visual and Performing Arts, Sport, Camps, Excursions, Creative Writing, Community Service, mentoring and an extensive student leadership program. Teaching and Learning at our school is underpinned by a strong professional learning program for all teachers. This program is informed by our Teaching Code of Practice that sets out our high expectations and incorporates an instructional framework that is used by all teachers in every classroom. The Code of Practice also ensures there is a focus on positive relationships within the classroom, where teachers actively seek and give feedback in the pursuit of personal best. Craigieburn Secondary College expects its students to work to the best of their ability, respect the rights of all others, to strive for excellence and to take pride in their work and our school. The College community actions and decisions reflect the values of Respect, Responsibility, Achievement and Community. We had five international students in 2022 undertaking studies. We continue to welcome international students to our school.

Our strategic plan 2020 - 2024 has three main focus areas;

1. A continued focus on Literacy, and an increased focus on Numeracy, as well as strategies to empower students to become more reflective, self-aware and independent learners.
2. Building connectedness and engagement for and between all members of our community.
3. Focus on student wellbeing as an integral part of teaching and learning.

2023 will see Craigieburn Secondary College begin to implement an organisational design model that will facilitate our vision of building a robust and student-centered learning community. Knowing our students and building relationships between the school and families are the keystones to ensuring that the learning and wellbeing needs of our students are addressed in a holistic way.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our student learning achievement as measured by teacher judgement are below those of similar schools and the state average by 19% and 30.1% respectively for English and Mathematics. When these results are compared to NAPLAN band results for years 7 and 9, there is good alignment between teacher judgement and Naplan band results for students achieving above and below age expected standards. This alignment is less visible for students achieving in the middle two bands for NAPLAN, where a proportion of them are being assessed as below age expected levels particularly for reading and writing at year 7. Our student achievement goals as measured by NAPLAN for year 7 students in the top 3 bands was below that of similar schools and the state average for both reading and numeracy. As year 7 students enter the College for their first year of secondary school, we place them into Mathematics and English fluency groups where they receive targeted learning goals at their point of need to bring them up to age expected levels. For our year 9 cohort, the percentage of students in the top 3 bands was significantly below similar schools and state average. Progress towards our strategic plan goals includes a 5% increase of equity funded student in the top two bands for reading and a 0.8% increase in the EAL English mean study score, and a 0.3% increase in the VCE mean English study score. We are continuing

to put resourcing into learning support with increased numbers of Multi-cultural aides to support our Language Background other than English students across all year levels.

VCE school mean study score for 2022 was 22.1. Some successes in our VCE results include:

- A+ exam results in Music Performance
- A exam results in English, EAL, Maths Methods, Further Maths and Legal Studies
- 37% of our students' study scores were 30 or over
- 89% of our year 11 students completed a unit 3-4 exam and received a study score that will contribute to their 2023 ATAR
- 88% of our year 12 students completed the Intermediate or Senior Victorian Certificate of Applied Learning

We are continuing to focus on career planning and pathways to ensure our students are prepared for their chosen career pathways. All PSD, OOH and Aboriginal students have individual learning plans that were collaboratively developed with students, parents, aides and learning partners. Teacher judgement reports for English and Maths show progress in learning at various Victorian Curriculum levels with reporting against ILP goals in place for semester 2 reports.

## Wellbeing

Our student wellbeing goals for 2022 focused on ensuring students had access to mental health and wellbeing resources, as well as continuing a staff wellbeing program. Our strong, well-structured allied health team and framework supported students across a range of issues including mental and adolescent health, as well as speech, autism and language support needs. A strong Multi Educational Aide team have expanded communications and advocacy across the college. With over 700 students coming from Language backgrounds other than English we continued to expand support to these students through increased numbers of MEA's and tutors. Our school based nurse oversees the sickbay and supports students and families with day to day care as well as providing information on general health to the community. We have a strong relationship with a local GP and our Doctors in Schools program was utilised consistently by students. Students reported to us through the Attitudes to School Survey, a 53% positive endorsement for sense of connectedness which is 5% above the state average and higher than similar schools. This result sees the College continuing to increase student connectedness towards our strategic plan goal of 65%. Students also reported a 54% positive endorsement for how the school manages bullying, which is an increase of 6.1% from 2020. This result also sees the College steadily improving towards our strategic plan goal of 60%.

## Engagement

Our student engagement goals included increasing connectedness to school by students and decreasing the average number of days absent rate. Although we have not met the targets outlined in our Strategic Plan, the remote learning period continues to have a significant impact on our attendance. An initiative to reframe student advocacy through form teacher roles was progressed during 2022 and is now in place. Our goal to better engage our parent community and to build stronger community links particularly with the EAL community has progressed well with a positive endorsement for parent satisfaction at state levels of 68.1%. The student opinion survey results also indicate that students are reporting stronger connections to the school with an increase to 81% from a base of 48% in 2019. Increasing student leadership opportunities and programs including subject based leadership opportunities such as EAL, Performing Arts and STEM.

Student Voice continues, mostly through pivot surveys, with more in depth feedback and analysis occurring with students. We now have a regular collection of student perceptions information through forums on a range of issues. Our next level work will focus on a wider analysis of student feedback to inform learning areas and addressing curriculum and pedagogy across a learning area. We also are ready to better develop student agency in best teaching and learning practice, and working together with students to understand what this looks like, and how we can elicit feedback from students around this. The Engage program was successfully implemented with assistance from Sydney Road Community School, and with adjustments across the year improving the model and gaining high levels of engagement for at risk students. Student Support Groups and parent meetings occurred regularly for students at risk of disengagement and student support plans were developed and implemented.

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## Financial performance

Craigieburn Secondary College finalised 2022 with a surplus of \$1,031,944, part of which was a carryover from the 2021 budget of \$442,475. The balance of the credit surplus can be attributed to teacher shortages and the fact that we were understaffed by an average of 10 teachers across the year. The surplus is being addressed in 2023 with the employment of additional teaching and support staff in areas required. The employment costs of Casual Relief Teachers were again higher, to cover staff absences as well as difficulties in employing substantive staff to cover long term leave and vacancies during these times. In 2022 we continued with

our plans of creating a safe, enjoyable and adaptable environment, with more outdoor seating in garden areas for students during break times and for outside classroom teaching if desired. Extensive building works were done throughout the school, with unisex toilets installed in the Senior and Middle school areas for student use, extensive refurbishments were also done to the student toilet blocks. Cyclic maintenance of school facilities and replacement / upgrading of classroom furniture continued as per our maintenance plan. The Performing Arts students put on a very professional production of Legally Blonde Jnr with numerous shows performed before families, staff, students and the wider community. Staff and students involved worked very long and hard to prepare for this and it was a huge success.

Craigieburn Secondary College received \$1,439,675.40 in Equity credit funding and \$1,407,654.30 in Equity cash funding. Across the board this was used to employ additional staffing such as a Speech Pathologist, School Nurse, additional Leadership team members and additional student support staff. A number of programs are funded through Equity and it is also used to fund additional student engagement programs such as the Engage Program. Support for families in need is also funded through equity, this was an important factor in 2022, with supply of uniforms, laptops and textbooks to students in need, enabling them to have a positive and more complete educational experience. This will extend into 2023, subject to the needs of our community. A portion of the funding is used to enhance the Program Budgets to provide the best possible outcomes for our students. Craigieburn Secondary College holds a Building fund which School Council have marked for the refurbishment of the Canteen facilities, providing a relaxing dining area for students and possible additional teaching spaces.

The school holds a large amount of CSEF for use by eligible students, this was not able to be used during Covid but hopefully will now be accessed by those students to attend Camps and Excursion activities.

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

# Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 1117 students were enrolled at this school in 2022, 495 female and 622 male.

59 percent of students had English as an additional language and 2 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).

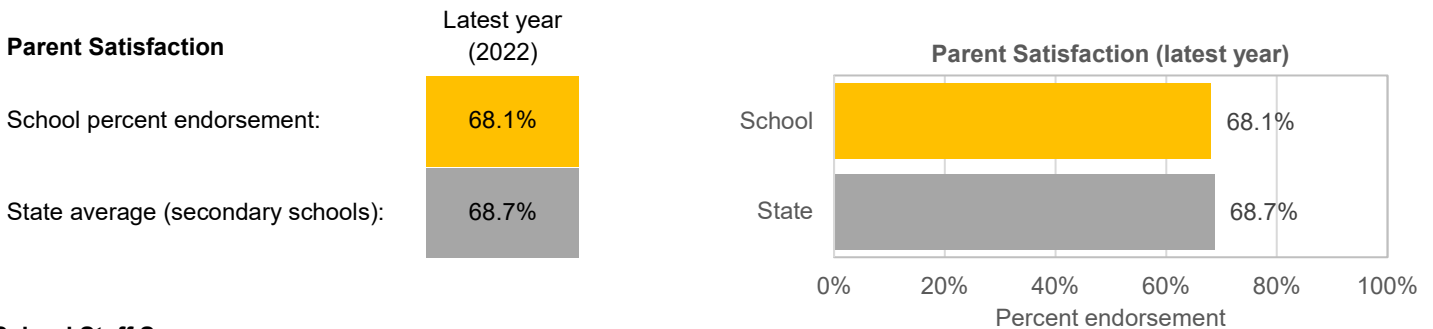
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

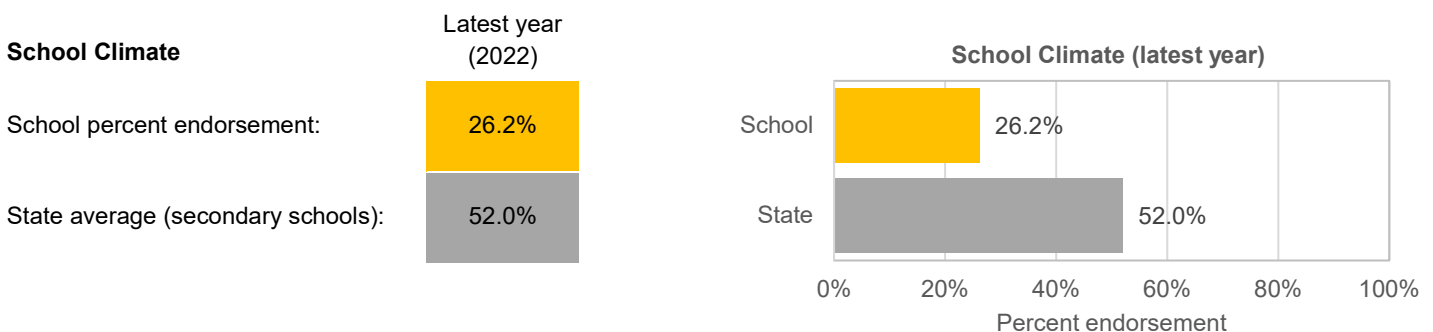


### School Staff Survey

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.



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

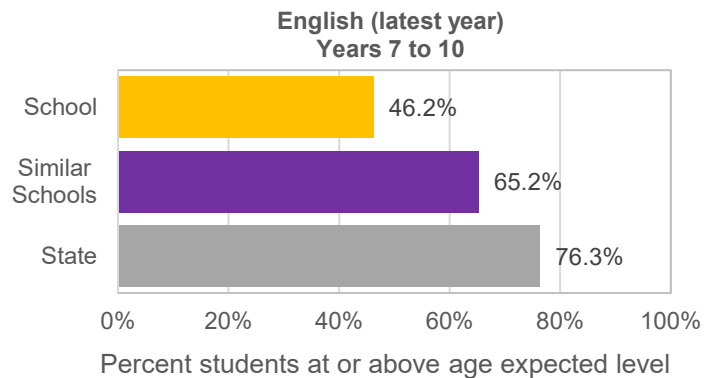
46.2%

Similar Schools average:

65.2%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

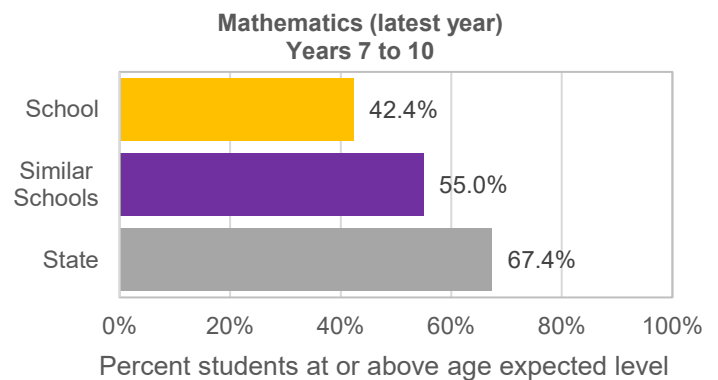
42.4%

Similar Schools average:

55.0%

State average:

67.4%





## LEARNING (continued)

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

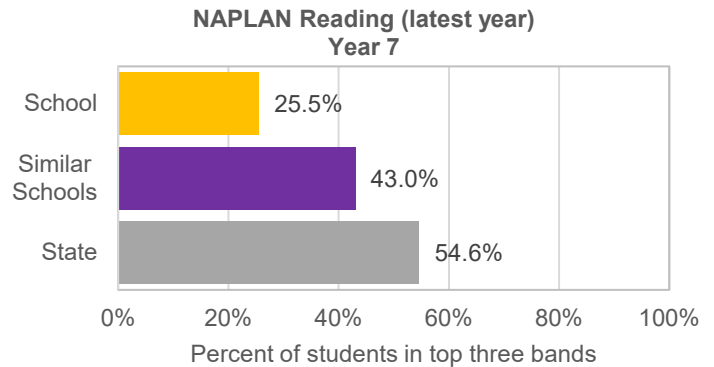
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

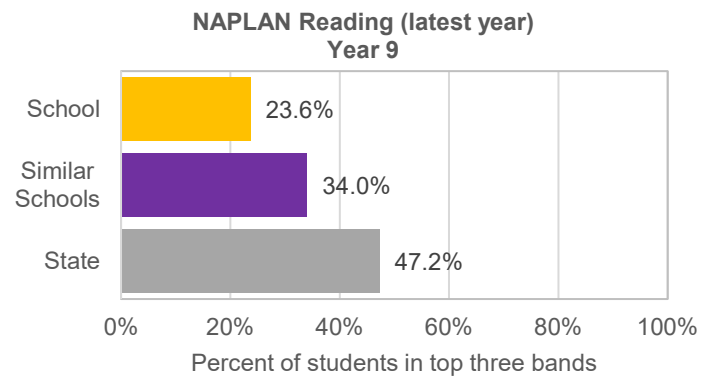
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.5%	32.8%
Similar Schools average:	43.0%	42.5%
State average:	54.6%	55.3%



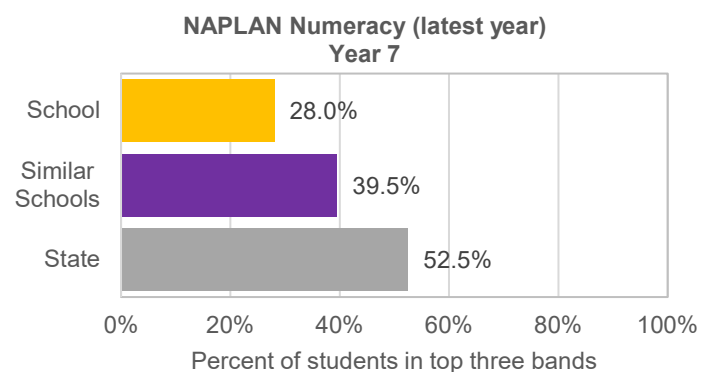
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	23.6%	26.3%
Similar Schools average:	34.0%	33.3%
State average:	47.2%	46.0%



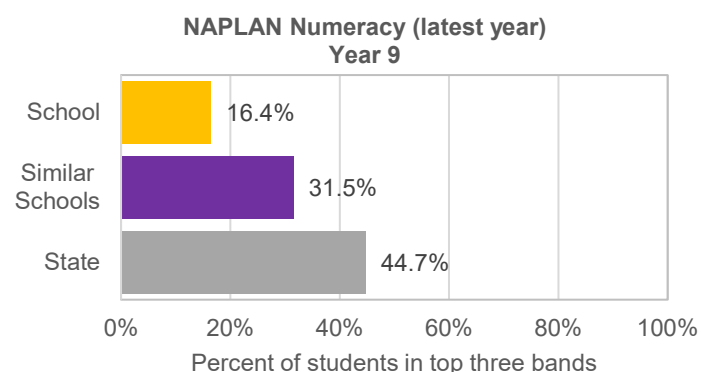
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.0%	34.4%
Similar Schools average:	39.5%	41.2%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	16.4%	20.1%
Similar Schools average:	31.5%	31.4%
State average:	44.7%	45.6%



## LEARNING (continued)

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

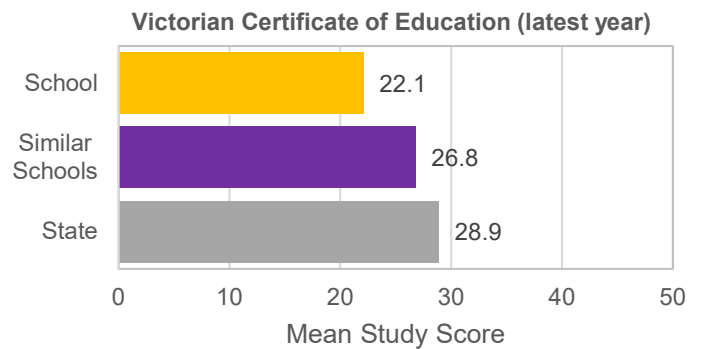
### Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	22.1	22.9
Similar Schools average:	26.8	27.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

5%

VET units of competence satisfactorily completed in 2022:

70%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

84%

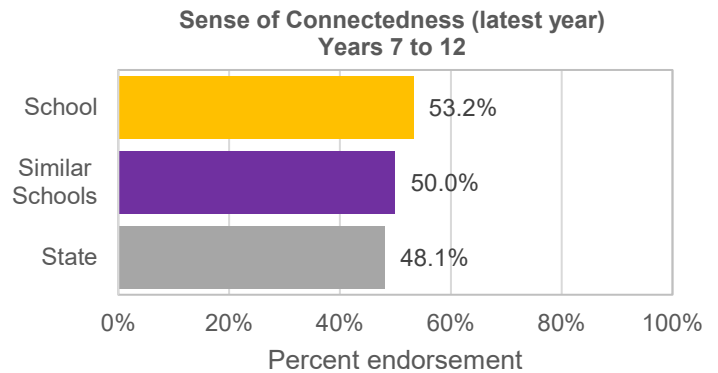
## WELLBEING

**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).

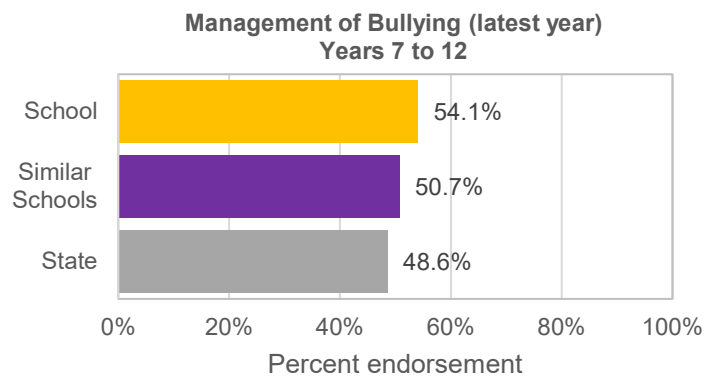
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	53.2%	52.0%
Similar Schools average:	50.0%	53.9%
State average:	48.1%	52.5%



### 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 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	54.1%	51.6%
Similar Schools average:	50.7%	55.0%
State average:	48.6%	54.0%



## ENGAGEMENT

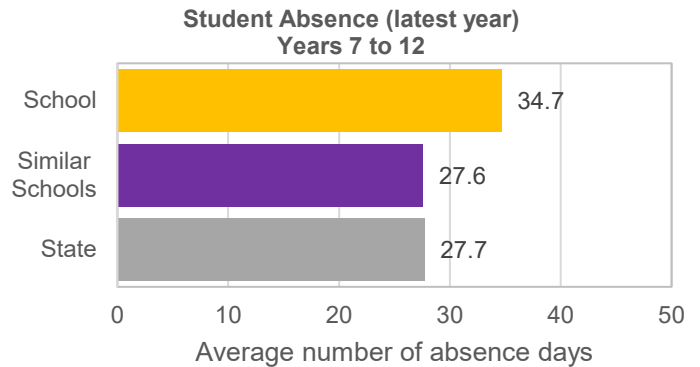
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	34.7	29.1
Similar Schools average:	27.6	22.3
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

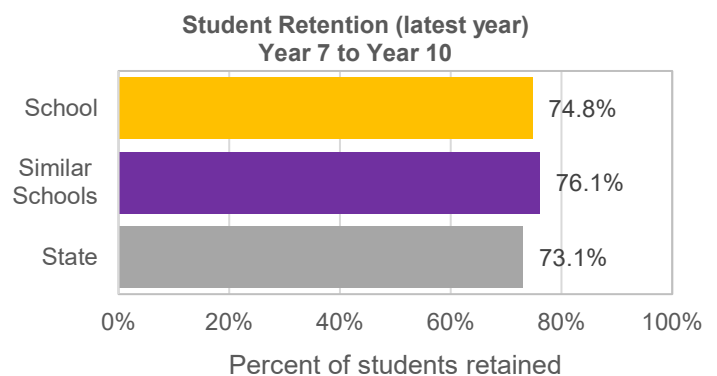
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	82%	82%	81%	82%	87%

### 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 (2022)	4-year average
School percent of students retained:	74.8%	72.3%
Similar Schools average:	76.1%	74.4%
State average:	73.1%	73.0%



## ENGAGEMENT (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.

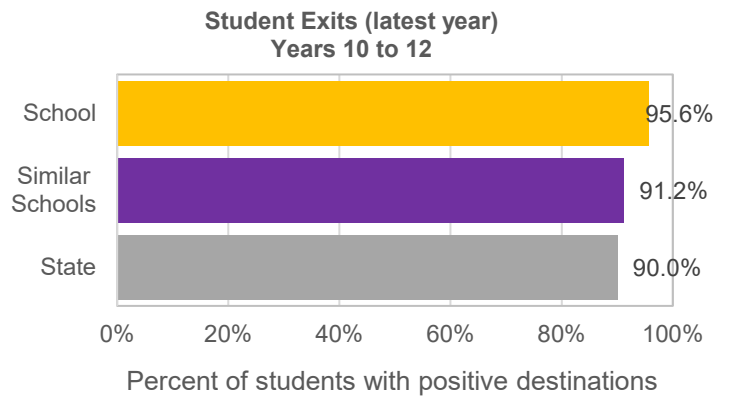
### Students exiting to further studies or full-time employment

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 year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	95.6%	88.6%
Similar Schools average:	91.2%	90.1%
State average:	90.0%	89.3%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$15,015,902
Government Provided DET Grants	\$3,153,363
Government Grants Commonwealth	\$0
Government Grants State	\$3,718
Revenue Other	\$85,373
Locally Raised Funds	\$305,249
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$18,563,606</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,687,240
Equity (Catch Up)	\$128,049
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$2,815,288</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,997,532
Adjustments	\$0
Books & Publications	\$25,329
Camps/Excursions/Activities	\$129,159
Communication Costs	\$24,759
Consumables	\$334,609
Miscellaneous Expense <sup>3</sup>	\$76,928
Professional Development	\$123,945
Equipment/Maintenance/Hire	\$256,374
Property Services	\$577,602
Salaries & Allowances <sup>4</sup>	\$226,095
Support Services	\$753,984
Trading & Fundraising	\$20,217
Motor Vehicle Expenses	\$2,175
Travel & Subsistence	\$137
Utilities	\$186,177
<b>Total Operating Expenditure</b>	<b>\$16,735,020</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,828,586</b>
<b>Asset Acquisitions</b>	<b>\$41,537</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,629,832
Official Account	\$125,682
Other Accounts	\$1,436,701
<b>Total Funds Available</b>	<b>\$3,192,215</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$369,281
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$348,288
School Based Programs	\$1,000,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$207,226
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,436,701
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,561,496</b>

*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.*