

# 2024 Annual Report to the School Community

School Name: Frankston High School (7850)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2025 at 07:58 AM by Andrew Batchelor (Principal)

- As executive officer of the school council, I attest that this 2024 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 19 March 2025 at 07:58 AM by Andrew Batchelor (Principal)

# 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)
- Senior Secondary completions and mean study score

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Frankston High School is a high performing academic school of excellence. The school promotes excellence in a wide range of subjects and with an enrolment of over 1950 students, is able to offer a diverse range of subject choices particularly in elective choices in Years 9 and 10 and VCE subjects from Years 10 to 12. Over the years the Department has chosen to enforce a designated neighbourhood boundary because the demand for enrolment exceeds the capacity of the school to enrol all students that would like to attend the school. Students achieve outstanding results in the VCE/VM and, as with previous years, we are expecting 100% of students who applied for the tertiary sector to have received enrolment offers in 2024. Students feel a strong sense of belonging to school through their participation in our pastoral care program Optima. Furthermore, we run exceptional co-curricular programs which feature, music, sport, outdoor education, international trips, a house program and camp programs. Individuals, teams and these programs are regularly acknowledged with the achievement of state and national titles in leadership, music and sport. A Student Leadership Council provides opportunities for students to develop outstanding leadership skills with students admirably representing the school at state and national forums. We have an outstanding International Student Program that offers a rigorous and supportive teaching and learning experience for these students, who add so much to our rich school culture. Frankston High School has taken the lead in the use of learning technologies to enhance learning. We have been selected with a group of schools from across the world as a Microsoft Showcase school. Following collaboration with our school community throughout 2024, we launched our new school vision towards the end of the year: 'Frankston High School is a collaborative community where everyone is supported and challenged to achieve their full potential. We inspire the pursuit of excellence, continuous improvement, and life-long learning, preparing our students to lead and succeed in a rapidly changing world.' Our pillars of Excellence, Aspiration and Community are essential as they guide the culture, expectations and overall success of our students and staff. In addition, we encourage our school community to exhibit behaviours upheld by our school values of respect, responsibility, resilience and empathy.

The school had 185 equivalent full-time(EFT) staff: 5.0 EFT Principal Class; 12 EFT Leading Teachers, 7.5 EFT Learning Specialists; 29 EFT class 1 teachers, 87.3 EFT class 2 teachers and 44.9 EFT Education Support Staff in 2023. The total number of staff is 212.

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

#### Learning

We continued the implementation of Professional Learning Communities (PLCs) with our staff in 2024, further enhancing teacher collaboration and best practice with a focus on pedagogy and the 'First 10' of each lesson. The Structured Corrective Reading Program and Levelled Intervention Program at years 7 and 8 continued to support students' literacy development within and beyond

English classes. We continued to provide numeracy support for students at their point of need. The use of pre and post testing, and formative assessment allowed teaching and learning differentiation to occur.

Our teacher judgement data, Years 7-10, for both English and Maths was above both similar schools and the State average, indicating a larger percentage of students at or above age expected standards. Our 2024 NAPLAN results, and the two-year average, indicate that we are above similar schools and the State for the percentage of students in Strong or Exceeding for Year 7 Reading and Year 7 Numeracy, with a slight dip recorded in our Year 9 Reading and Year 9 Numeracy 2024 data. We have reviewed this data with our teaching teams to continue to develop our student capability. Our VCE results including school mean were above similar schools and the State average, pleasing as we continue to implement the Victorian Senior Secondary reforms.

## Wellbeing

We continued to monitor and respond to attendance data across all year levels. Our student absence data for 2024 saw a decrease in the school average number of absence days compared to similar schools and state, a positive trend which we will continue to focus on. We continued work on the key actions resulting from a wellbeing review in 2022, including the development of a whole school health and wellbeing plan, the development of a whole school approach to pastoral care, including learning about careers education, respectful relationships, personal and social capabilities, and the implementation of a whole school approach to behaviour management. The Wellbeing working party have developed a wellbeing model, Notice, Inquire, Respond, that will be implemented by all staff in 2025. The development of our scope and sequence for a whole school approach to pastoral care has been completed, for implementation in our Optima pastoral care program in 2025. We continued to implement a whole school approach to behaviour management leading to consistent practices across the school. Our Student Attitudes to School Survey data increased in 2024 to well above similar schools and the State average in regards to 'Sense of Connectedness' and 'Management of Bullying' for the year and with our four-year average, positive trends we will continue to focus on moving forward.

## Engagement

Our Sub-Schools and Attendance Officer have continued to follow-up daily on any non-attendance of students in-line with our Attendance Policy and procedures. Student focus groups ran to question students and gain a measure of current student agency across the school as well as discovering best practice examples of active student voice/agency happening in the classroom. Staff have continued to develop an understanding and commitment to a whole school approach that embeds student voice/agency within our current whole school approach to teaching and learning. During 2024, we were proud to be able to offer our full range of extra curricular activities as possible. These included excursions and all of our camps, sports, music, student leadership and our School Production. Our attendance data in 2024 indicates our students were absent less days than those in similar schools and less than the State average. Our Student Retention data indicates we are well above similar schools and the State average in 2024 and our four-year

average. Our Student Exit data for students in Years 10 to 12 indicates we are positively compared to the State average in the percentage of students that exit onto further study or full-time employment.

## Other highlights from the school year

2024 marked 100 years for Frankston High School, and we ran a number of events to celebrate our Centenary year including the official opening of our new buildings, a book launch of *100 Years, 100 Voices*, featuring 100 past students who have attended our school; and Best Fest, a celebration of all of the things that have and continue to make Frankston High School so great.

Our SLC, Sports Leadership Team, Interact and Eco Team all ran various events and raised much awareness in our school and the wider community of important initiatives they were working on and supporting. We continued to celebrate our fantastic student achievements at year level assemblies which included presentations from guest speakers and groups underlying community engagement.

There were a number of other highlights from the school year. These included our International Women's Day Breakfast, which has become a huge community event, along with various excursions, Year 9 Discovery Week, Year 10 Work Experience, Year 10, 11 and 12 Formals, Year 12 Valedictory and Presentation Night. We visited our Sister School in France for the first time post-COVID, which was a real highlight for the students and staff. Our Central Australia Trip, our Outdoor and Environmental Studies program which is extensive and includes a number of hikes and trips to support learning in the classroom, our Music program including concerts and ensemble evenings, our Arts Show, and our extensive Sports program including before school Semper Squads, Year 7 and 8 Sport, Intermediate and Senior Sport, along with our House Swimming, House Cross Country and House Athletics were also highlights. We also ran our School Production of *Grease*, which was another hugely successful event for our entire school community.

## Financial performance

The Financial Position of Frankston High School remains in a stable position following another year of excellent support from DE and the wider school community in 2024. Excluding funding for the SRP, total revenue increased from \$5.86 million in 2023 to \$6.06 million in 2024. This small increase was influenced by a refund for the School Capital Works contribution received back from the VSBA, additional Camps and Trips, and increased Homestay revenue.

Operating expenditure increased from \$5.76 million in 2023 to \$6.56 million in 2024. This increase was driven by increases to Casual Relief Teachers, a rise in Consumables, higher Utilities, additional Camps/Trips, and increased Homestay expenditure.

Total Utilities increased from \$298,947 in 2023 to \$366,931 in 2024, driven by a significant spike in electricity costs in 2024 since the launch of two new buildings including 15 new classrooms and a new administration centre.

A Net Operating Deficit was recorded in 2024. The deficit was primarily attributable to staffing expenditure in the SRP being more than the revenue received for the SRP in 2024, to facilitate the required staffing profile employed. The other portion of the deficit was attributable to a reduction in Cash Grants from the DE to repay the SRP staffing deficit from 2023. This reduction in Cash Grants was absorbed by existing school funds.

The school retains \$1,630,037 of funds available to carry forward to 2025, which primarily will be directed to repay the SRP staffing deficit of 2024.

**For more detailed information regarding our school please visit our website at  
<https://www.fhs.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 1,963 students were enrolled at this school in 2024, 939 female and 1014 male.

8 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

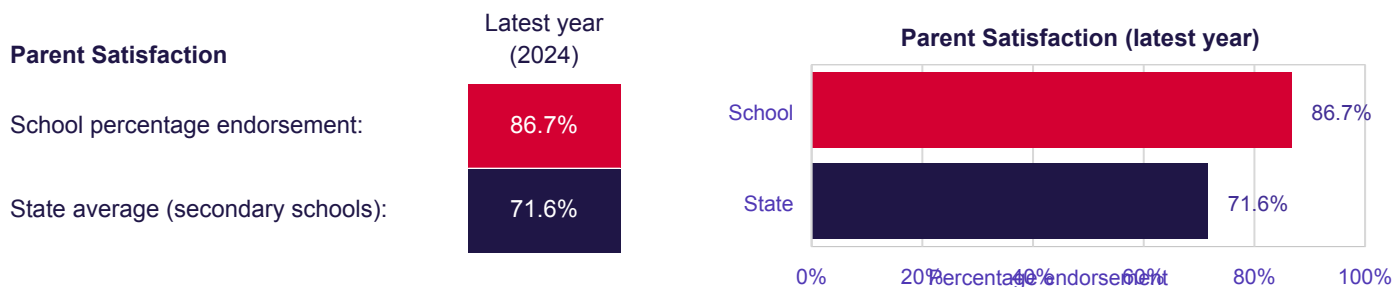
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

### Parent Satisfaction Summary

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

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

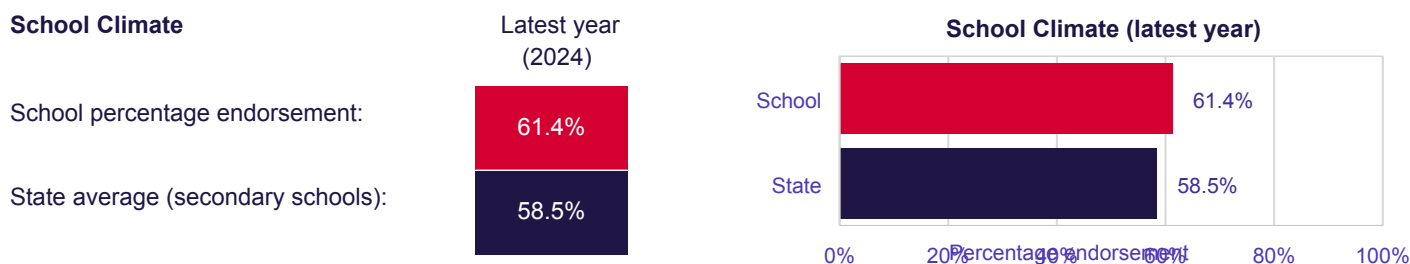


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

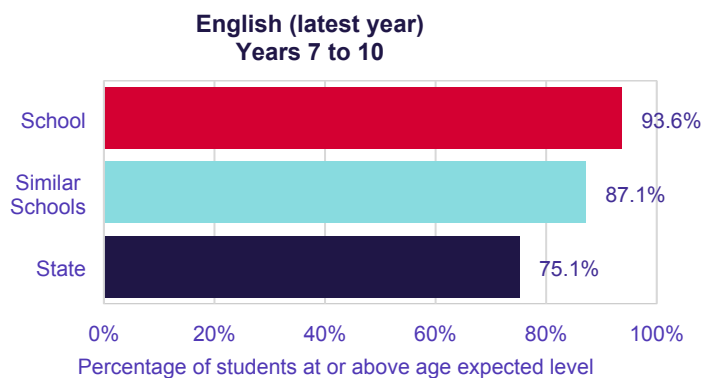
State average:

Latest year  
(2024)

93.6%

87.1%

75.1%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

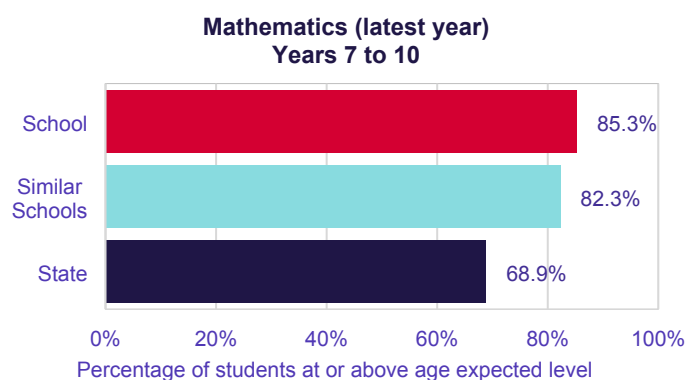
State average:

Latest year  
(2024)

85.3%

82.3%

68.9%



**LEARNING (continued)**

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

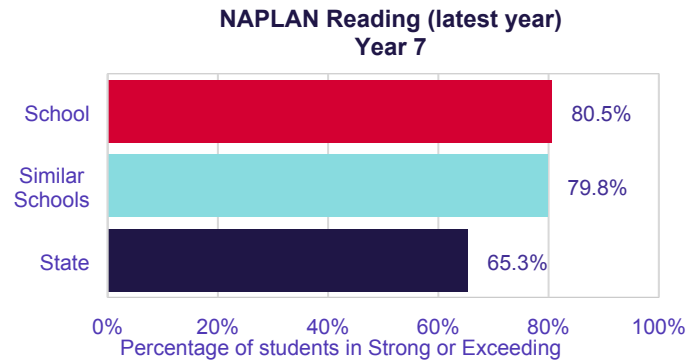
**NAPLAN**

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

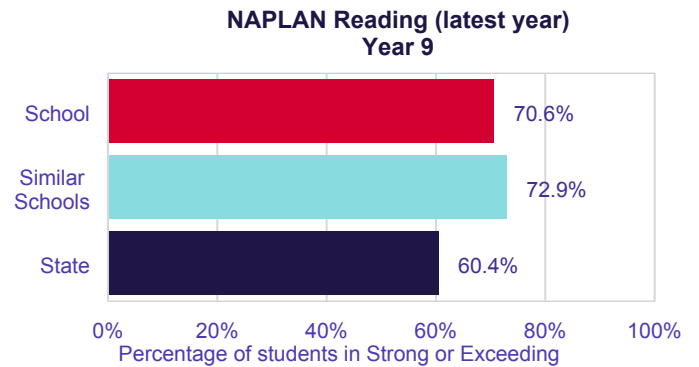
**Reading  
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.5%	83.4%
Similar Schools average:	79.8%	79.7%
State average:	65.3%	65.7%



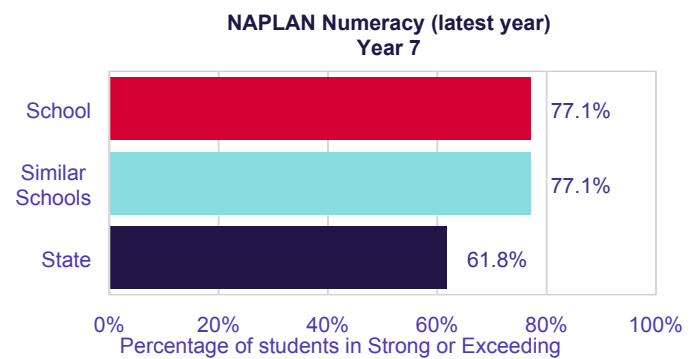
**Reading  
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.6%	74.5%
Similar Schools average:	72.9%	73.0%
State average:	60.4%	60.2%



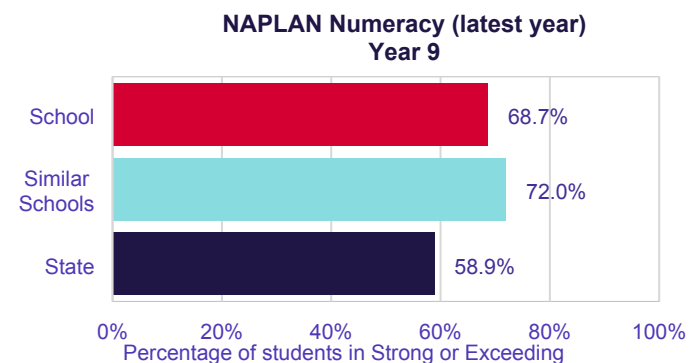
**Numeracy  
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.1%	78.9%
Similar Schools average:	77.1%	77.5%
State average:	61.8%	62.3%



**Numeracy  
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.7%	71.7%
Similar Schools average:	72.0%	72.6%
State average:	58.9%	59.4%



**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 (continued)**

**Reading  
Year 7**

(2022)

School percentage of students in the top three bands:

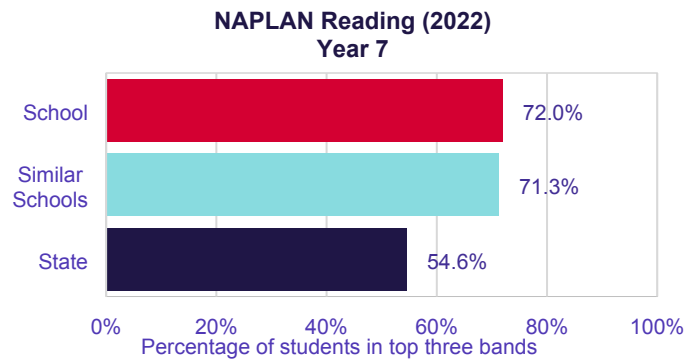
72.0%

Similar Schools average:

71.3%

State average:

54.6%



**Reading  
Year 9**

(2022)

School percentage of students in the top three bands:

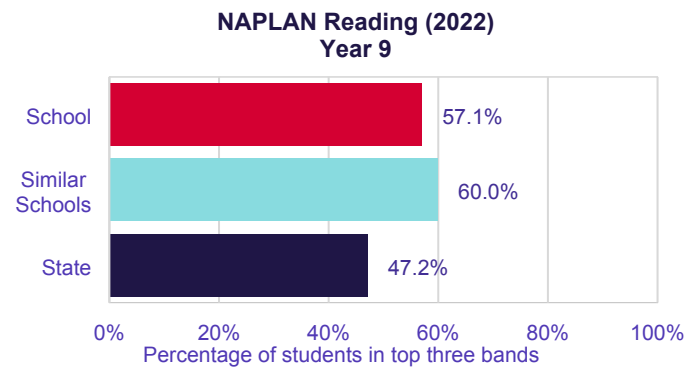
57.1%

Similar Schools average:

60.0%

State average:

47.2%



**Numeracy  
Year 7**

(2022)

School percentage of students in the top three bands:

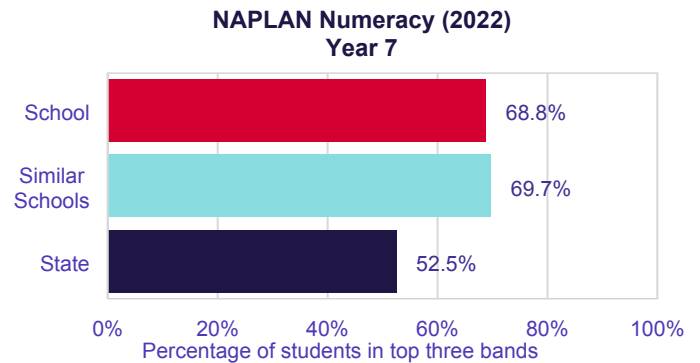
68.8%

Similar Schools average:

69.7%

State average:

52.5%



**Numeracy  
Year 9**

(2022)

School percentage of students in the top three bands:

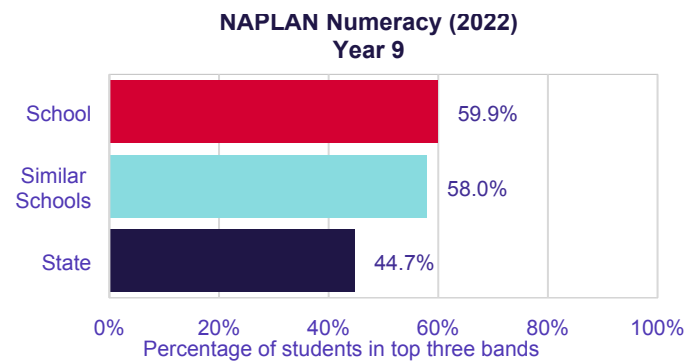
59.9%

Similar Schools average:

58.0%

State average:

44.7%



## 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.*

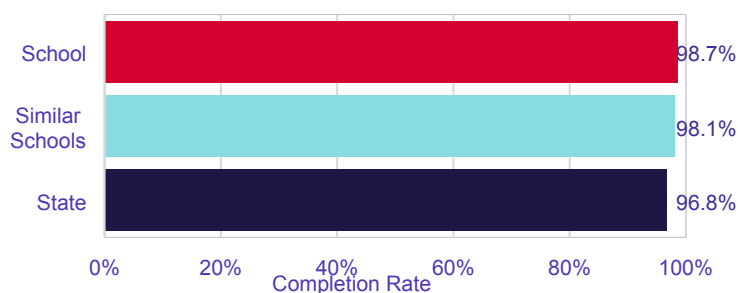
### Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	98.7%	98.0%
Similar Schools completion rate:	98.1%	97.6%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.7

Number of students awarded the VCE Vocational Major

16

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

32%

Percentage VET units of competence satisfactorily completed in 2024:

84%

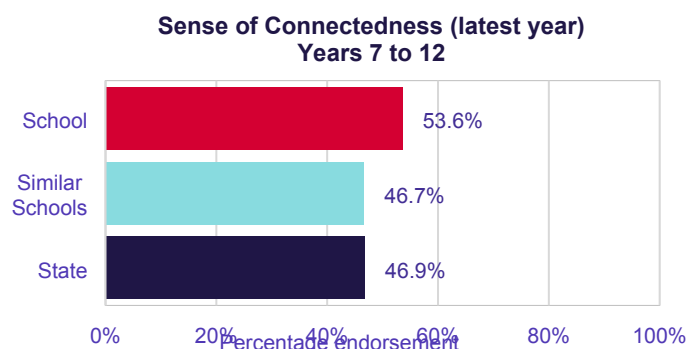
## WELLBEING

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

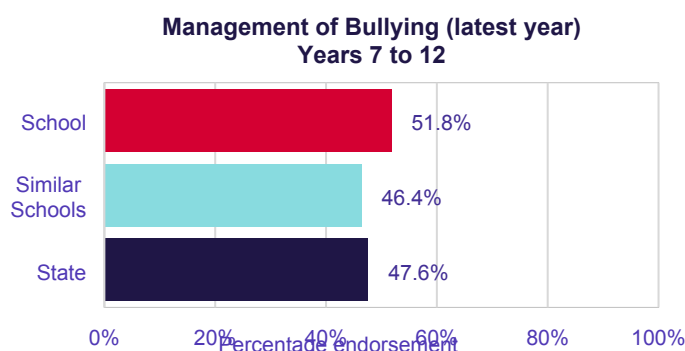
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	53.6%	53.5%
Similar Schools average:	46.7%	47.9%
State average:	46.9%	48.0%



### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	51.8%	56.4%
Similar Schools average:	46.4%	48.1%
State average:	47.6%	49.1%



## ENGAGEMENT

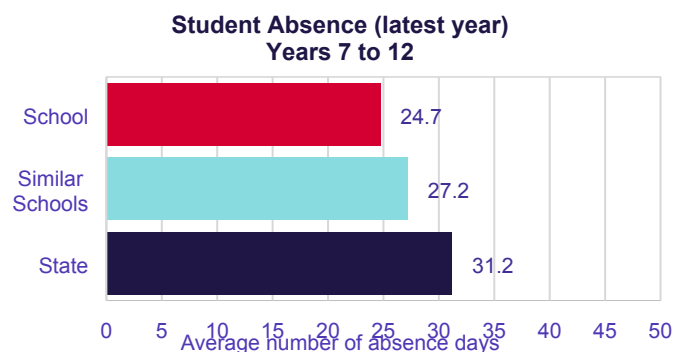
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School average number of absence days:	24.7	22.2
Similar Schools average:	27.2	23.3
State average:	31.2	27.2



### Attendance Rate (latest year)

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

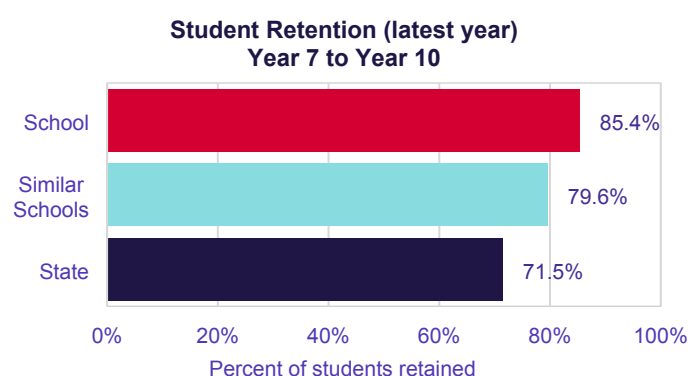
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	88%	84%	85%	89%	89%	91%

### 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 (2024)	4-year average
School percent of students retained:	85.4%	85.7%
Similar Schools average:	79.6%	80.8%
State average:	71.5%	73.2%



## 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

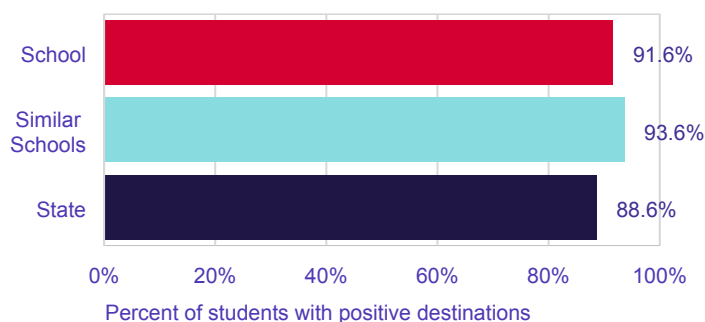
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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 (2023)	4-year average
School percent of students to further studies or full-time employment:	91.6%	89.2%
Similar Schools average:	93.6%	93.6%
State average:	88.6%	89.5%

#### Student Exits (latest year) Years 10 to 12



# FINANCIAL PERFORMANCE AND POSITION

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$22,029,130
Government Provided DET Grants	\$2,343,997
Government Grants Commonwealth	\$20,408
Government Grants State	\$34,969
Revenue Other	\$407,994
Locally Raised Funds	\$3,216,723
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$28,053,221</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$147,326
Equity (Catch Up)	\$36,582
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$183,907</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$22,893,611
Adjustments	\$0
Books & Publications	\$8,146
Camps/Excursions/Activities	\$1,860,737
Communication Costs	\$43,146
Consumables	\$633,608
Miscellaneous Expense <sup>3</sup>	\$552,588
Professional Development	\$141,157
Equipment/Maintenance/Hire	\$663,990
Property Services	\$241,941
Salaries & Allowances <sup>4</sup>	\$1,030,665
Support Services	\$576,868
Trading & Fundraising	\$241,303
Motor Vehicle Expenses	\$17,328
Travel & Subsistence	\$154,426
Utilities	\$366,931
<b>Total Operating Expenditure</b>	<b>\$29,426,446</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,373,226)</b>
<b>Asset Acquisitions</b>	<b>\$85,935</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 22 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,324,371
Official Account	\$75,644
Other Accounts	\$230,023
<b>Total Funds Available</b>	<b>\$1,630,037</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$1,093,253
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$81,877
Beneficiary/Memorial Accounts	\$5,853
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$479,209
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,660,192</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*