

# 2024 Annual Report to the School Community

School Name: Heathmont East Primary School (4819)



- 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 11 March 2025 at 01:08 PM by Anita Elliott (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 08:06 PM by Anita Elliott (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- 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

Heathmont East Primary School (HEPS) is located in the eastern suburbs of Melbourne. In 2024, the school proudly celebrated its 62nd anniversary, marking over six decades of educational excellence and community engagement. Looking ahead, the school is anticipating a significant capital works project in 2025, which will focus on enhancing the administration area, thereby fostering an improved learning environment.

As of 2024, HEPS has a student population of 589, with a diverse demographic. 122 students identify as having English as an Additional Language (EAL), and eight students identify as Aboriginal. HEPS is staffed by a principal, two assistant principals, three learning specialists, 26 full-time equivalent (FTE) class teachers, and six specialist teachers. Additionally, the school is supported by three office staff and 16 part-time integration aides, all of whom work collaboratively to ensure the smooth functioning of the school and provide ongoing support to both students and staff.

At HEPS, our vision is to ensure that "all students are empowered to learn and achieve success; to be curious, engaged, collaborative, empathetic, and critical thinkers." We believe that learning is a lifelong journey of growing knowledge and skills through exposure to new information, ideas and concepts across a wide range of curriculum areas.

We strive to provide an engaging environment that underpins the development of learning and understanding for our students. The learning is supported in 26 classrooms, and across the specialist subject areas of Physical Education, Visual Art, Performing Arts, Japanese, STEAM and sustainability. Through our values of Respect, Resilience, Teamwork and Growth, we support and challenge the development of a growth mindset; enabling our students to be intrinsically motivated, curious, critical thinkers with the ability to reflect on their own learning and beliefs. Through our values of Respect, Resilience, Teamwork and Growth, we support and challenge the development of a growth mindset; enabling our students to be intrinsically motivated, curious, critical thinkers with the ability to reflect on their own learning and beliefs.

The school provides a learning environment across 26 classrooms, along with specialist subject areas such as Physical Education, Visual Art, Performing Arts, Japanese, STEAM (Science, Technology, Engineering, Arts, and Mathematics), and sustainability. Our curriculum is underpinned by our core values of Respect, Resilience, Teamwork, and Growth. These values not only guide students' academic development but also support the cultivation of a growth mindset. This mindset encourages students to be intrinsically motivated, curious, and critical thinkers. We emphasize the importance of feedback and self-reflection, empowering students to assess their own learning.

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

### Learning

In 2024, our focus on student learning in Literacy and Numeracy continued through the lens of Speaking and Listening (S&L). A key priority was building teacher capacity in S&L. Staff engaged in targeted professional learning to deepen their understanding of the S&L curriculum, assessments, and pedagogical approaches, as well as how these skills transfer to other curriculum areas.

We also prioritised building a culture of thinking across the school community. Staff engaged in professional learning to enhance their knowledge, skills, and understanding of all curriculum areas through this framework. To further support this initiative, we partnered with external consultant Ryan Gill, who facilitated two days of professional learning focused on embedding cultures of thinking in teaching practice. Additionally, the Principal Class Team visited Harvard University in Boston to expand their expertise in cultures of thinking and strengthen its implementation across the school.

Creating a culture of thinking fostered deep learning, curiosity, and engagement for all students. This provided a deeper understanding of the critical and creative capabilities from the Victorian Curriculum. Students developed critical and creative problem-solving skills, built confidence in their ideas, and learned to articulate their reasoning effectively. This approach encouraged collaboration, resilience, and a growth mindset, empowering students to become independent, lifelong learners. By making thinking visible and valued, we ensured students took ownership of their learning and were well-prepared for future success.

All teaching staff actively participated in weekly Professional Learning Community (PLC) meetings, using data to identify key focus areas at both individual and cohort levels. Data-driven discussions were embedded in leadership and teaching practices, ensuring a strategic approach to school improvement. Strengthening staff capacity in data literacy at the class, cohort, and whole-school levels led to more targeted planning and instruction, resulting in greater differentiation and student engagement. Assistant Principals played a crucial role in supporting these PLCs, reinforcing a collaborative approach to data-informed decision-making. We continue to successfully implement the tutoring initiative and high-ability programs throughout the year, ensuring that all students receive instruction tailored to their individual needs.

We continue to see steady growth across all areas of NAPLAN, with the following results highlighting the percentage of students achieving **Exceeding** or **Strong** compared to state benchmarks.

	HEPS Level 3	STATE Level 3	HEPS Level 5	STATE Level 5
<b>Reading</b>	83%	69%	82%	73%
<b>Writing</b>	89%	78%	84%	73%
<b>Spelling</b>	67%	61%	77%	67%

<b>Numeracy</b>	80%	65%	91%	73%
<b>Grammar &amp; Punctuation</b>	67%	55%	88%	64%

## Wellbeing

2024 was a highly successful year for HEPS in the Wellbeing Space, marked by significant progress in both student support and staff development. One of the key achievements was the employment of a dedicated counsellor who worked closely with students on personal, emotional, and social issues. The counsellor not only provided individualised support to students but also collaborated with leadership and teachers to develop effective strategies for addressing student wellbeing. These strategies empowered students to gain more control over their emotions, fostering greater emotional resilience and autonomy.

In addition, HEPS expanded its support services by hiring a speech pathologist, who worked with students in small groups, offering much-needed expertise and guidance to both students and teachers. The speech pathologist's presence allowed the staff to benefit from tailored professional development sessions, enabling them to incorporate speech and language strategies into their everyday teaching practices. This collaborative approach enhanced the overall learning environment and ensured that students with specific communication needs received the attention they deserved.

Furthermore, HEPS continued its success in securing Tier 3 funding throughout 2024. The school was granted Disability Inclusion funding for an additional five students, which significantly bolstered the support and adjustments available to those who needed them most. This funding allowed HEPS to offer the best possible educational experiences for students with additional learning needs.

A significant part of our success in 2024 also came from our focus on student voice and agency. Through extensive professional development facilitated by the Victorian Academy of Teaching and Melbourne University, the staff engaged in in-depth discussions and workshops aimed at increasing student agency. The result of this was a noticeable improvement in teacher practice, with lesson plans and activities becoming more responsive to the individual needs of students. This holistic approach to student-centered learning helped create an environment where every student felt heard, supported, and empowered.

## Engagement

Heathmont East P.S, through its Annual Implementation Plan, focused on increasing understanding of and opportunities for Student Voice and Agency. A core team, consisting of the principal class and middle leaders, undertook professional development with Melbourne University researchers. This resulted in professional learning for all staff and an understanding of changing

pedagogical practices to enable students to further develop themselves as agents in their learning.

We surveyed the community and discovered there were misunderstandings regarding Voice and Agency. This knowledge will form the basis for future information sharing with the parent community in 2025.

Changes evidenced in classroom practice included the use of thinking routines. These routines enable students to develop strategies for directing their thinking, learn from others, understand how to collaborate, and become creative in their learning. This has directly led to students understanding how to support and challenge ideas, within the structure of explicit teaching of concepts. This has allowed students to have increased voice and agency in their learning, as well as increased teacher understanding of each student's point of need.

A continued focus for Heathmont East P.S was student engagement with school attendance. This included strategies for increasing communication with families of students with significant absences and working to develop relationships and re-engage students with school. In the 2024 reporting year, 71% of students attended school 95-100% of the school year, showing an increase from 28% in the previous year. Family holidays continue to account for a large portion of student absences.

## Other highlights from the school year

Heathmont East P.S is proud of the opportunities our programs, celebrations, camps, and excursions provide for the students. The aim is to offer a variety of events and opportunities that give diverse experiences and help develop student passion across a number of areas.

Highlights include:

The camping program provided students in Years 3 to 6 with the opportunity to attend a three-day camp: Year 3 at Mount Evelyn, Year 4 at Sovereign Hill, Year 5 at Healesville, and Year 6 at Waratah Bay. The learning focus of each camp centred around different areas of the curriculum, with social and emotional capability at the core.

The Science and Bebras competitions were well received and provide students with the opportunity to develop academic passions.

Students were given opportunities for excursions to enhance their learning outside of school, as well as visits from professionals coming onsite to share their work.

The whole-school production provided each student with the opportunity to perform on stage in front of their families. Year 6 students undertook the main roles and supported the younger Foundation students to experience success. Senior students also took on technical roles to contribute to the success of the evening.

The school community is actively encouraged to attend school events that promote the home/school relationship. Some of these events included Twilight Sports, the End-of-Year Concert, a colour run, Cross Country, Athletics Days, Sports Gala Days, Grandparents Day, Open Night, and the Start-Up BBQ Lunch.

Our school was recognized for its work in the area of sustainability, winning the ResourceSmart Award for Curriculum Leadership School of the Year (Primary). This culminated in our school being asked to present at the ResourceSmart Conference in 2025.

## Financial performance

We remain committed to achieving excellence at HEPS by ensuring that our budget management and financial oversight align with the educational policies and priorities outlined in the school's strategic plan. Through diligent workforce planning, rigorous budget management, and comprehensive variance analysis conducted by our Principal, Business Manager, and Finance Sub-Committee, we have been able to maintain a robust surplus.

This surplus has been retained to support expenditures in future years, including:

- Supplementing the capital funding necessary to complete our new administration block \$321K
- Supporting the delivery of school-based programs aimed at improving student outcomes \$187K; and
- Ensuring the operational needs of the school are met.

Capital expenditure for 2024 included:

- Payment for the construction of a new FD-4 playground, scheduled for completion in 2025;
- Asphalt paving for the steps to the BER.

Our cash position is overstated by \$224.5K which is the School Savings Bonus (SSB) money received by the school where each enrolled student receives \$400 to allocate towards school activities and/or school uniform.

Our Parent Association has worked tirelessly to facilitate inclusive events for students, parents, and the broader community. A highlight of the fundraising calendar was the Twilight Sports Night, which, along with other fundraising efforts, enabled the construction of a dry creek bed at the rear of the oval, fostering creative and collaborative play.

Previously raised funds have been retained to support the enhancement of the Armstrong Rd entrance to the school, creating a welcoming and beautiful space for everyone. This will follow the exciting completion of the new administration block.

**For more detailed information regarding our school please visit our website at  
<https://heathmonteastps.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 571 students were enrolled at this school in 2024, 280 female and 291 male.

30 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).

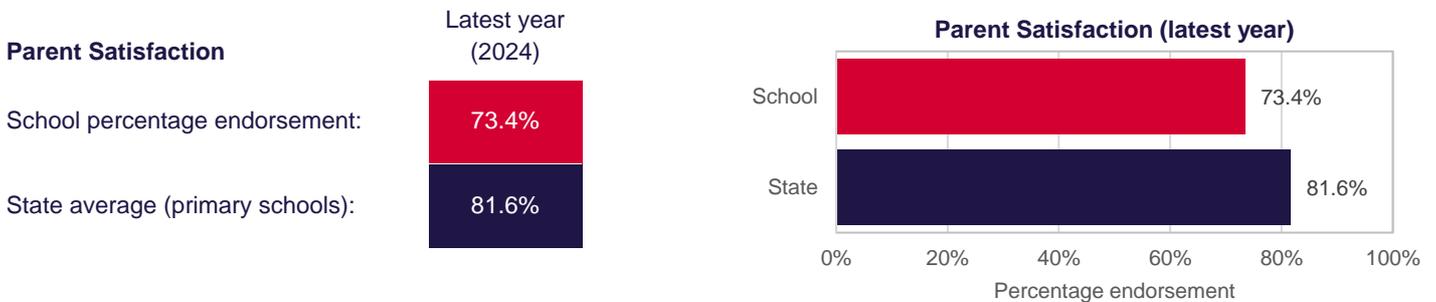
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

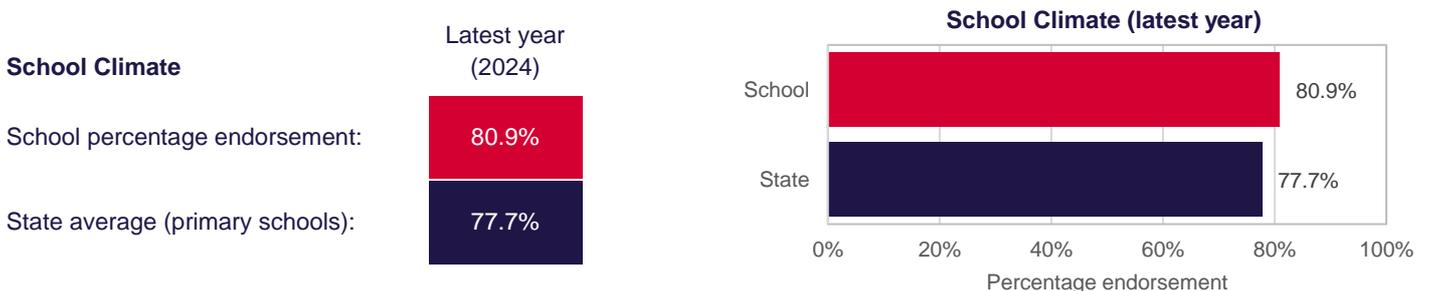


### School Staff Survey

The 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 against the Victorian Curriculum

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

#### English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year  
(2024)

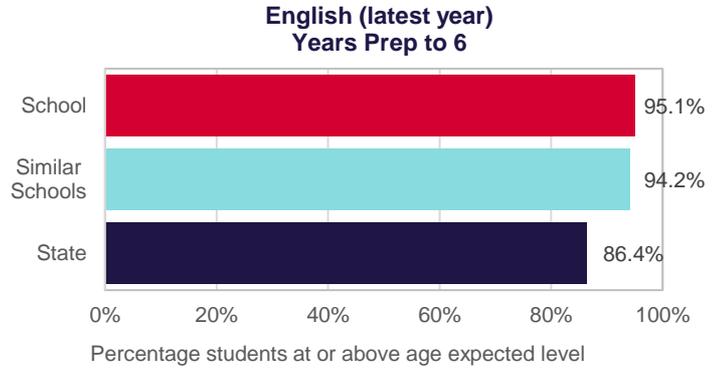
95.1%

Similar Schools average:

94.2%

State average:

86.4%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year  
(2024)

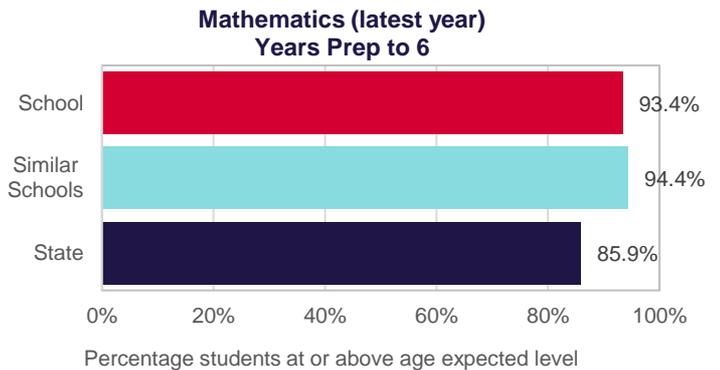
93.4%

Similar Schools average:

94.4%

State average:

85.9%



## 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.

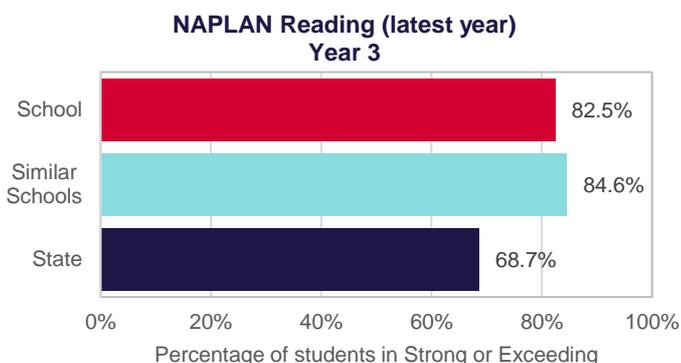
### NAPLAN

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.

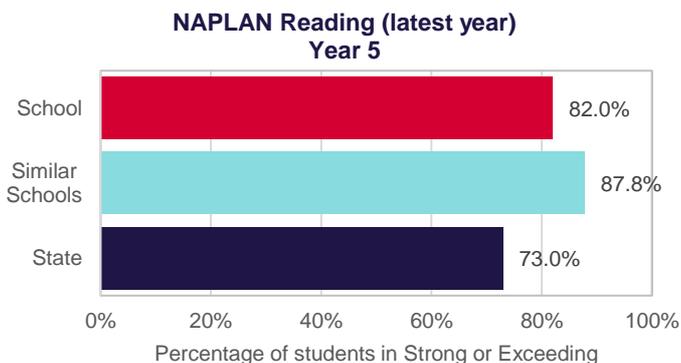
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.5%	83.6%
Similar Schools average:	84.6%	85.6%
State average:	68.7%	69.2%



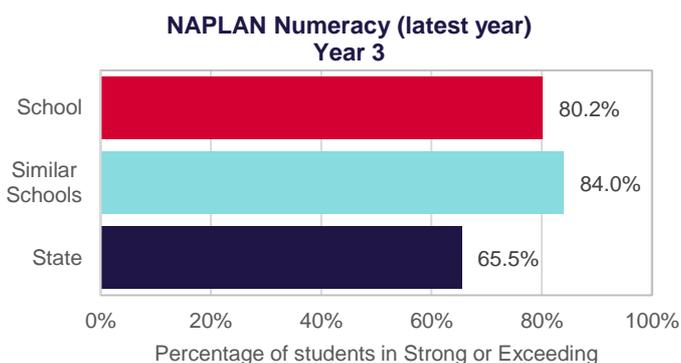
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.0%	88.0%
Similar Schools average:	87.8%	89.4%
State average:	73.0%	75.0%



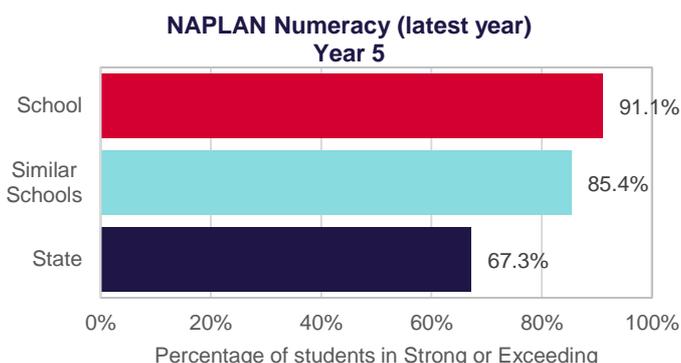
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.2%	81.2%
Similar Schools average:	84.0%	84.9%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.1%	87.6%
Similar Schools average:	85.4%	85.8%
State average:	67.3%	67.6%



**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.

**NAPLAN 2022**

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

**Reading  
Year 3**

(2022)

School percentage of students in the top three bands:

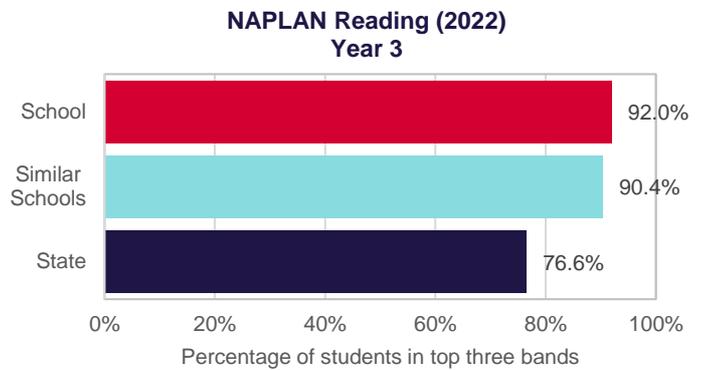
92.0%

Similar Schools average:

90.4%

State average:

76.6%



**Reading  
Year 5**

(2022)

School percentage of students in the top three bands:

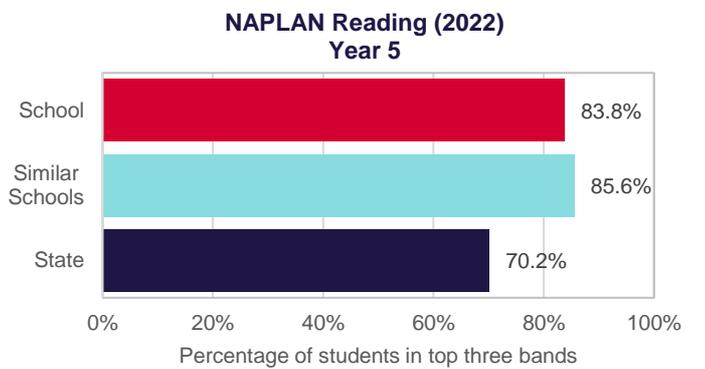
83.8%

Similar Schools average:

85.6%

State average:

70.2%



**Numeracy  
Year 3**

(2022)

School percentage of students in the top three bands:

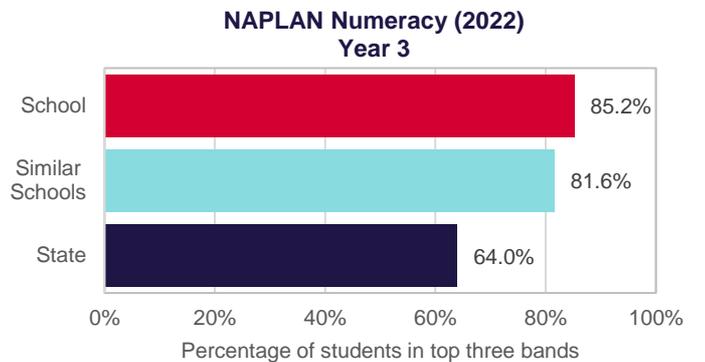
85.2%

Similar Schools average:

81.6%

State average:

64.0%



**Numeracy  
Year 5**

(2022)

School percentage of students in the top three bands:

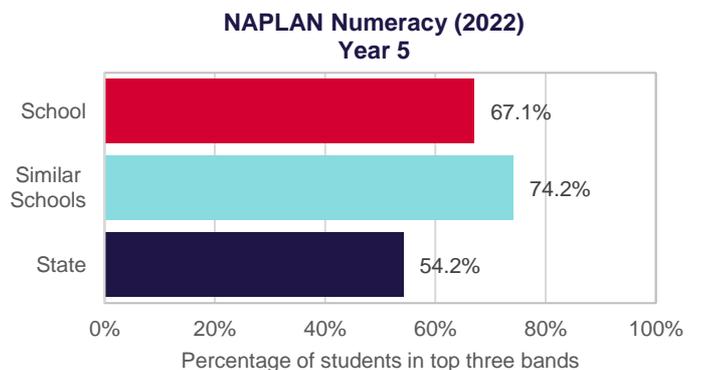
67.1%

Similar Schools average:

74.2%

State average:

54.2%



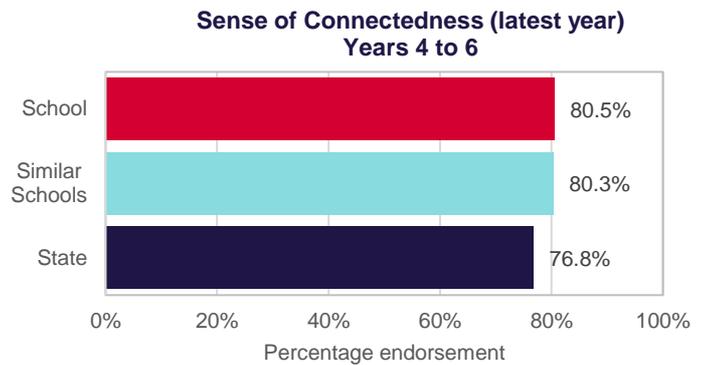
## WELLBEING

**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).

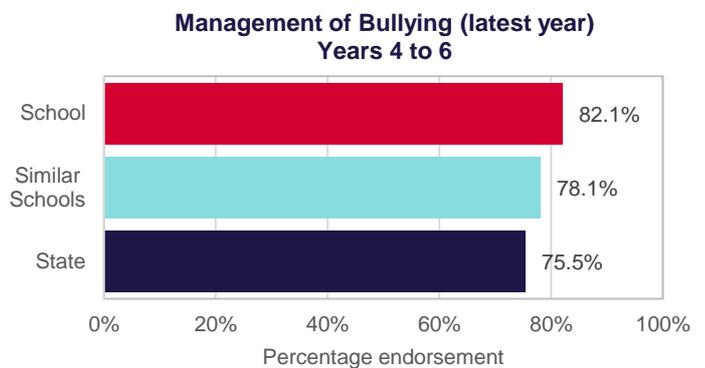
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	80.5%	81.7%
Similar Schools average:	80.3%	81.4%
State average:	76.8%	77.9%



### 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 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	82.1%	80.7%
Similar Schools average:	78.1%	79.1%
State average:	75.5%	76.3%



## ENGAGEMENT

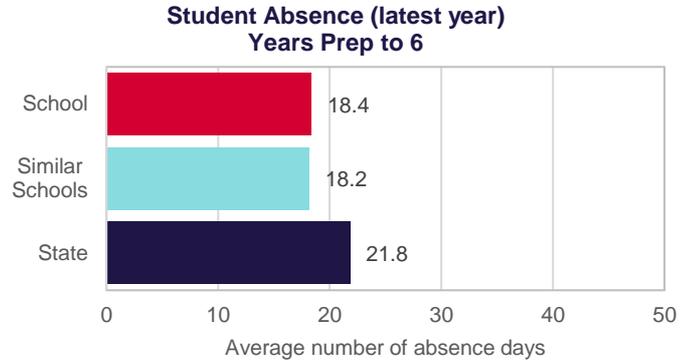
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	18.4	17.1
Similar Schools average:	18.2	16.1
State average:	21.8	20.1



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	91%	91%	91%	91%	91%	89%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,544,404
Government Provided DET Grants	\$493,719
Government Grants Commonwealth	\$17,005
Government Grants State	\$0
Revenue Other	\$66,124
Locally Raised Funds	\$640,048
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,761,300</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$23,325
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,325</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,625,475
Adjustments	\$0
Books & Publications	\$9,057
Camps/Excursions/Activities	\$205,469
Communication Costs	\$5,635
Consumables	\$145,457
Miscellaneous Expense <sup>3</sup>	\$268,515
Professional Development	\$29,679
Equipment/Maintenance/Hire	\$84,943
Property Services	\$117,191
Salaries & Allowances <sup>4</sup>	\$253,567
Support Services	\$87,814
Trading & Fundraising	\$33,975
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$15,222
Utilities	\$48,855
<b>Total Operating Expenditure</b>	<b>\$6,930,854</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$169,554)</b>
<b>Asset Acquisitions</b>	<b>\$61,521</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 16 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	\$946,842
Official Account	\$45,115
Other Accounts	\$56,596
<b>Total Funds Available</b>	<b>\$1,048,553</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$219,144
Other Recurrent Expenditure	\$13,509
Provision Accounts	\$4,584
Funds Received in Advance	\$1,000
School Based Programs	\$187,256
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	\$321,000
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>\$746,493</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.*

