

2022 Annual Report to the School Community

School Name: Buckley Park College (7670)



BUCKLEY PARK COLLEGE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 26 April 2023 at 10:26 AM by Harold Cheung (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 09 May 2023 at 11:10 AM by Josie Piscopo (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school 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.

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)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Buckley Park College (BPC) is a single campus, co-educational, Year 7 - 12 school, located in Essendon since 1963. The college is well regarded in the community and has zoned enrolment, which has resulted in the vast majority of our students attending the college living within walking distance. "Build Your Wings", the school motto, symbolises the important role the school plays in nurturing the academic and personal development that prepares young people for successful and happy futures. Every school member plays an important role in establishing the culture at Buckley Park College and is expected to live by a set of 7 College values. These values guide us in our work, our learning and our relationships. The values also guide our approach to reinforcing positive behaviour and the expectations around us as learners. Our College values are honesty, acceptance, determination, creativity, responsibility, respect and trust.

The college is large enough to offer a challenging and diverse curriculum, yet the school is small enough to foster individual development. At Buckley Park College, students have a comprehensive and cohesive learning experience. The knowledge, skills and understandings they require to progress and go on to study successfully are systematically developed over the course of their secondary education. At every step, highly qualified and committed teachers and support staff challenge, encourage and support students to achieve high academic results in core and co-curricular programs while fostering their growth into adulthood and citizenship. The school is committed to the ongoing professional development of teachers, which fosters a culture of lifelong learners. This ensures our students are exposed to innovative teaching and learning approaches, which ensures our students are prepared for the next stage beyond Buckley Park College.

Our school is well-maintained, and we pride ourselves on ensuring our facilities reflect our student learning needs. The buildings are set amongst attractive gardens, and there is a central outdoor space that acts as a meeting point for the school community. The majority of the school buildings are over 60 years old and consequently continue to require ongoing renewal, which is also an opportunity for development. The college has progressively modernised our facilities and last year have created additional outdoor learning spaces, redevelopment of our basketball court and commencement of the refurbishment of D Wing. The demand for places at the college is high, with many applications for places in Year 7 each year, while the numbers of students seeking enrolments in other levels continue to grow. While growth has been relatively orderly, there are physical limitations in our campus site that disallows any further significant growth, meaning this is an ongoing planning challenge for our school.

Due to the explicit reinforcement of the Department of Education enrolment policy the student numbers at the college has plateaued to a sustainable level. The vast majority of our Year 7 intake comes from our three key local primary schools. Respectful and productive relationships with these local primary schools are a priority for our school. We continue to have strong links with Essendon North PS, Aberfeldie PS and Moonee Ponds West PS, our 'main feeder primary schools. We actively collaborated with them and all other primary schools from where our Year 7 students were enrolled. At Buckley Park College, in 2022, we had 4 Koori students enrolled full-time, and we were working closely with 15 students funded under the Program for Students with Disabilities. In 2021 the school employed 61.46 EFT teachers, including 3 Principal class officers and 18.5 education support staff. Our Parent Opinion survey data is affirming and higher than the median of all Victorian schools. The college has an active 'friends' group who play a major role in the social life of the college. Attendance at college community events is excellent, demonstrating our community's attachment to the college. The college focused on 2022 targeting learning growth, aiming to improve medium and high learning growth outcomes and reduce the number of students in the low relative growth bracket. This is achieved through building teacher capacity via Professional Learning Communities (PLCs), consistency in teacher practice and the redesign of a wellbeing program across the college.

Progress towards strategic goals, student outcomes and student engagement

Learning

Buckley Park College has a strong tradition of high academic performance. Our school consistently performs above state and national comparison values in literacy, numeracy and a wide range of Victorian Certificate of Education studies. The achievement data for 2022 indicates consistently strong outcomes with all areas of performance well above the State Medians. VCE completion rate remains a healthy 98% while the Mean Study Score of 29.5 is slightly below our 4-year average of 29.9.

In 2022 the number of students achieving in the top two bands of NAPLAN Reading increased from 2020. In Year 9, 28% of students achieved in the top 2 bands in Reading in 2022. The NAPLAN numeracy figures at both Year 9 also indicated high levels of achievement with 32% of students achieved in the top two bands. To continually improve the Learning Specialist in the school have

already taken steps by improving teacher capacity to extend highly able students through a school wide focus on improving both literacy and numeracy, and through the appointment of a Leading Teacher focussing on Data across the school.

Within our support program, the tutors were allocated to specific students who were identified as requiring additional support and these students worked in small groups as well as in team-teaching environments. Students learning in the Program for Students with Disabilities were also well supported, with additional staff attending online classes. These students all made good progress and were able to achieve goals set out in their Individual Education Plans.

In 2022 the college has continues to extend on our Teaching and Learning Initiatives. This is despite the challenges created with the COVID Leave Arrangements, which created significant staff challenges to maintain student learning consistency. The staff team has continued to be committed and focused. The college has continued to embed our PLC initiative, Lesson Structure and commenced work in formative assessment.

It was most pleasing to note that despite the challenges for senior students in 2021, the Buckley Park College class of 2022 performed extremely well in the VCE. The highest achieving student gained an ATAR of 99.65, and 11% of students achieved an ATAR over 90 and 24% of students achieved an ATAR over 80. We are extremely proud of the achievements of all our students as Buckley Park College is in a school that prides itself on our policy of bring an non-selective, inclusive enrolment.

Wellbeing

Buckley Park College provides a safe, supportive, inclusive learning environment in which every student may achieve success and feel connected to their community. This commitment is reflected in a range of programs that are delivered through the Wellbeing Team, the significant curriculum offerings and the co-curricular program. Of particular note is the fact that 89% of students identified that they did not experience bullying and 45% were positive about the management of bullying at Buckley Park College. The school's Transition and Wellbeing Team are a pivotal part of the college holistic approach to student wellbeing.

The college ensures all students participate in the program in which they work in small groups supported by the Life Education Teacher at Year 7-9. The Life Education program is coordinated by a Leading Teacher and Wellbeing Team with the curriculum specifically teaches a range of positive and healthy behaviours. During 2022, the college introduced the beginning of the Berry Street Education Model, completed our School Review and revised our timetable for 2023 to include pastoral care time in response to the school review,

Engagement

Buckley Park College continues to be a school where students engage in both the curriculuar and co-curricular programs. Students feel connected to the school and the large participation levels in a wide range of programs is a testament to this. In 2022 the focus continues to focus on attendance and reducing unapproved absences. The average rate of attendance was over 88% for each year level in 2022. The focus on attendance at Buckley Park College in 2022 is a positive reflection of the focus on supporting every student and the efforts on building positive school family partnerships.

In 2022 all but two of our VCE students at Buckley Park College received their top two preferences VTAC preferences, 93% of students were recorded as having positive exit destinations, compared to only 80% in similar schools. Our Year 12 students are expertly supported through regular and ongoing careers counselling. They have access throughout the year to information on courses and careers, with guest speakers from tertiary institutions being a regular occurrence. 2022 has also the further establishment of community partnerships with Victoria Police, Swinburne and STEM industry partners. Additionally, through our dedicated team of staff the college was able to deliver our college camps program that ran till the last week of Term 4.

Financial performance

The school's budgeting and staffing processes ensure that resources are allocated to the identified FISO and strategic priorities. The school has long operated with a staffing credit deficit, which is offset in cash by user-pays extra opportunities like instrumental music lessons and Family contributions. At the end of the 2022 school year, the reconciliation reported a deficit of -\$41,226.00 being offset by the surplus from the previous year (\$60,152.00) leaving a projected credit balance of \$18,926.00.

2022's family contributions were dramatically affected (like many schools) by the change in the Parent Payment Policy. Specifically, not being able to issue statements to families and placing an emphasis on voluntary contributions. Given this was the first year changing how we raised revenue, it saw a drop in parent contributions.

The Ben Inverno Memorial Scholarship Fund was established at the end of 2021, \$6,000.00 is held in Trust by the school. Ben attended Buckley Park College and graduated in 2016 after completing his VCE and was DUX in Physics and Further Mathematics. Sadly, Ben passed away 25th June 2020 aged 22. His family wish to bring awareness to mental health awareness and created the scholarship fund, awarding a student \$1,000 who exhibits some of the values and character strengths that Ben demonstrated. The \$1,000.00 is to be disbursed towards the cost of their education for that year.

The school manages its finances effectively; however, our cash position has decreased significantly over the past year, making it difficult to fund requested budgets. 2022 was the first occasion where the college needed to access the contingency funds to avoid running into a deficit of the cash budget. A major factor was the Casual Relief Teacher Budget exceeding it's budget. The expenditure budget allocated was \$150,00.00 the actual expenditure was \$408,445.00; this exceeded the budget by \$258,445.00.

A process of effective forward planning is being continued to ensure all activities that have a cost impact to the college are managed appropriately. With further amendments to the Parent Payment Policy for 2022 the ability to maintain the high level of revenue via Resource has been very difficult. Fees were broken down into smaller individual charges as opposed to one resource charge covering all those individually listed. The school received a small equity funding amount of \$43,674.00 which is a drop of \$6,203.00 from the \$49,877.00 received in 2021. This is targeted specifically to support identified students. In addition to this, \$162,283.00 in Middle Years Literacy and Numeracy Support (MYLNS) funds were received, this is an increase of \$23,941.00 from the \$138,342.00 received in 2021.

The MYLNS initiative provides funding to government secondary schools to improve outcomes for students at risk of finishing school without the literacy or numeracy skills they need for future work, education and training. Over 95% of this funding was applied to the employment of Learning Specialists in Literacy and Numeracy. Career Education Funding (CEF) of \$40,671.00 was received. This is an increase of \$3,299.00 for the \$37,372.00 received in 2021. This is another source of funding received to support the students and plan for their future. This is utilized in the employment of staff to facilitate the delivery of the program. The school successfully covered delivered a surplus in 2021 due to a tightly managed staffing profile and having funds appropriately directed the SRP contingency budget. This ensures all credit expenditure is covered appropriately from incoming revenue (mainly cash sources).

For more detailed information regarding our school please visit our website at
www.buckleyparkco.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 922 students were enrolled at this school in 2022, 420 female and 502 male.

18 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).

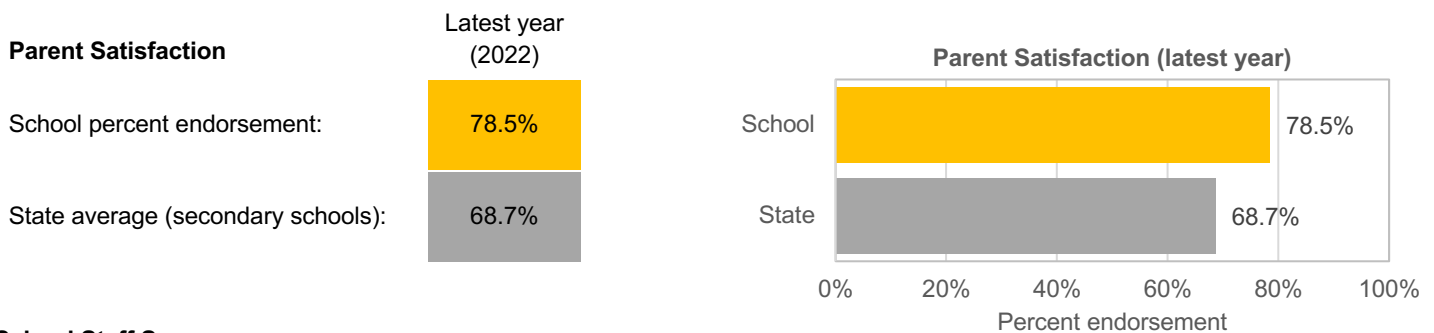
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

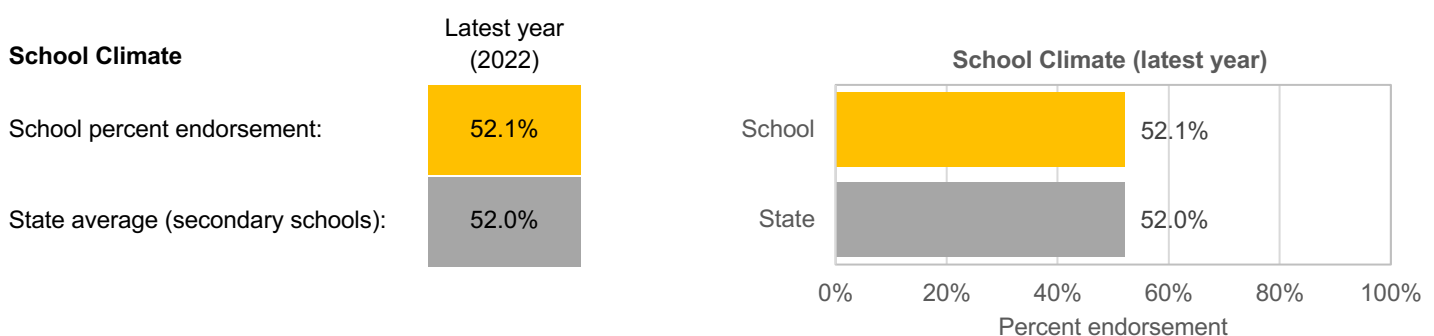


School Staff Survey

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:

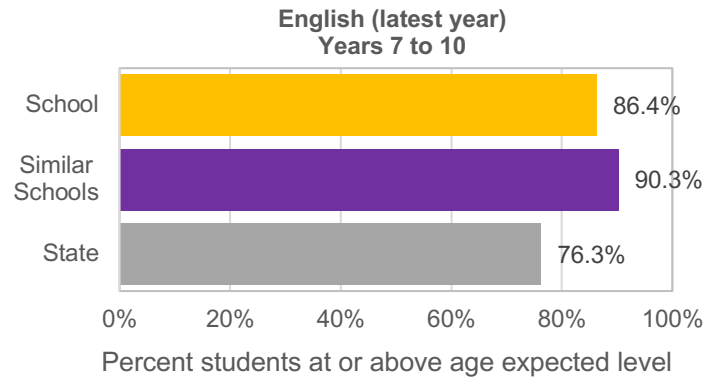
86.4%

Similar Schools average:

90.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

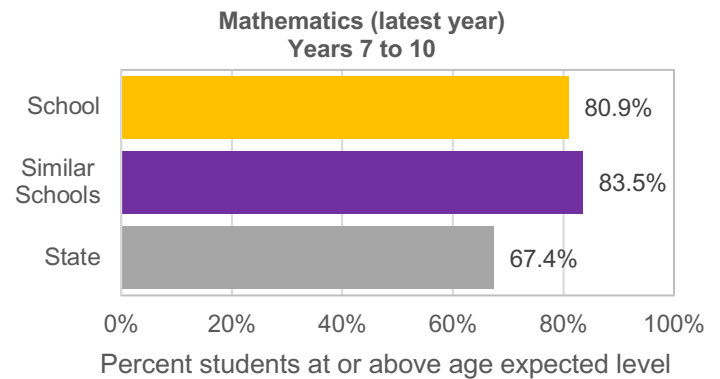
80.9%

Similar Schools average:

83.5%

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.

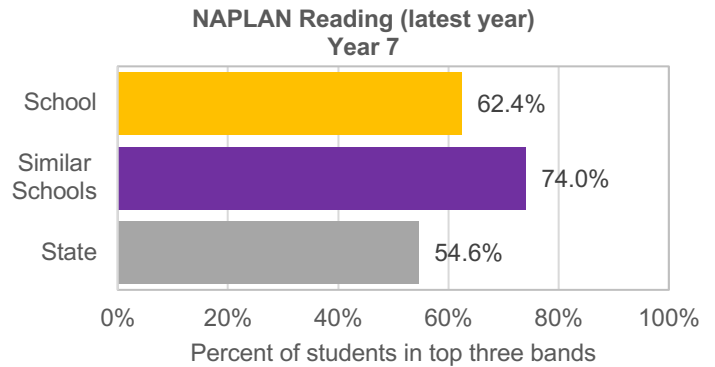
NAPLAN

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.

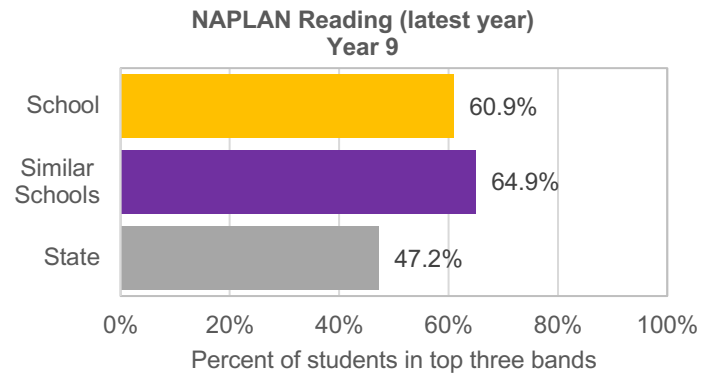
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.4%	69.0%
Similar Schools average:	74.0%	74.3%
State average:	54.6%	55.3%



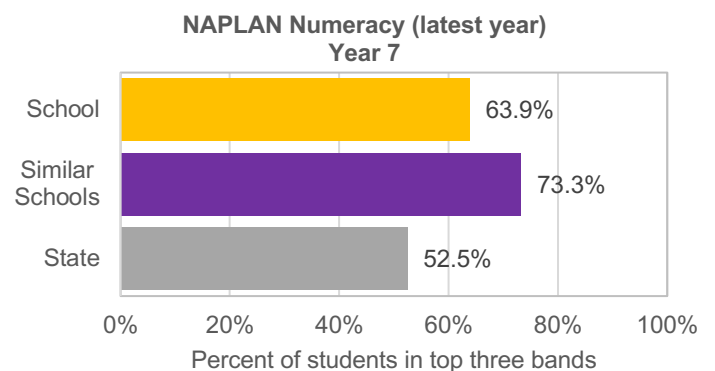
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	55.7%
Similar Schools average:	64.9%	63.6%
State average:	47.2%	46.0%



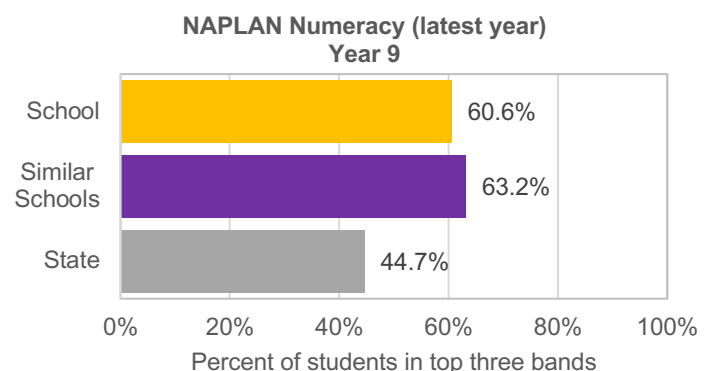
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.9%	71.6%
Similar Schools average:	73.3%	74.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.6%	60.1%
Similar Schools average:	63.2%	64.2%
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.*

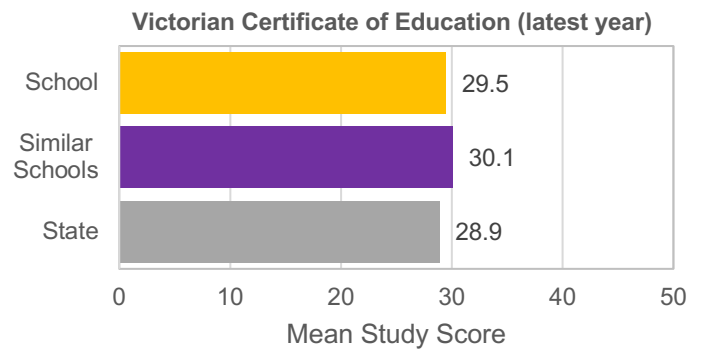
Victorian Certificate of Education (VCE)

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	29.5	29.9
Similar Schools average:	30.1	30.2
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:

16%

VET units of competence satisfactorily completed in 2022:

80%

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

93%

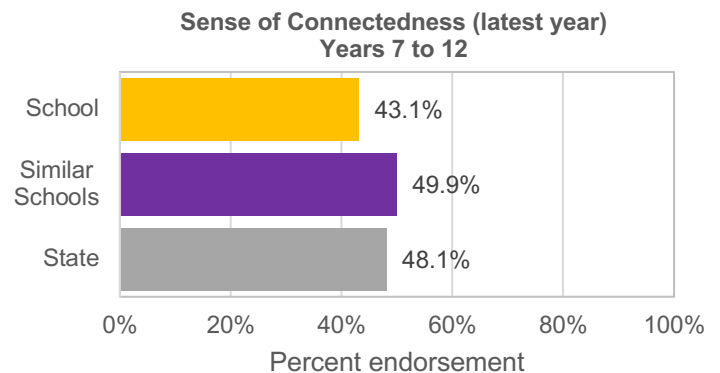
WELLBEING

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).

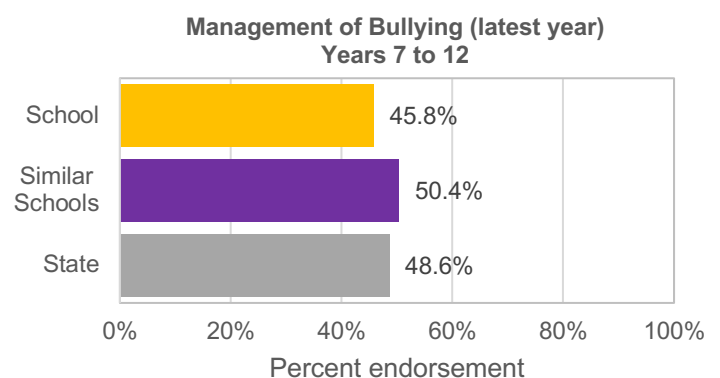
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	43.1%	50.3%
Similar Schools average:	49.9%	54.2%
State average:	48.1%	52.5%



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:	45.8%	51.9%
Similar Schools average:	50.4%	55.6%
State average:	48.6%	54.0%



ENGAGEMENT

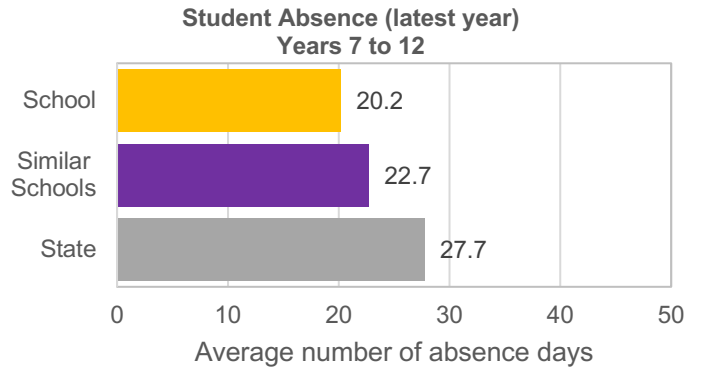
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.2	17.1
Similar Schools average:	22.7	16.8
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.

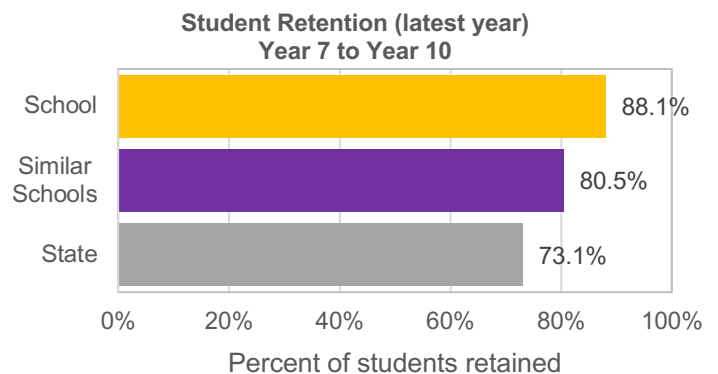
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	89%	88%	89%	91%	93%

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:	88.1%	85.8%
Similar Schools average:	80.5%	79.4%
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.

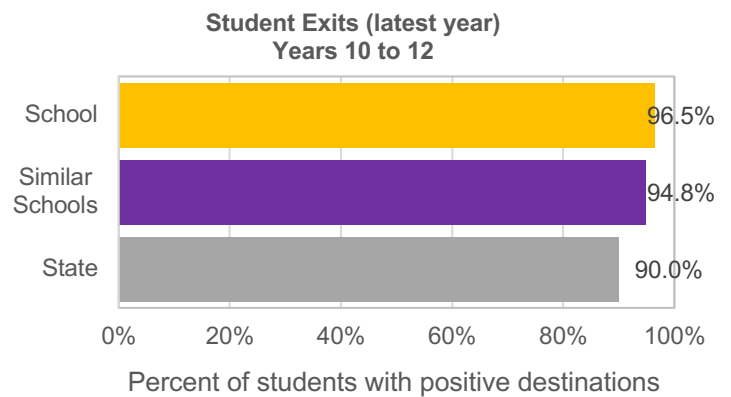
Students exiting to further studies or full-time employment

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:	96.5%	97.2%
Similar Schools average:	94.8%	95.5%
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	\$9,740,131
Government Provided DET Grants	\$1,054,127
Government Grants Commonwealth	\$24,746
Government Grants State	\$46,053
Revenue Other	\$39,373
Locally Raised Funds	\$702,382
Capital Grants	\$0
Total Operating Revenue	\$11,606,812

Equity ¹	Actual
Equity (Social Disadvantage)	\$49,019
Equity (Catch Up)	\$39,345
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$88,365

Expenditure	Actual
Student Resource Package ²	\$9,715,817
Adjustments	\$0
Books & Publications	\$7,622
Camps/Excursions/Activities	\$306,948
Communication Costs	\$24,672
Consumables	\$159,269
Miscellaneous Expense ³	\$25,594
Professional Development	\$46,883
Equipment/Maintenance/Hire	\$204,182
Property Services	\$198,091
Salaries & Allowances ⁴	\$382,173
Support Services	\$332,679
Trading & Fundraising	\$85,600
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$86,266
Total Operating Expenditure	\$11,575,797
Net Operating Surplus/-Deficit	\$31,015
Asset Acquisitions	\$100,333

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 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

Funds available	Actual
High Yield Investment Account	\$1,135,252
Official Account	\$73,331
Other Accounts	\$132,017
Total Funds Available	\$1,340,600

Financial Commitments	Actual
Operating Reserve	\$282,833
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$991,028
School Based Programs	\$15,028
Beneficiary/Memorial Accounts	\$5,000
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$46,711
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,340,600

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.