

2022 Annual Report to the School Community

School Name: Wallan Secondary College (8791)



- 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 27 April 2023 at 01:47 PM by Michael Ritchie (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 10:51 AM by Luke Kelly Kelly (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

Wallan Secondary College (WSC) is a Year 7 – 12 Secondary College situated in Wallan, 50 kilometres north of Melbourne, in the Mitchell Shire one of the fastest growing areas outside of the Melbourne Central Business District (CBD). Land in Wallan and the surrounding area is continuing to be developed, attracting many families to the area. The College opened in 2006 with 110 students. There has been strong enrolment growth in the past 12 months with numbers steadily increasing in excess of 758 enrolled for the beginning of 2023.

In 2022, the College had 4 Principal Class members, 4 Leading Teachers, 3 Learning Specialists (2 Full Time equivalent), approximately 55 teaching staff and 35 support staff. Staff include; classroom teachers, Educational Support (ES) administration, ES student support and ancillary staff in Science, Technology, ICT and Careers.

The college continued to review and update policies in 2022, in line with Child Safe Standards and best practice. School Wide Positive Behaviour Support (SWPBS) was used for the staff and community to teach and set expectations for our students and implement appropriate consistent consequences. Wallan Secondary College staff offer exceptional teaching and learning practices that inspire and engage students to achieve excellence in all that they do. The College endeavours to become the local school of choice for families seeking quality educational options for their children.

Wallan Secondary College strives to be at the forefront of educational initiatives, programs and policies, offering a wide range of opportunities for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science, Humanities, Health and Physical Education; complimented by programs in the Arts, Music, Technology subjects and Indonesian. A wide range of Victorian Certificate of Education (VCE) and Vocational Education and Training (VET) subjects and a Victorian Certificate Education Vocational Major (VCE VM) program is offered in Year 11 and 12. Tertiary and employment pathways are well established. In 2022 the College continued to offer an enrichment and extension program (GOLD) from Year 7 to 9. The College has a number of students enrolled as part of International Students Program.

Due to Covid-19 guidelines, WSC was limited in offering a full range of extracurricular opportunities; however, later in the year was able to offer performing arts, breakfast and homework club, inter school sporting and co-curricular activities including camps. We continue to provide a Learning for Life Program which includes small group literacy and numeracy intervention. The Independent Reading program continues to be embedded in Year 7 and 8 within the English curriculum, focusing on reading and comprehension skills and development.

Students are encouraged to develop their leadership skills; opportunities are provided through a range of learning experiences including College Captains and House Leaders development and implementing the new House System. All students of WSC should show leadership by demonstrating and modelling our school values of Respect, Responsibility and Resilience.

Our school acknowledged that some students thrived in remote learning, other maintained progress and some needed extra learning and wellbeing support, despite the best efforts of their teachers and families. In 2022 we used the following Key Improvement Strategies to meet our goals:

- Learning - Supported both those who need extra support and those who have thrived, to continue to extend their learning, especially in numeracy
- Wellbeing - Effectively mobilised available resources to support students' wellbeing and mental health, especially the most vulnerable

Our College Motto is 'Learning for life', this is embodied in the actions of all key stakeholders who are jointly committed to improving the learning outcomes of students. The College has a culture of participation and striving to achieve our best. We believe improving student outcomes is achieved through creating connection and rapport with students and families, supporting students wellbeing and learning through outstanding teaching and academic rigour.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Wallan Secondary College had its first full year of face-to-face learning since the onset of the pandemic. A considerable amount of time was spent re-establishing teaching and learning programs within the College that had been previously adapted to suit the needs of remote and flexible learning.

In order to improve literacy outcomes, the College focused on refining the PLC (Professional Learning Community) process with a school-wide focus on Literacy for Semester 1. All staff were involved in scheduled collaboration to investigate a literacy inquiry question and develop teaching strategies to improve reading and writing across the curriculum. In addition, students in Years 7 – 8 continued to participate in the Independent Reading Program to support the development of their reading and comprehension skills. The college also saw an improvement in Year 9 NAPLAN Reading results with 42.6% of students in the top three bands compared to a four-year average of 37.1%.

In addition, the College continued to implement the Learning for Life Literacy and Numeracy Intervention Program. The College also ran MYLNS (Middle Years Literacy and Numeracy Support) and TLI (Targeted Learning Initiative) programs to both extend and support students, however both of these initiatives experienced interruptions at times due to significant staff shortages.

In terms of VCE completion, 89% of students satisfactorily completed their VCE in 2022 and moved onto further study at TAFE or university, or employment. 30% of Year 12 students also undertook at least one VET unit, which assisted students in gaining a variety of skills prior to their completion of their schooling. Weekly VCE lectures were also introduced to support Year 12s with their understanding of the content and skills required for each of their subjects.

Wellbeing

In 2022 the College had a strong focus on the wellbeing of both staff and students, with access to wellbeing programs to support the challenges that families faced due to the pandemic. The school planned to create a sense of normal while returning to a planned year of on-site learning, with as minimal interruptions as possible. Students were again able to engage in interschool sports, performing arts, camps focused on building cohesion, end of year activities and clubs. Wallan Secondary College welcomed families back in to face to face events and support group meetings to reconnect. Staff were aligned to leaders who provided scheduled check ins and debriefs to support their wellbeing.

To further support student wellbeing at WSC, the Wellbeing Team was re-structured to position a wellbeing staff member in each of the 3 sub-schools, working closely with the Year Level Leaders and Sub-school Leaders. The wellbeing team member became a familiar face for students to approach for support, supported access to resources, was conduit between external services, families and the school, lead wellbeing programs for students in the sub-school and conducted face to face counselling. In addition, the school had an Assistant Principal overseeing wellbeing, Wellbeing Manager leading the wellbeing staff in each sub-school, school nurse and re-gained access to the Doctors in Secondary School Program, having doctor on-site in a part time role. The wellbeing Team continued to work closely with external services including DFFH, The Bridge Youth Services, Navigator, CAMHS, Headspace and Nexus Primary Health.

Engagement

Using SWPBS, the school focused on teaching and supporting students the agreed expectations of the college. This included implementing a clear and consistent approach within all areas of the college and explicit teaching of the expectations in the re-launched pastoral care program, now known as Skills for Life. As part of this commitment to engagement and wellbeing, the school moved from a structure of two sub-schools (7-9 and 10-12) to 3 sub-schools (7/8, 9/10 and 11/12), with an Assistant Principal overseeing each sub-school and employing an additional Leading Teacher. This resourcing assisted with the implementation of clear, consistent expectations, re-teaching of appropriate behaviours and allowed sub-schools to support staff to minimise disruption to learning time. Parents were welcomed back on-site to conduct Student Support Groups for engagement, Individual Learning Plans and Absence Plans with sub-school staff.

Grade Point Average (GPA) was completed in five (5) week blocks. The GPA data gave the students and their parents/carers an indication of the student's demonstration of the school values and efforts in class (Learning, Respect, Responsibility and Resilience). GPA's were celebrated for those who achieved over the expected average of 3.0, with rewards given. A staged response of Interventions was put in place to support students who did not achieve the expected average.

Lunchtime clubs were re-established and driven by staff volunteers, focused on the interests of the students, providing students an opportunity to connect with other students with similar passions. The new College House system was able to be launched, with students competing for their house, not only in sports, but a variety of positive competitions and by receiving house points for demonstrating the school values. The new House trophy was presented to the winning House (Barak) at the end of the year. Extensive Course Counselling was undertaken, including use of the Education Department's Morrisby Program. Students were able to select subjects in accordance with their chosen pathways and make changes where necessary.

The daily timetable was embedded, with Ready to Learn classes at the beginning of each day and 4 x 75 minute sessions, allowing for less interruptions to learning time. This timetable also allowed for a shorter break later in the day, minimising incidents in the yard.

Other highlights from the school year

Wallan Secondary College saw the return of a variety of camps and excursions in 2022. All year levels had the opportunity to attend a variety of excursions across the year, and Year 7s, 8s, 10s and 12s were also able to attend camps. These experiences provided students with the invaluable chance to connect with their peers and teachers outside of the classroom.

Throughout the year, Year 11 and 12 VCAL students volunteered at a local primary school in order to get involved in the community, build interpersonal skills and create relationships with future WSC students. VCAL and Year 10 students also volunteered to assist Melbourne Water with replanting trees in the local community. Additionally, the College also welcomed the local community to our production of Beauty and the Beast Jr. which was performed across three nights and a matinee. Further to this, students had the opportunity to participate in Interschool Sports, the annual Athletics Carnival as well as Cross Country throughout the course of the year. Sporting achievements at the Athletics Carnival were recognised as part of our new House structure, which saw ___ take home the House Cup.

Excitingly, through the College's efforts to improve sustainability, we are now recognised as an eco-school. This accreditation is internationally recognised and adds us to approximately 59,000 other schools who are also participating in engaging the youth of today to protect the planet of tomorrow.

Financial performance

The College finished the 2022 school year with \$610,310 total surplus, as a result of an efficient timetable and staff hiring practices. Equity funding of \$495,216 was received and used to fund the Learning for Life program and support students most in need. It is anticipated that the financial position will continue to improve as student enrolments increase and the focus on effective staff and resource utilisation continues. In 2022, WSC. received \$208,649 as part of the MYLNS funding and \$253,617 as part of TLI funding, provided to government Secondary schools to improve outcomes for students who are at risk of finishing school, without the literacy or numeracy skills they need for future work, education and training. We were able to timetable staff into this program and effectively manage resources to assist these students. Community group's use of College facilities has grown again, since the impact of COVID19.

For more detailed information regarding our school please visit our website at
<https://www.wallansc.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 690 students were enrolled at this school in 2022, 340 female and 350 male.

14 percent of students had English as an additional language and 7 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.

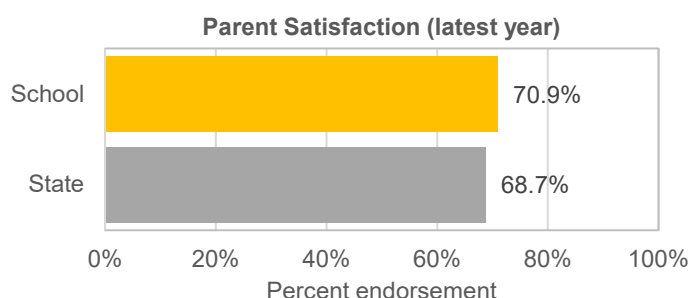
This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	70.9%
State average (secondary schools):	68.7%



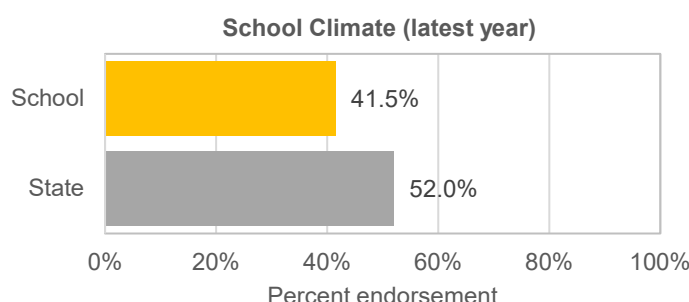
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	41.5%
State average (secondary schools):	52.0%



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:

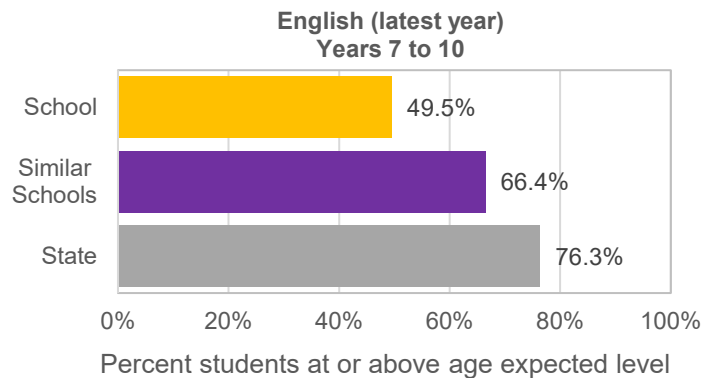
49.5%

Similar Schools average:

66.4%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

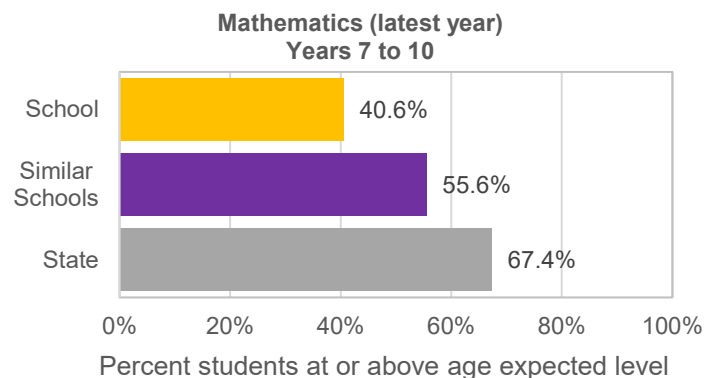
40.6%

Similar Schools average:

55.6%

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.

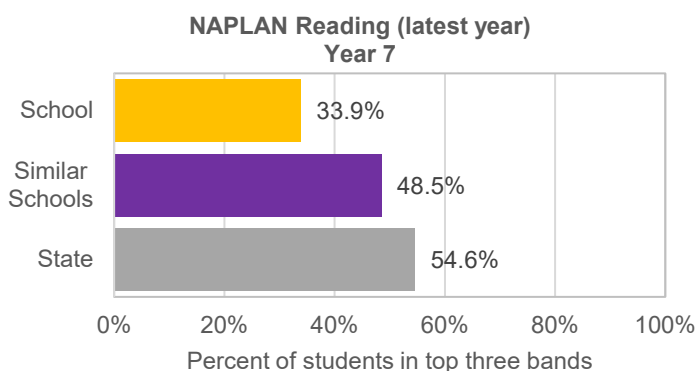
NAPLAN

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.

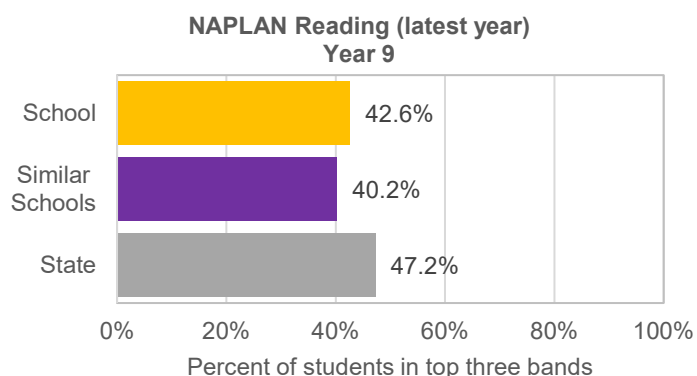
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.9%	35.2%
Similar Schools average:	48.5%	49.4%
State average:	54.6%	55.3%



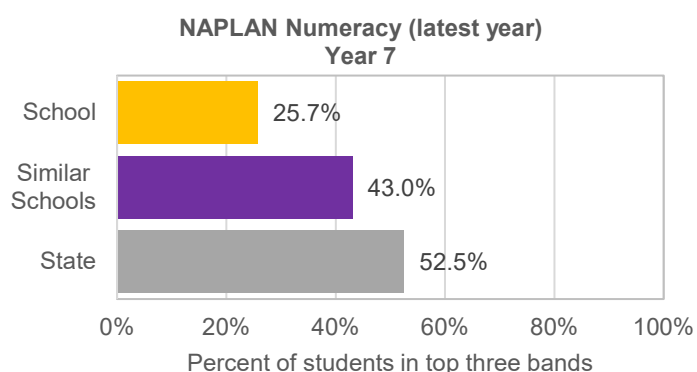
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.6%	37.1%
Similar Schools average:	40.2%	38.7%
State average:	47.2%	46.0%



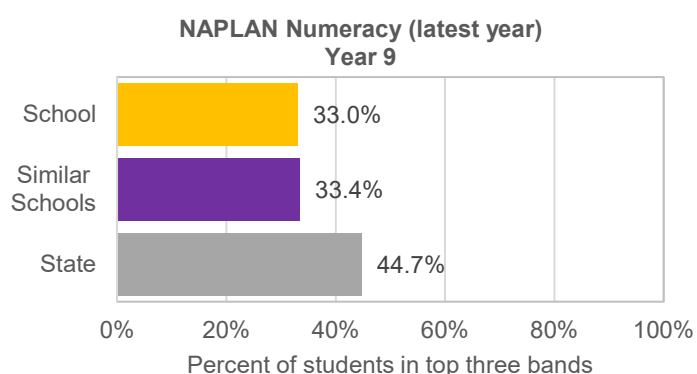
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.7%	32.1%
Similar Schools average:	43.0%	46.7%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.0%	32.8%
Similar Schools average:	33.4%	35.1%
State average:	44.7%	45.6%



LEARNING (continued)

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

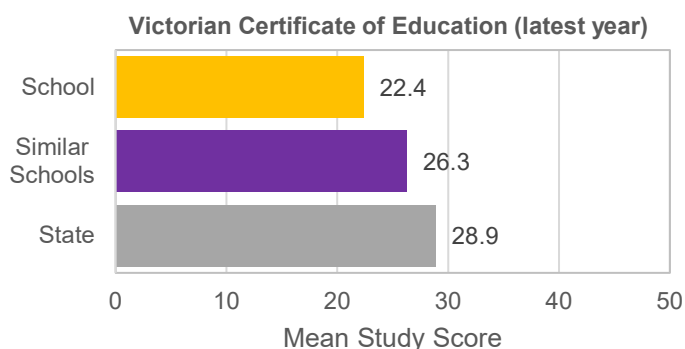
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	22.4	22.8
Similar Schools average:	26.3	26.1
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

89%

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

30%

VET units of competence satisfactorily completed in 2022:

61%

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

72%

WELLBEING

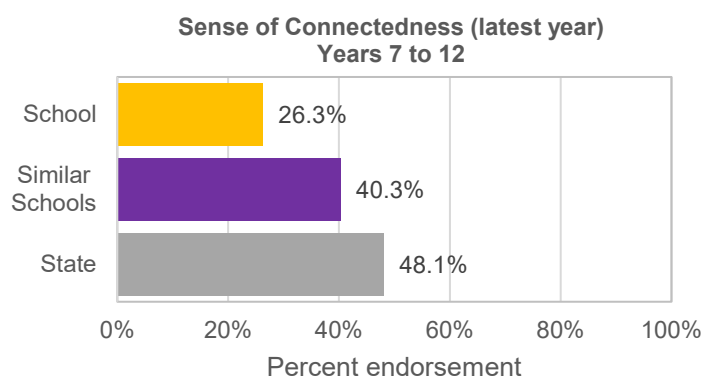
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	26.3%	27.5%
Similar Schools average:	40.3%	44.7%
State average:	48.1%	52.5%

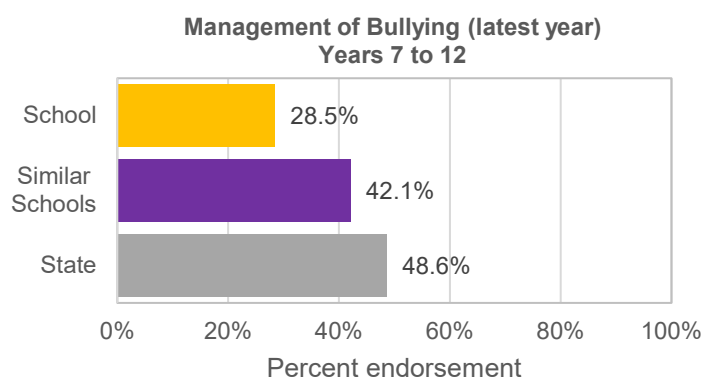


Student Attitudes to School – Management of Bullying

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:	28.5%	30.0%
Similar Schools average:	42.1%	47.6%
State average:	48.6%	54.0%



ENGAGEMENT

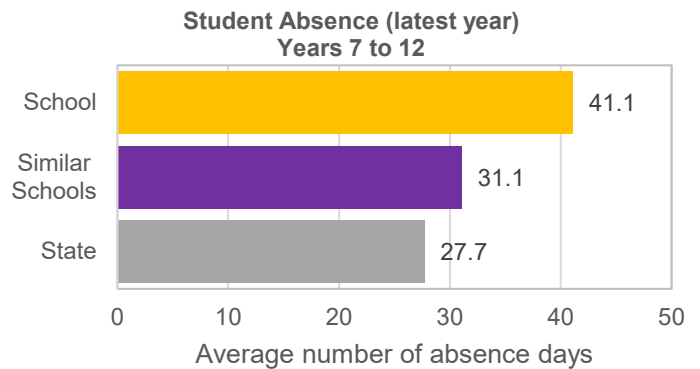
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	41.1	28.9
Similar Schools average:	31.1	24.8
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.

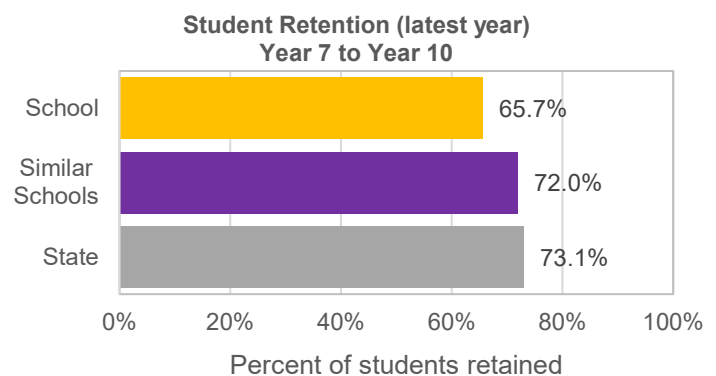
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	80%	78%	77%	79%	80%	85%

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:	65.7%	75.0%
Similar Schools average:	72.0%	72.0%
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:

82.4%

82.0%

Similar Schools average:

86.6%

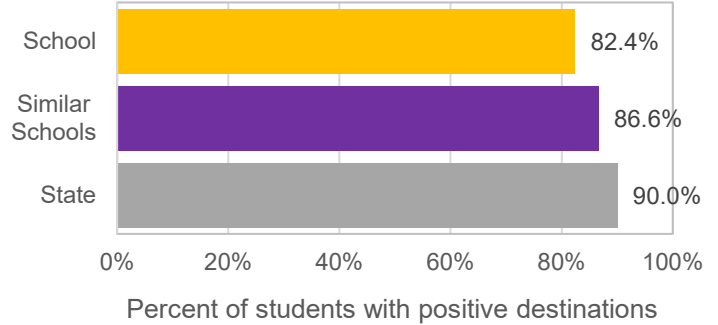
86.5%

State average:

90.0%

89.3%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,558,264
Government Provided DET Grants	\$1,514,540
Government Grants Commonwealth	\$5,000
Government Grants State	\$27,850
Revenue Other	\$83,313
Locally Raised Funds	\$204,683
Capital Grants	\$0
Total Operating Revenue	\$10,393,651

Equity ¹	Actual
Equity (Social Disadvantage)	\$398,974
Equity (Catch Up)	\$96,243
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$495,216

Expenditure	Actual
Student Resource Package ²	\$8,058,001
Adjustments	\$0
Books & Publications	\$3,486
Camps/Excursions/Activities	\$122,353
Communication Costs	\$12,110
Consumables	\$228,706
Miscellaneous Expense ³	\$78,569
Professional Development	\$57,937
Equipment/Maintenance/Hire	\$122,353
Property Services	\$364,351
Salaries & Allowances ⁴	\$263,594
Support Services	\$347,058
Trading & Fundraising	\$12,545
Motor Vehicle Expenses	\$6,604
Travel & Subsistence	\$209
Utilities	\$105,464
Total Operating Expenditure	\$9,783,341
Net Operating Surplus/-Deficit	\$610,310
Asset Acquisitions	\$174,643

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,175,881
Official Account	\$24,508
Other Accounts	\$0
Total Funds Available	\$1,200,390

Financial Commitments	Actual
Operating Reserve	\$255,506
Other Recurrent Expenditure	\$16,518
Provision Accounts	\$0
Funds Received in Advance	\$22,500
School Based Programs	\$206,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$145,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$350,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,045,524

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.