# 2025 Annual Report to the School Community

## School Name: John Monash Science School (8856)

- 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 21 April 2026 at 11:49 AM by Andrew Chisholm (Principal)

- As executive officer of the school council, I attest that this 2025 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 29 April 2026 at 10:39 AM by Andrew Chisholm (Principal)

# 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - average absence days per student
  - student attendance rate

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').

# About Our School

## School context

The vision of John Monash Science School is to become a nationally and internationally recognised centre of excellence and innovation in the education of senior secondary students in science, mathematics and associated technologies, reflecting global directions and priorities in scientific research and knowledge creation. JMSS is co-located on Monash University's Clayton campus, on the corner of Wellington and Blackburn Roads. Our values are expressed in UNESCO's Four Pillars of Education - Learning to Know, Learning to Be, Learning to Do and Learning to Live Together. At JMSS we firmly believe in educating the 'whole person', developing leadership, initiative and perspective in our graduates. Our curriculum documentation, from yearly plans to unit plans and lesson plans, is all written with the Four Pillars and our own instructional learning model, the Phased Learning Structure, at the forefront of our thinking.
Our JMSS Diploma was developed to reflect these values. It enables students to gain recognition for their development in and contribution to both JMSS and the wider community in terms of leadership, service, sport, music and cultural activities. Students earn points for their involvement and success in all of the endeavours they undertake, all of which speak to student development under one of these Four Pillars of Education. The student cohort in 2025 was 660 FTE in Years 10 to 12. Our students have come from over 115 schools across the state, representative of all educational sectors and locations including rural Victoria. Students were selected after analysis of written assessments, group activities and interviews. Of the students, 52.7% identified as male and 47.3% as female. In 2025 the school had a staffing Full-Time Equivalent of 79.3 comprising three Principal Class Officers, 47.3 teachers and 29 Education Support Officers. These staff are spread across JMSS, outreach programs and the Monash Tech School. JMSS facilitates an extensive outreach program in science, mathematics, engineering and technologies that includes Emerging Sciences Victoria (ESV) our virtual learning program that had over 300 statewide enrolments in 7 subjects, the Regional Exchange Program (REx) that hosted more than 20 rural students at JMSS across the year and our primary science outreach programs including Little Scientists and Mini Mathematicians that reached over 50 primary schools. We acknowledge the assistance of the Department of Education for their ongoing support of these STEM opportunities for these students. JMSS also manages the governance, HR and finance for the Monash Tech School. In 2025 this saw more than 5400 students from 12 schools engage in a broad range of STEM programs.

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

### Learning

The VCE results of the JMSS class of 2025 were some of our strongest to date. More than 65% of the 2025 student cohort received ATARs over 90, the median ATAR was 93.1, the median raw

study score was 35.5 and the median scaled study score was 38.1. Just over 22% of study scores were at or above 40. This resulted in over 175 of our graduating students being offered their first preference course through VTAC with 137 of those occurring in the first round of offers. 145 first round offers were made by Monash University. Importantly, some of the learning goals inherent in our four-year strategic plan have been achieved. Our performance in English and Mathematics has continued to be strong, with the number of students achieving study scores above 37 in English being 34% above the state average and the number of students receiving study scores above 27 in Mathematics being 27% above the state average. Only 10% of students achieved a raw study score below 28 in Chemistry and 5% in Mathematical Methods. These numbers are well below set targets.

The program of learning across other year levels continued to grow, and 2025 saw JMSS able to continue with four Monash University immersion days across the year: Pharmaceutical Science and Pharmacy Immersion (Year 11); Engineering Immersion Day (Year 11), STEM Immersion Day (Year 10) and Biomedicine Immersion Day (Year 10). A huge thanks to our academic partners at Monash University for facilitating these immersion opportunities. The Australian Science Fair is hosted annually by JMSS. This three-day event in November saw increased participation and attendance with a group of students from regional Victoria and a delegation from Ritsumeikan High School (a Super Science School) in Japan joining in addition to interstate attendees. The number of students participating in extracurricular activities such as Olympiads and competitions was again very high.

JMSS students continued to have great success in numerous extracurricular endeavours, with highlights including students winning gold, silver and bronze medals for Australia in the International Brain Bee, International Geography Competition and International Olympiad on Astronomy and Astrophysics.

## Wellbeing

JMSS continues to take a proactive and evidence-informed approach to building student resilience, wellbeing, and self-efficacy. Across 2025, a number of key initiatives had a significant and positive influence on student engagement, connectedness, and overall wellbeing:

**1. Positive Education**

The JMSS Positive Education program, anchored in the six domains of Positive Health, Positive Relationships, Positive Engagement, Positive Emotions, Positive Accomplishment, and Positive Purpose, is delivered through both the House Mentor system and everyday teaching practice. The program equips students with a practical “tool-box” of strategies to support purposeful, healthy, and resilient lives. Staff intentionally embed these principles into learning, ensuring students develop the emotional literacy, interpersonal skills, and mindset needed to thrive.

**2. Tutor Learning Initiative (TLI)**

Despite the Department of Education discontinuing funding in 2024, JMSS deliberately decided to continue the TLI program using school resources. This ensured that approximately 150 students across a wide range of capabilities received targeted support in Mathematics, English, and (for Year 12) Chemistry. Students were selected based on a comprehensive analysis of assessment data from 2024–2025, including periodic and final assessments, student survey insights, and

diagnostic testing for incoming Year 10 students. This strategic, data-driven approach ensured support was personalised, purposeful, and impactful.

**3. House System**

The JMSS House System, comprising 28 Mentor Groups across four Houses, remains the backbone of pastoral care. House Mentors monitor students' physical, emotional, social, and academic wellbeing, track attendance and progress, and advocate for their students' needs. Mentors work closely with the Counselling Team to provide timely referrals and ensure students are connected to opportunities that extend their academic and personal growth. Education Support Officers develop Individual Learning Plans for students requiring additional support, reinforcing a whole-school commitment to empowering students to take ownership of their learning.

**4. Counselling Team**

JMSS has 2 full-time counsellors who are readily available to see students. Beyond individual support, the Counsellors are embedded in the broader school program, contributing to induction, personal development activities, and attending key school events to strengthen visibility and connection. The two counsellors utilised their expertise to increase their reach and become more familiar with the student body by leading sessions during Co-curricular, Personal Development Day, preparing for exams and in the Year 10 Health Curriculum.

**5. Co-Curricular Program**

The Wednesday afternoon Co-Curricular Program for Years 10 and 11 expanded significantly, offering an even broader range of engaging electives. These programs promote skill development, creativity, teamwork, and personal wellbeing, ensuring students have opportunities to explore interests, build confidence, and develop as well-rounded individuals.

**6. Clubs and Interest Groups**

JMSS continues to foster a vibrant culture of student leadership and connection through its many student-led clubs and interest groups. In 2025, around 20 groups met regularly, providing students with opportunities to collaborate with like-minded peers, pursue shared passions, and contribute to the school community. Many groups lead whole-school events or undertake community service, strengthening student voice, agency, and belonging.

## Engagement

1. Student Attendance

The attendance of students continued to be outstanding in 2025, with the average days absent of our students being 17 days less than the state average. Student absence is largely parent-approved, and mostly due to illness, with some due to holiday travel. Student survey data reveal that students are happy at JMSS, feel that the transition programs are very effective, are stimulated and motivated in their learning and have strong and productive relationships within their cohorts. Student connectedness to school exceeds the state average by over 27%, and the percentage of students proceeding to tertiary studies is also well above the state average.

In addition, 2025 saw us maintain outreach opportunities for our unique curriculum in remote parts of Victoria through our annual Regional Exchange program, and in local Primary Schools through

the Little Scientist and Mini Mathematicians Programs. The regional exchange is an iconic feature of JMSS's calendar, where students from regional Victorian schools are immersed in a STEM program for two weeks. In 2025, the program was expanded to include Monash Tech School experiences in addition to immersion in JMSS classes and Monash University workshops. We also moved from a homestay to a residential model, with school buddies while at JMSS. This resulted in stronger, quicker bonding among our regional guests. In 2025 JMSS continued to offer the Emerging Sciences Victoria program, an initiative designed to continue to give access to contemporary science electives to students in regional Victoria via online lessons twice weekly in seven emerging science electives.

2. International, Interstate and Statewide Programs in Science

JMSS's involvement in International Science Fair and Exchange programs continued in 2025. We attended science and mathematics fairs and competitions including the Korean Science Academy of KAIST Science Fair in Korea, the Japan Super Science Fair at Ritsumeikan High School in Japan, the International Science Fair at Australian Science and Mathematics School in Adelaide, the International Young Physicists Tournament in Sweden, the International Student Science fair in Thailand, and the International Olympiad on Astronomy and Astrophysics in India. Our students presented projects and engaged in several other science activities at the science fairs as well as receiving many awards. JMSS continued to play a key role in the co-ordination the International Science Schools Network (ISSN), as a member of the ISSN executive.

3. Pathways and Careers

Each student in Years 10 to 12 formulates a Managed Individual Pathway plan, articulating their future goals and aspirations and identifying strategies to achieve them. All students also complete a Career Action Plan, in which they research future careers, courses, and pathways that interest them. JMSS has a well-established and comprehensive Course Counselling and Course Confirmation process for all students. Every student attends an interview with a panel of JMSS staff. Parents are invited to join these meetings. JMSS also hosts a targeted information evening for each year level prior to all course counselling, as well as a careers expo attended by Victorian universities and many other tertiary providers in Victoria and interstate. Every Year 12 student has a compulsory MIPs interview with the Careers and Pathways Coordinator and all students are encouraged to complete at least one work experience placement whilst at JMSS.

## Other highlights from the school year

There were many other highlights that characterised the 2025 school year. This included:

· The ninth annual Reef and Rainforest trip held in Far North Queensland. This 9 day trip involves a range of fieldwork and citizen science opportunities in collaboration with James Cook University. 80 year 11 students and nine staff attended.

· Year 12 Camp to Lord Somers to build connections between staff and students in the 2025 Year 12 group comprising 228 students

· Harmony Day, that is celebrated annually to recognise all backgrounds and cultures that make up the JMSS community

· Eight General Assemblies that bring in guest speakers mainly in STEM related areas to inspire and motivate students. These guest speakers are often leaders in their field

· Numerous Music Soirees and Concerts and a Music Camp to develop performance skills held on the Mornington Peninsula

- A virtual open evening that was live broadcast from our studio in May

· A Science Exhibition Night held in May that highlighted our emerging science electives to potential students

· A series of events aligned with the World's Greatest Shave to raise over 20 thousand dollars for Leukaemia research.

· Excellent sporting performances by many of our students reaching state championship level in swimming and athletics.

- Collaboration by the JMSS Green Team and Monash Council to plant a microforest in front of the school

- Two students winning the national finals of the UN Youth Evatt Debating Competition in Sydney

· JMSS Students representing Australia in Olympiad competitions such as Environmental Science, Physics and Geography.

## Financial performance

John Monash Science School (JMSS) continues to play a significant role in the financial and human resources administration of a number of externally funded programs. These include Monash Tech School (MTS) and Science Outreach initiatives such as Emerging Science Victoria (ESV), Regional Science Exchange (REx), Little Scientists and Mini Mathematicians. JMSS also acts as the financial administrator for the Monash Sport Division (MSD).

JMSS oversees MTS expenditure, with costs reimbursed in arrears through the Targeted Funding Portal. In 2025, the Department of Education was invoiced $2,214,175.00 for MTS expenses, grants, and programs covering both salaries and operating costs. This amount is reflected in Government-Provided Department of Education Grants. MTS salaries are excluded from Student Resource Package (SRP) revenue but are recorded in expenditure (deficit). The funds claimed for salaries in 2025 remain in JMSS bank accounts until the deficit repayment at the end of the following year. MTS also carried forward grants and non-program funds in the amount of $539,120.60 into 2026.

The Science Outreach Programs - Emerging Science Victoria (ESV) and Regional Science Exchange (REx) - received the remaining funding for the previous initiative period (2023–2025) during Semester 1, 2025, totalling $212,160.00. A further $268,061.00 was received in Semester 2 for the new initiative period (2025–2026). These programs carried forward $258,412.52 into 2026. As these programs are funded and acquitted on a financial-year basis, rather than the SRP

calendar year, any remaining credit expenditure is required to be carried forward as cash by JMSS.

The school's end-of-year financial commitment summary reported total commitments of $4.8 million. This includes all program-level commitments such as the school's operating reserve, camps, grants, library and building funds, and other funded STEM initiatives. In contrast, the Department of Education's financial summary includes only specific, department-defined categories and applies standardised values to several commitment areas.

As a result:

- $1.27 million of internal commitments are not included in the Department's Total Financial Commitments figure.
- Category adjustments are applied by the Department across several commitment areas.
- After applying these differences, the Department's reported total of $3.75 million reconciles with the school's detailed commitment summary.

This demonstrates compliance with Department of Education reporting requirements and reflects strong financial governance at JMSS.

Looking ahead, JMSS has allocated $355,000 for capital works in 2026, including painting and carpet replacement across all levels of the school, establishment of a new Careers Hub, and installation of a cooling system in the G0 rooms. In addition, more than $400,000 has been allocated for IT asset and equipment upgrades, including laptop replacements, digital signage, and software upgrades.

**For more detailed information regarding our school please visit our website at https://jmss.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 660 students were enrolled at this school in 2025, 309 female and 348 male. 34% had English as an additional language and NDP 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.

| | | 2025 |
|---|---|---|
| **% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)** | **School** | **92.8%** |
| | State | 74.1% |

## School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

| | | 2025 |
|---|---|---|
| **% positive endorsement School Climate (School Staff Survey)** | **School** | **79.0%** |
| | State | 59.3% |

# LEARNING

## Teacher Judgement of student achievement against the Victorian Curriculum

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

| | | 2025 |
|---|---|---|
| **English Year 7 - 10 % of students at or above age expected standards** | **School** | **99.8%** |
| | State | 74.9% |
| **Mathematics Year 7 - 10 % of students at or above age expected standards** | **School** | **100.0%** |
| | State | 70.5% |

## Victorian Senior Secondary Certificate

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

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

| | | 2025 | 3-year average |
|---|---|---|---|
| **VCE/VCE VM completion rate** | **School** | **99.1%** | **99.4%** |
| | State | 97.2% | 96.9% |
| **Mean VCE study score** | **School** | **35.5** | **NDA** |

# WELLBEING

## 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).

| | | 2025 | | 4-year average |
|---|---|---|---|---|
| **Years 7 to 12 % positive endorsement** | **School** | **77.1%** | | **78.3%** |
| | State | 49.2% | | 47.2% |

## Student Attitudes to School – Managing 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).

| | | 2025 | | 4-year average |
|---|---|---|---|---|
| **Years 7 to 12 % positive endorsement** | **School** | **76.6%** | | **77.7%** |
| | State | 51.5% | | 49.8% |

# ENGAGEMENT

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

Percentage of exiting students going on to further studies or full-time employment.

| | | 2024 | 4-year average |
|---|---|---|---|
| **% of students exiting to further studies or full-time employment** | **School** | **99.1%** | **99.6%** |
| | State | 81.5% | 81.2% |

## Average absence days per student

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

| | | 2025 | 4-year average |
|---|---|---|---|
| **Year 7 - 12** | **School** | **13.1** | **12.7** |
| | State | 30.2 | 29.4 |

## Attendance rate

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

| | | 2025 |
|---|---|---|
| **Year 10** | **School** | **95.2%** |
| **Year 11** | **School** | **92.4%** |
| **Year 12** | **School** | **92.5%** |

# FINANCIAL PERFORMANCE AND POSITION

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

| Revenue | Actual |
|---|---|
| Student Resource Package | $8,605,728 |
| Government Provided DET Grants | $2,963,215 |
| Government Grants Commonwealth | $108,117 |
| Government Grants State | $250 |
| Revenue Other | $336,737 |
| Locally Raised Funds | $1,658,661 |
| Capital Grants | $0 |
| **Total Operating Revenue** | **$13,672,708** |

| Equity | Actual |
|---|---|
| Equity (Social Disadvantage) | $15,593 |
| Equity (Catch Up) | $4,998 |
| Equity (Social Disadvantage - Extraordinary Growth) | $0 |
| **Equity Total** | **$20,591** |

The equity funding reported above is a subset of the overall revenue reported by the school.

| Expenditure | Actual |
|---|---|
| Student Resource Package[1] | $10,253,882 |
| Adjustments | $1,755 |
| Books & Publications | $6,747 |
| Camps/Excursions/Activities | $780,835 |
| Communication Costs | $5,612 |
| Consumables | $406,186 |
| Miscellaneous Expenses[2] | $1,464,708 |
| Agency Staff | $539 |
| Professional Development | $72,070 |
| Equipment/Maintenance/Hire | $479,206 |
| Property Services | $161,563 |
| Salaries & Allowances[3] | $960,159 |
| Support Services | $326,539 |

| Expenditure | Actual |
|---|---|
| Trading & Fundraising | $42,429 |
| Motor Vehicle Expenses | $235 |
| Travel & Subsistence | $36,587 |
| Utilities | $18,821 |
| **Total Operating Expenditure** | **$15,017,873** |
| **Net Operating Surplus/-Deficit** | **($1,345,164)** |
| **Asset Acquisitions** | **$123,408** |

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

# FINANCIAL POSITION AS AT 31 DECEMBER 2025

| Funds Available | Actual |
|---|---|
| High Yield Investment Account | $4,601,145 |
| Official Account | $167,064 |
| Other Accounts | $424,053 |
| **Total Funds Available** | **$5,192,262** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $793,706 |
| Other Recurrent Expenditure | $74,344 |
| Provision Accounts | $11,969 |
| Funds Received in Advance | $130,807 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $1,142,338 |
| Repayable to the Department | $1,632,893 |
| Asset/Equipment Replacement < 12 months | $505,281 |
| Capital - Buildings/Grounds < 12 months | $355,000 |
| Maintenance - Buildings/Grounds < 12 months | $170,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| **Total Financial Commitments** | **$4,816,338** |

*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.*