

2017 Annual Report to the School Community



School Name: Sunbury Heights Primary School

School Number: 5197



- 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 Regulation 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 2017 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 18 April 2018 at 04:04 PM by Kaye Mills (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 15 May 2018 at 03:38 PM by Leanne Fisher (School Council President)



About Our School

School Context

In 2017 Sunbury Heights Primary School remained focussed on implementing the Education State themes of Learning For Life, Happy Healthy and Resilient Kids, Breaking The Link and Pride and Confidence in our schools. Our school wide belief is that “no child regardless of social status or postcode will miss out on a first class state school education.” We aim to provide a safe and supportive environment that promotes a passion for learning, enhances personal growth and wellbeing, encourages curiosity, and equips all students with the necessary confidence, skills and knowledge to become lifelong learners and valued members of society.

Situated to the south of Gap Road the school and the school community are geographically isolated and the community does not have access to the facilities that exist to the north of Gap Road and the township of Sunbury. Many families live in rental accommodation close to the school or on the Ashfield Estate. Our SFOE index is .5449 which sees us classed as a school as one of social disadvantage. Of our 336 FTE students, 150 receive equity funding and 46% receive CSEF funding. Enrolment continues to grow with transfers across all year levels balancing new enrolments. Sunbury Heights Primary School is becoming known as one that has the personnel, programs and processes in place that supports students with more complex needs. Of the total student population, 15 are of Aboriginal or Torres Strait Islander descent, 4 live in out of home care, 17 are EAL, 9 are on the PSD program and 20 students have ASD. The school has embedded practices for the diversity of parents/carers and family members to be engaged to understand the learning progress of their children and how to effectively support them to learn.

The school equivalent full time staff is 22, with Principal Class Officers and 1 staff member in an Acting Assistant Principal's role, 20 classroom teachers and 14 Education Support Staff. The school runs 17 classrooms and specialist classes in Art, Science, PE and LOTE (Foundation and Year 6). Three playgroups run out of the Community Hub aimed at developing literacy numeracy and social skills of future students. Breakfast Programs support our families twice a week. Adult Education, Community Services and Parenting Programs occur on a regular basis.

Recruitment in 2017 was aimed at attracting staff who could build the leadership capacity of the school. Leading Teacher positions were created to support the implementation of improvements in Numeracy and the School Wide Positive Behaviour System. We have aimed to build a culture of collaboration around professional learning, focused on building teacher capacity, knowledge and confidence in all areas of the curriculum.

Our commitment to breaking the link also saw us prioritising the position of a Welfare and Engagement Coordinator, employ a Community liaison Coordinator and a Chaplain. A partnership with Autism Connect further supported our work with students who have ASD. We offer consulting rooms so that private speech and psychology services can take place for students who are unable to be served by departmental staff. Equity funding has enabled the school to prioritise collaborative planning time for teams during the school day and employ ES staff to work in Foundation – Year 2 classrooms. The school has received funding and support from Sporting Schools, Australia, Community Hubs Australia, Doxa, Care Works and other local agencies and businesses.

The school works in collaboration with all government schools in SDRN. This has enabled us to be involved in a very successful Community of Practice around a Middle Years Numeracy Project. A combined curriculum day around common key initiatives enabled resources to be shared amongst schools. We have innovative transition practices and partnerships with kindergartens and local secondary colleges. This ensures that the students entering Foundation and those moving to secondary schooling are well catered for.

A rigorous process that saw us involve staff, students and parents has developed our school values of kindness, respectfulness and responsibility that will be fully implemented in 2018.

Planned Maintenance Funding has seen a great many improvement to school infrastructure and the environment. The Victorian State Government made an announcement in November that a 4.3 million grant has been approved for the development of a facility that will be shared between Sunbury Heights Primary School, Sunbury Downs Secondary College and the community.

Framework for Improving Student Outcomes (FISO)

In 2016 as a result of school review process the school prioritised building leadership teams to strengthen succession planning and develop the capabilities of our leadership teams.

In 2017 our Key Improvement Initiative was:

1. To build practice excellence with an emphasis on staff professional safety. This was evidenced by results on the measures on the Staff Opinion Survey of Collective Efficacy (57.7%), academic emphasis (59.1%) and particularly teacher collaboration (46.4%) which dropped from 64.0% on the 2015 Staff Opinion Survey. The focus was chosen to enable the development of a professional learning community in which staff would work together to exchange knowledge and ideas, to develop and strengthen teaching and assessment approaches and to build a culture of collaboration around professional learning.

Our key improvement strategies were:



- To build consistency and quality of teaching practice across the school
- Expert, experienced and skilled staff will provide mentoring and coaching support to staff.
- Build data literacy, including data collection and analysis techniques and the use of data for goal setting.

2. To establish a Positive Climate for Learning.

Results on the Students Attitude to Schools Survey saw Student Wellbeing and Student Safety as areas of development. The Parent Opinion Survey also indicates that the parents' surveyed have concerns around student safety, social skills and student motivation. The Year 5/6 cohort of students' results indicate a low level of learning confidence. We wanted to provide students with the tools and skills to enable them to build confidence and a positive sense of self-worth. With the introduction of Positive School Wide Behaviours, the Safe Schools Standards and being a Respectful Relationships Partner School as our impetus, we aimed to implement a shared approach to supporting the health, wellbeing, engagement and inclusion of all students.

Our key improvement strategy was

- To implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students at our school.

Achievement

Achievement in the foundational skill of literacy and numeracy is critical to ensuring all children have the chance to realise their potential.

In 2017 our Key Improvement Initiative was to build the practice excellence of staff in literacy and numeracy

KIS included but were not restricted to

- Building consistency and quality of teaching practice across the school
- Expert, experienced and skilled staff will provide mentoring and coaching support to staff.
- Building data literacy, including data collection and analysis techniques and the use of data for goal setting.
- Evidence-based high impact teaching strategies.

NAPLAN data suggests that at Year 3 the percentage of students in the top 2 bands are below that of similar schools in Reading Writing and Numeracy.

NAPLAN data suggests that at Year 5 the percentage of students in the top 2 bands is considerably higher than that of similar schools in Reading Writing and Numeracy.

The relative growth data of SHPS compared to the similar schools groups shows the result is well above for numeracy, writing and above for reading.

Recommendations:

- Key Improvement Initiative 2018- Curriculum Planning and Assessment
- Instructional models implemented for Numeracy and Reading
- Leading teachers in Numeracy and Literacy appointed
- Participate in Leading Literacy
- Participate and extend team in Scaffolding Numeracy in the Middle Years Project
- Professional Element Peer observation, feedback and reflection implemented
- Consistent implementation of the Literacy Block aligned to the HITs
- Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation.

Engagement



2016 data level report data indicated that there was a need to implement key improvement strategies to address concerns around student attitudes to attendance, and connectedness to school. In 2017 the school reviewed its practices and policies to address issues of vulnerability, attendance and student engagement. We did this understanding that attendance is the lead indicator for achievement and engagement outcomes. Using multiple sources of evidence we made effective decisions and allocated resources that resulted in sustained improvement to student engagement. Apart from the Year 6 year level, there has been a reduction in absences at all other levels. A small number of complex cases (students in vulnerable family situations, students with additional physical and mental health issues, students living in out of home care and indigenous students) are the ones for whom unapproved absences appear. This report indicates that by comparison our results are similar to like schools and the common reason for non-attendance includes illness and extended family holidays.

Key improvement strategies, such as the appointment of an engagement and wellbeing coordinator, positive links to agencies, having a range of preventative and intervention strategies targeted at students, parents/carers and staff around attendance and student engagement have resulted in pleasing results on the Student Attitude to School Report. The Student Attitude to School Survey results indicate that 87% of Year 4 students, 83% of Year 5 students and 87% of Year 6 students responded positively to questions re attitudes to attendance. On the Connectedness indicator 85% of Year four students, 76% of Year 5 students and 81% of Year 6 students responded positively to questions around connectedness to school. In 2018 future directions will include, but are not limited to, a strategic and coordinated approach to unexplained absences, the use of Compass as a tool to improve strategies around attendance, school wide programs aimed at engaging students at all levels of the school and investigation of regional programs such as Changemakers undertaken.

We acknowledge that an area in need of consideration and development is Student Agency and Voice, as results on our 2017 Student Attitude To School Survey indicate only 68% of our Year 4 students, 68% of our Year 5 students and 74% of our Year 6 students responded favourably to this measure.

Wellbeing

In 2017 (as indicated in the school context section of this report) the student demographic of Sunbury Heights was changing and becoming school of choice for parents who had students with additional needs. Enrollments occurred across all cohorts and were not confined to one period of time within the school year. Many were students who:

- had autism spectrum disorder
- had experienced simple, complex and developmental trauma
- were living in out of home care
- had become disengaged at school in another setting
- were vulnerable and in fear of poverty and homelessness

Our key improvement goal was to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students and to use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement in wellbeing. We particularly wanted to improve our measures on the SATSS around students' sense of confidence and sense of connectedness, as these are among the lead indicators for the Education State reading, numeracy and resilience targets.

KIS included but were not restricted to:

- Investigate effective strategies to gather data based on student behaviour to be able to make informed decisions about professional development required for staff and programs required for students.
- Become a partner school and implement the Respectful Relationships o empower student to keep themselves and others safe. Ensure the school complies with the Safe School Standards and that we foster a culture of student empowerment to be able to speak out when they feel unsafe.
- Investigate and explicitly teach a social and emotional learning program.
- Engage with Autism Connect to complete whole school targeted professional development to build teacher and ES staff capacity to support students with challenging behaviours.
- Appoint a leading teacher to coordinate the implementation of Positive School Wide Behaviour
- Promote responsibility, organisation, teamwork and presentation skills within our students.

This report indicates that by comparison our results are similar to like schools on the measures of connectedness to school and management of bullying.

Our 2017 Student Attitude to School data indicates that 85% of Year 4 students, 76% of Year 5 students and 81% of Year 6 students feel connected to the school. 93% of Year 4 students, 90% of Year 5 students and 94% of students feel a sense of inclusion. On all other measures (apart from not experiencing bullying, classroom behavior and student agency and voice) there are positive response rates between 75% and 98%

In 2018:

- Full implementation of Positive School Wide Behaviours
- Professional Development with SDRN schools on Resilience Project



- Implementation of House Spirit Program from Foundation to Year 6
- Partnerships with CASEA, Yarra Ma, professional speech pathologists local agencies, expertise from North West Region
- Strategies that aim to engage all families and in particular vulnerable families

will be the main conduits to ensure our students become more positive, happy, healthy and resilient at Sunbury Heights Primary School.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 336 students were enrolled at this school in 2017, 155 female and 181 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> • English • Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>41%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>44%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>46%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>54%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>5%</td> <td>73%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	41%	28%	Numeracy	18%	44%	38%	Writing	27%	46%	27%	Spelling	14%	54%	32%	Grammar and Punctuation	5%	73%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1036 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	92 %	90 %	91 %	91 %	89 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	92 %	90 %	91 %	91 %	89 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

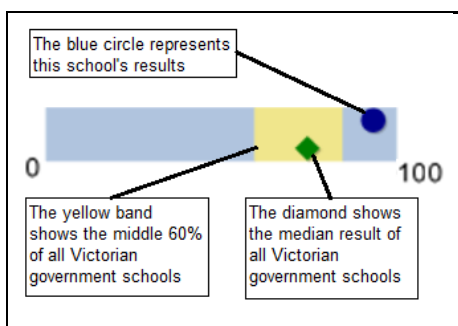
Engagement

- student attendance and engagement at school
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

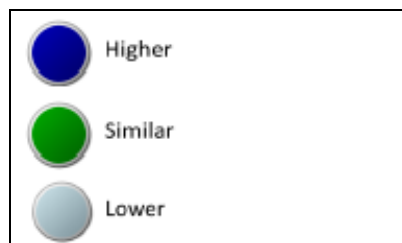


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

The annual result was a deficit due to replacement of staff (Assistant Principal appointed elsewhere, staff on leave due to personal circumstances, family leave and illness). The school received additional funding from the Chaplaincy and from Community Hubs Australia. We received planned maintenance funding from the state government and a grant to implement Respectful Relationships. Equity funding supported improving student outcomes by allocating resources and funds particularly to Numeracy, Literacy and School Wide Positive Behaviours.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$2,792,141
Government Provided DET Grants	\$477,027
Government Grants Commonwealth	\$4,300
Government Grants State	\$10,230
Revenue Other	\$43,048
Locally Raised Funds	\$218,906
Capital Grants	\$124,000
Total Operating Revenue	\$3,669,652

Equity¹

Equity (Social Disadvantage)	\$370,198
Equity Total	\$370,198

Expenditure

Student Resource Package ²	\$2,726,704
Books & Publications	\$9,333
Communication Costs	\$11,734
Consumables	\$98,131
Miscellaneous Expense ³	\$155,416
Professional Development	\$21,596
Property and Equipment Services	\$392,561
Salaries & Allowances ⁴	\$187,816
Trading & Fundraising	\$49,847
Travel & Subsistence	\$113
Utilities	\$29,771
Total Operating Expenditure	\$3,683,021

Net Operating Surplus/-Deficit (\$13,369)

Asset Acquisitions \$0

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$76,201
Official Account	\$36,123
Other Accounts	\$41,932
Total Funds Available	\$154,256

Financial Commitments

Operating Reserve	\$99,991
Beneficiary/Memorial Accounts	\$14,626
Revenue Received in Advance	\$27,767
School Based Programs	\$6,023
Provision Accounts	\$5,850
Total Financial Commitments	\$154,256

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



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.