

2022 Annual Report to the School Community

School Name: Macedon Primary School (1660)



- 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 09:58 AM by Matthew Forrest (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 27 April 2023 at 09:31 PM by Julie Monk (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

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
-

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

Macedon Primary School is set in the bush land surrounds of the Macedon township. There are high levels of engagement from parents, students and the community in our school. The school is the custodian of five acres of bush-land opposite the school called Middle Gully Reserve. Through this custodianship the school drives a strong focus on sustainability and learning through the environment with an extensive outdoor education and Landcare program. In 2022, specialist programs were provided in Visual Arts, STEM, Physical Education and Indonesian and there were 261 students enrolled. The staff comprises of 19.42 equivalent full-time staff: One principal class, 13.8 teachers and 5.62 education support staff. The Student Family Occupation (SFO) index is in the "low" band representing a low level of socio-educational disadvantage in our community. The school vision is to develop a safe and supportive school environment that engages students in comprehensive and innovative student centred programs. Students will be empowered through student voice and student agency to become active and engaged learners to shape and drive their own motivation and learning. The school culture and purpose is guided by a strong sense of the school values.

The school values are

Respect: Showing care for yourself, others, property and the environment

Responsibility: Being accountable for your words and actions

Creativity: Producing original ideas and using your imagination

Integrity: Being honest, sincere and trustworthy

Teamwork: Working together and learning collaboratively

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, as indicated in the performance summary, teacher judgement of student's achievement using the Victorian Curriculum, there was significant numbers of students achieving at or above the expected standards in English 93.7% and Mathematics 95.1% in Foundation to Year Six. These results are significantly above the state average, and our school demonstrated stronger results than those in "Similar Schools". "Similar schools" are a group of Victorian government schools that are like our 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. Results for 2022 NAPLAN show our Year 3 and 5 students performing significantly above the state average for the four year running average. In 2022, we achieved strong results in both Year Five Reading, being significantly above the state and slightly above our similar schools. We were also achieved results significantly above the state average in Year Three Numeracy and slightly above our similar schools Numeracy results. There was a slight dip in the NAPLAN data in 2022 for Year Five Numeracy and Year Three Reading.

The percentage of students in the top two bands for NAPLAN Reading, Numeracy and Writing also indicates progress and maintenance of strong academic achievement. We achieved above the state and similar school in Year Five Reading, Year Three and Five Numeracy and Year Three Writing.

Top Two Bands – Reading

Year Three – 68% (Similar School 70%, State Average 60%)

Year Five – 56% (Similar Schools 55%, State average 44%)

Top Two Bands – Numeracy

Year Three – 59% (Similar Schools 47%, State average 41%)

Year Five – 32% (Similar Schools 31%, State average 30%)

Top Two Bands – Writing

Year Three – 64% (Similar School 59%, State average 54%)

Year Five – 22% (Similar Schools 26%, State average 25%)

When considering our NAPLAN and Teacher Judgement results for 2022 we have strong successes to celebrate. The work of incorporating a refined approach to analysing data and driving school improvement in student outcomes is evident in these results. In 2023 we will be turning our attention to improving our Numeracy

results. Much of this work has begun in late 2022 and early 2023 with the PLC focus, annual implementation plan and professional learning plan being directed at improving our numeracy results. We continually strive for high expectation and strong academic growth, and we set about making progress toward these goals in 2022 by implementing the Victorian Department of Education Framework for Improving Student Outcomes 2.0. Some of the initiatives that supported improvement in this area in 2022 included implementing a whole class science of reading approach to teaching Reading in the Foundation to Year Two classes. The science of reading approach to Reading intervention was also significantly strengthened in 2022 by our Learning Support and in school Tutor. We refined our use of the Professional Learning Community (PLC) approach to school improvement, refreshed our instructional model for teaching Numeracy and re-established cyclical learning walks to identify and celebrate the successes of the highly experience Macedon Primary School teaching team. The school improvement team was heavily involved in leading the whole school approach to numeracy teaching and in turn, strengthened the middle level leadership capacity at the school to support long term whole school sustainable improvement.

Wellbeing

At the beginning of 2022, our goal in relation to improving well-being in 2022 was to embed evidenced based social and emotional programs to support and implement learning from the roll out of the Department of Education disability inclusion reforms. We employed a disability inclusion leader, two days a week to lead this work. It became evident in early 2022, that the effects of COVID-19 pandemic and the subsequent rolling lockdowns of 2020 and 2021 had had a significant impact on student mental health. We recorded higher rates of absenteeism, unsettled and unsafe student behaviour, school refusal and anxiety driven behaviours from a larger proportion of our students. Many of our diverse learners were suffering the effects of the lockdowns and struggling to reintegrate into school. The school engaged regional level department of education staff to support us with several critical cases and we were fortunate to work with the Education Improvement Leader for Diverse Learners. We utilised the PLC process to inquire into developing a bank of strategies and approaches to support the smooth transition and safe integration of all our learners. Further to this work we ran a series of mental health literacy sessions for parents in Macedon Ranges Network schools which were widely attended and well received. We engaged a developmental paediatrician Dr Billy Garvey from the Royal Children's Hospital, a child psychologist, Jennifer Dix and holistic counsellor, Fiona Landford to engage in these mental health literacy sessions. They were designed for both parents and teachers. The teacher sessions focused on trauma informed practice, ADHD, Autism and supporting students with anxiety.

We successfully implemented the Kimochis Social and Emotional learning program and Friendology and engaged with external mental health supports from Bacchus Marsh Psychology to provide mental health supports in school for students and families in need.

Our Inclusion Leader utilised strong systems thinking approaches to her work and developed a streamlined and best practice model for student support group meetings for families with students with disabilities.

We successfully navigated the new Department of Education Disability Inclusion reforms model and successfully gained additional funding for our school through the new processes. The new reforms require the school and teachers to thoroughly record and make reasonable adjustments to their instruction, teaching and whole school processes. At a whole school level, we engaged with allied health professions such as Department of Health family support workers, speech therapists, occupational therapists and many other specialists. We engaged professionals to come and conduct lego based therapy in the school to support the integration of these students. Five staff completed the two-day Autism professional learning offered by positive partnerships and presented back to staff about this positive and student-centred approach. The work we completed in the mental health literacy and disability inclusion space in 2022 has been praised and acknowledged at the Department of Education North West Regional level. Often the learning from embracing these strategies supports all children to engage with the learning in a meaningful way.

We aim to further strengthen and embed these processes into our school in 2023 and continue to build a safe a supportive environment for all students.

The Well-being data in the performance report indicates a positive result in relation to the management of bullying 78.4% positive (Similar schools 75.3% and state-wide average 75.8%) compared to similar schools and the state-wide average. The percentage of student endorsement for a sense of connectedness to school was 75.5% (similar schools 75.9%, state-wide average 78.1%).

A success story from the student attitudes to school survey is the 86% positive endorsement in student self-regulation and goal setting. This has exceeded our four-year strategic goal a year earlier than expected.

To strengthen student well-being outcomes in 2023, we will continue to embed the programs mentioned above and implement whole school approaches to support the development and maintenance of a safe and orderly school environment.

Engagement

A standout highlight for student engagement in 2022 was the student led expo in term three. The school opened the doors one evening and invited our families to come and share in the learning. This was very well received and well attended by our parents and friends of Macedon PS, with numerous families commenting on the quality and engagement of students during this term. The success of the project hinged on increased levels of student voice and agency being incorporated into the inquiry projects.

We plan to leverage this success in 2023 to further engage our students in inquiry-based projects where students get autonomy and an opportunity to drive their own learning through student voice and agency.

Other significant areas of success for student engagement in 2022 include the introduction of Jiu Jitsu engagement morning for select students, the development of group social support groups with a provisional psychologist in partnership with Macedon Ranges Health. These community connections have supported us to establish strong community links and wrap around supports for vulnerable students.

The school performance data indicates that the school achieved a stronger attendance result (20.8 absence days) compared with similar schools (23.1 absence days) and the state-wide average (23.3 absence days). It is important to note, that while achieved stronger data than similar schools and the state-wide average, all these cohorts, including our school, had a significant increase in the days absent in 2022 in comparison to the four-year average. Work will need to be completed in 2023 and beyond to encourage an increase in the average days of attendance. Re-visiting Department of Education policies such as "It is not okay to be away" will support us to do this work. While we set to work to improve this measure, it must also be noted that there were significant challenges with student sickness in 2022 that is almost certainly impacted this data negatively.

While a lot of successful implementation occurred in 2022, many of the measures set out in the school strategic plan are yet to indicate improvement. I trust that given time and thorough implementation; these successes will turn into improvement in the empirical data. Please see below for a summary of the engagement goal data.

2022 Student Attitudes to School (Year 4-6) survey results:

- Motivation and interest 72% (similar schools 74%, state-wide 78%)
- Stimulated learning 66% (similar schools 74%, state-wide 78%)

2022 Parent Opinion survey results:

- Stimulated learning 70% (similar schools 74%, state-wide 78%)
- Parent participation and involvement 69% (similar schools 77%, state-wide 76%)

Staff Opinion Survey factor:

- Academic emphasis from 66% (similar schools 70%, state-wide 66%)

Other highlights from the school year

While we had a strong year re-establishing the school improvement agenda after two years of managing the pandemic, we also had other highlights that we are proud to share and have brought positive benefit to our school, students, and the local community.

The Opening of the New Library

Through the successful application of the minor works grant, the school delivered the students a new library at the end of term three in 2022. The opening of this new room in the school was one of the first significant improvement projects to be delivered to the school and community since the opening of the John Curtin Building in 2011. This exciting space has been well received and the students and staff simply love using the space.

Greener Government School - Solar Panels

The school was also successful in obtaining a Greener Government Schools Grant which resulted in the 35kW solar system being installed in term four 2022. The system has cut our power consumption dramatically and on days with the right conditions, the system produces enough energy to run the school off the grid.

Sustainability Garden

We were also successful in obtaining a grant and completing the works in the Middle Gully sustainability garden. Our application to the Bendigo Bank for \$10 000 was successful and the work in this area of the school were completed in term four 2022. The

students have embraced playing in this area when in Middle Gully and enjoy the interactive raised pathways and rock stepping stones.

Shade Sail Grant

We were also successful in obtaining a shade sail grant which were set to be installed in early 2023.

These projects have provided significant improvements to the buildings and grounds of the Macedon Primary School and will benefit students and the local community for years to come.

Financial performance

Macedon Primary School programs were supported in 2022 with 71% of Essential Item fees from families collected which totalled \$38,015. There has been a significant decrease in the percentage of fees collected over the past three years, from 90% collected in 2020, 82% in 2021 to 71% in 2022. From the families who paid fees, we also collected \$6,331 in voluntary funds for the buildings and grounds and Middle Gully Reserve and \$5,905 for the library fund. These funds contributed to the sustainability garden upgrade in Middle Gully Reserve and purchasing to improve the teaching resources for reading. The Parents and Friends Association raised a net profit of \$8,732 from the Mother's & Father's Day Stalls, Election Day Sausage Sizzle, Hot X Buns & Sushi Day, Easter & Christmas raffles, and commission for family photos. The Farmers' Market also generated \$10,050 for the school. The fund raising from the Farmers' Market contributed to upgrading the take home readers for our junior school students. Other sources of funding the school received include: \$8,912.40 in equity funding which is committed to programs to improve student outcomes such as supporting Literacy Intervention for our 3-6 students through an evidence based program. \$61,313 in Government Grants which is attributed to the OSHC grants that the school receives for the child care rebate. \$21,760 in Government Grants to be spent on fire risk reduction tree works. We also received a \$10,000 community grant from Bendigo Community Bank for the sustainability garden in Middle Gully. At the end of the 2022 school year the school had a balance of \$44,326 uncommitted funds in the schools official account. It is pleasing to note that the OSHC service made a profit of \$12,363 in 2022. All funds have been expended or committed to subsequent years to support the achievement of educational outcomes.

For more detailed information regarding our school please visit our website at
<https://macedonps.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 261 students were enrolled at this school in 2022, 130 female and 131 male.

3 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

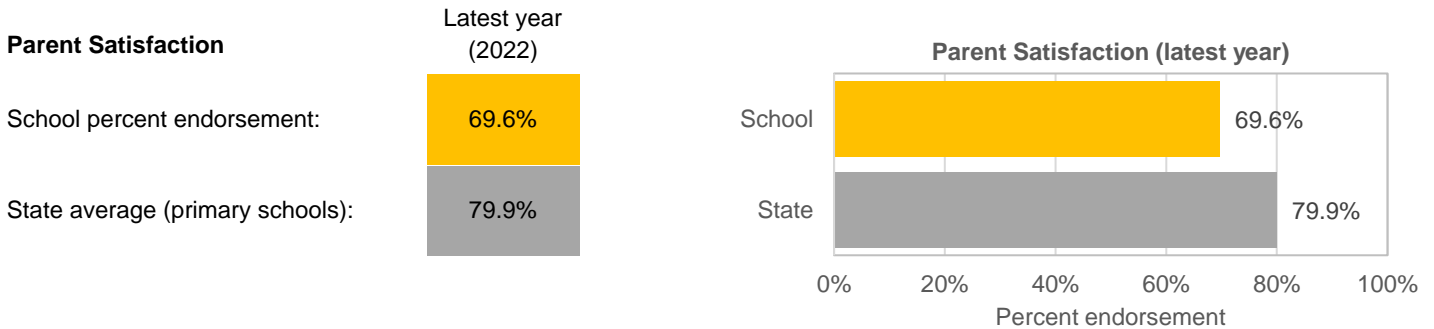
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

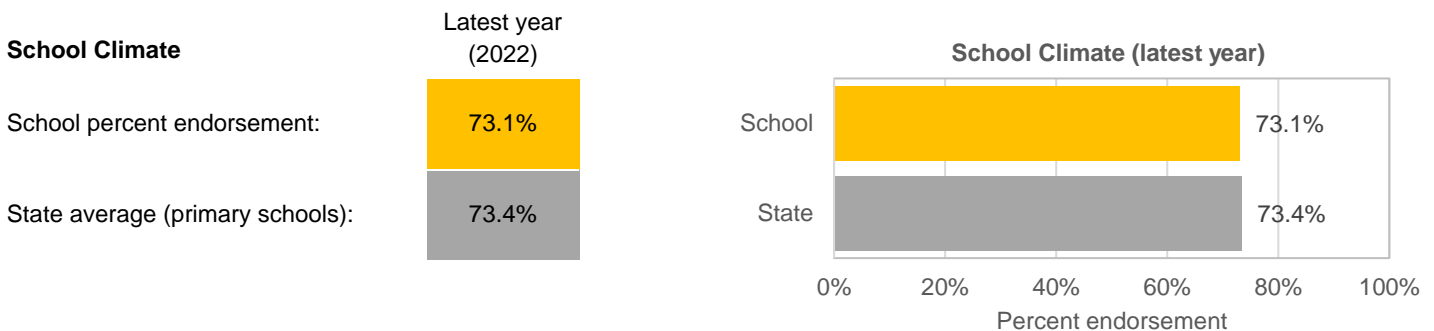


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

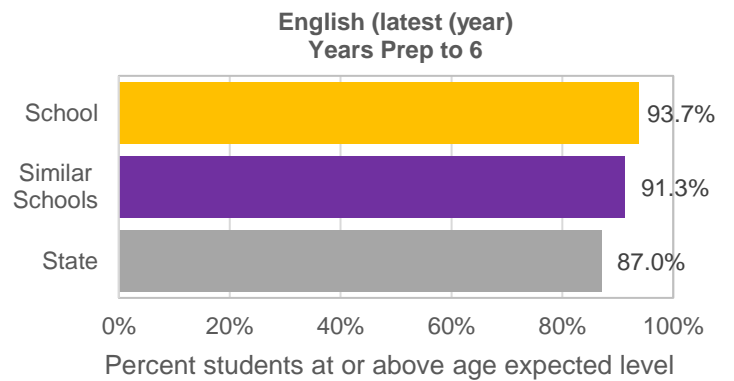
93.7%

Similar Schools average:

91.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

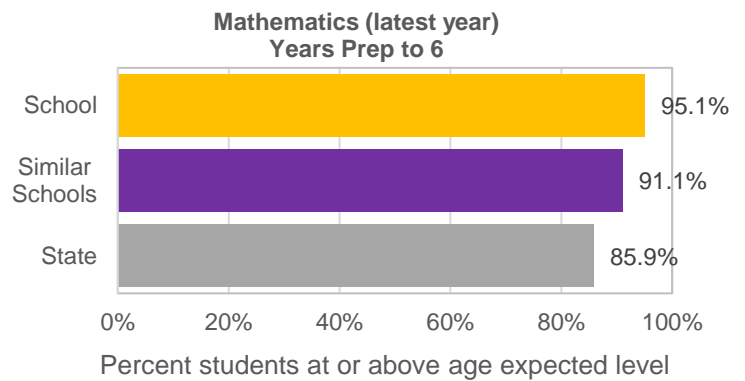
95.1%

Similar Schools average:

91.1%

State average:

85.9%



LEARNING (continued)

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

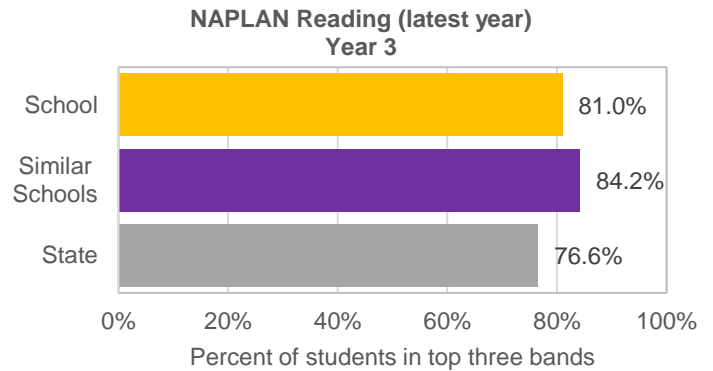
NAPLAN

Percentage of students in the 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.

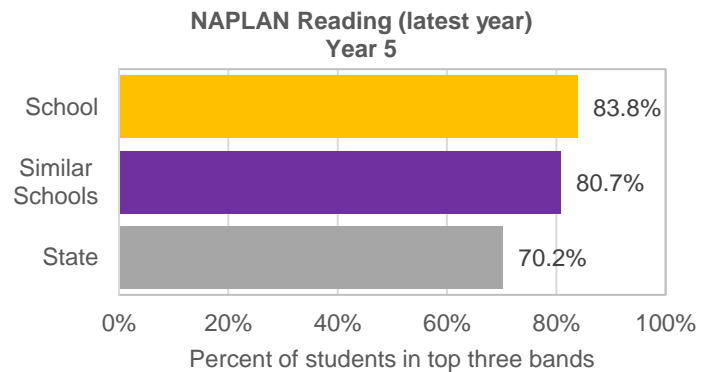
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.0%	88.2%
Similar Schools average:	84.2%	85.8%
State average:	76.6%	76.6%



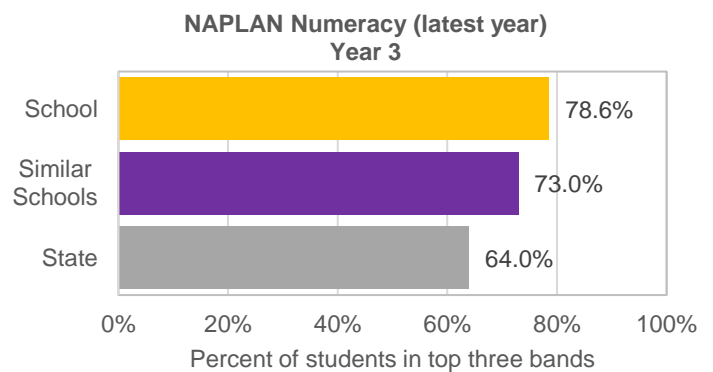
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.8%	81.1%
Similar Schools average:	80.7%	79.9%
State average:	70.2%	69.5%



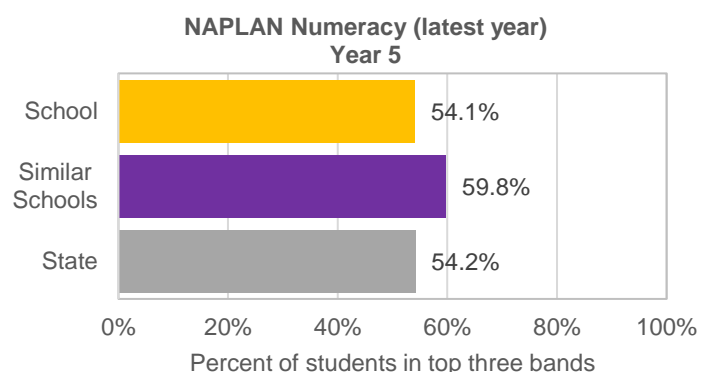
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.6%	86.3%
Similar Schools average:	73.0%	76.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.1%	65.6%
Similar Schools average:	59.8%	66.2%
State average:	54.2%	58.8%



WELLBEING

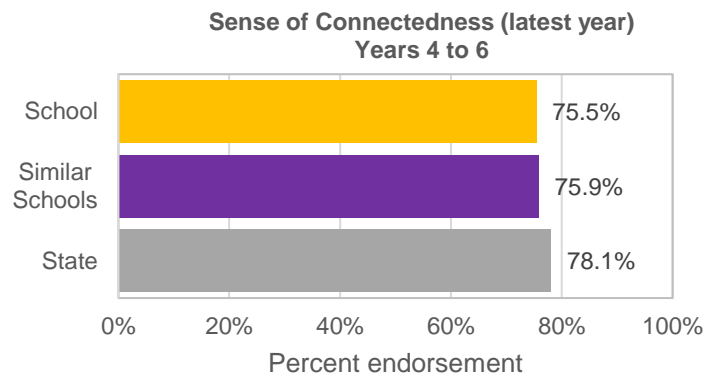
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.5%	78.0%
Similar Schools average:	75.9%	76.9%
State average:	78.1%	79.5%

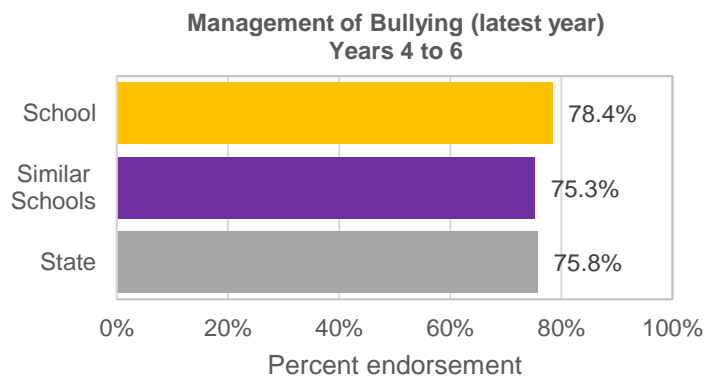


Student Attitudes to School – Management of Bullying

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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.4%	82.8%
Similar Schools average:	75.3%	77.9%
State average:	75.8%	78.3%



ENGAGEMENT

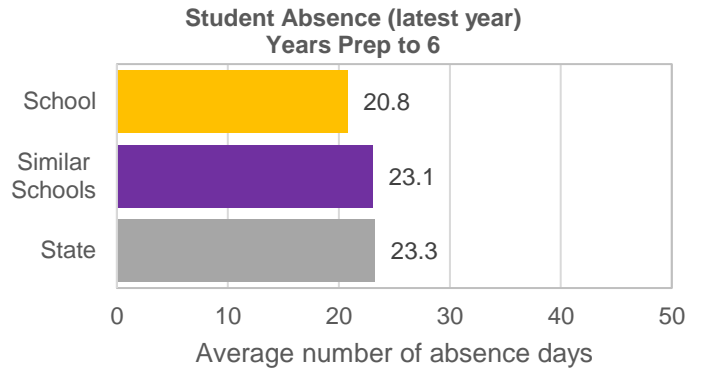
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.8	15.0
Similar Schools average:	23.1	16.0
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	90%	90%	90%	91%	87%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,350,387
Government Provided DET Grants	\$323,910
Government Grants Commonwealth	\$74,221
Government Grants State	\$0
Revenue Other	\$52,868
Locally Raised Funds	\$233,762
Capital Grants	\$0
Total Operating Revenue	\$3,035,148

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,441
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,441

Expenditure	Actual
Student Resource Package ²	\$2,219,915
Adjustments	\$0
Books & Publications	\$11,507
Camps/Excursions/Activities	\$100,386
Communication Costs	\$6,968
Consumables	\$79,788
Miscellaneous Expense ³	\$20,445
Professional Development	\$13,009
Equipment/Maintenance/Hire	\$52,654
Property Services	\$140,929
Salaries & Allowances ⁴	\$228,936
Support Services	\$38,343
Trading & Fundraising	\$17,743
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,965
Total Operating Expenditure	\$2,963,589
Net Operating Surplus/-Deficit	\$71,559
Asset Acquisitions	\$12,860

- (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	\$132,420
Official Account	\$44,326
Other Accounts	\$1,523
Total Funds Available	\$178,269

Financial Commitments	Actual
Operating Reserve	\$111,755
Other Recurrent Expenditure	\$5,679
Provision Accounts	\$4,045
Funds Received in Advance	\$34,839
School Based Programs	\$13,451
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$9,504
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$179,274

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.