

# 2022 Annual Report to the School Community

School Name: Edgars Creek Primary School (5310)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 06 April 2023 at 10:18 AM by Ann Turner-Calleri (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 13 April 2023 at 10:19 PM by Philip Ross (School Council President)

## How to read the Annual Report

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### 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.

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### 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
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

Edgars Creek Primary School (ECPS) is located in Wollert, within the City of Whittlesea. 2022 was its second year of operation and first full year of onsite learning. Implementing our school vision of 'Every student becoming an active learner on their way to becoming a successful adult and lifelong learner', was paramount during the year. Our focus each day was on living our Mantra of 'Growing Stronger Together'. Our school values of Respect, Responsibility, Courage and Curiosity are lived daily within our whole school operation. With all students and staff onsite, we were able to implement our teaching and learning program within an environment which emphasised the importance of all stakeholders' (students, staff and families) wellbeing.

We inducted over 20 new staff and grew in student population to 648 by the end of 2022, which included 9 International Students. We had 31 home groups, with our largest cohorts within the Prep, Year 1 and Year 2 levels. Our teaching teams grew and worked collaboratively to implement a learning program which emphasised literacy and numeracy development. Our capacity to teach each student at their point of need was facilitated by our 'fluid groupings' model. PLCs (Professional Learning Communities) focussed on developing the essential skills for students to continue developing their skills in each of the curriculum areas. The ability to support students who experience difficulties, continue developing those performing at the expected level and challenging those who need extension, is a product of the detailed planning of each Year Level's PLC, as well as their rigorous implementation of the teaching and learning program.

Our leadership team grew with the addition of a second Assistant Principal and another Learning Specialist. Across the school, we employed various staff to broaden our ability to cater for the needs of all students and provide a strong learning program in all curriculum areas. Our specialist programs enabled students to participate in classes in Visual Arts, Performing Arts, Science, Physical Education and Digital Technologies. We were unable to recruit a teacher to implement our Spanish program but aim to do so for 2023.

Our buildings increased with the addition of 12 new classrooms configured by either single or double storey portables. Our senior students were housed in these buildings and teachers and education support staff worked hard to develop these learning communities with their students.

2022 was a significant year, as we all came together and grew stronger as a school community. We acknowledge the work of our dedicated staff, who live and breathe their students being at the centre of everything we do, and we want to thank our families for their ongoing support and commitment to making ECPS a great place to have fun and learn.

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

### Learning

In 2022, we were able to implement our teaching and learning program without remote learning interruptions. Teachers continued to operate in year level PLCs, with support from their respective sub-school Assistant Principal. Working in groups of 3-5 homegroups and teachers, these PLCs were responsible for assessing students and designing multiple 5-week units of learning, to develop their students' skills and knowledge in literacy and numeracy throughout the year.

Our learning program has continued with our 'fluid grouping model', where teachers and students focus on achieving 5-6 key Essential Learnings (ELs) over the course of the unit. Students are grouped according to the ELs they are working to achieve - these ELs are created to ensure students are learning what they are ready for. Through ongoing tracking of skill mastery and student progress over the 5 weeks, teachers adapt their expectations and lessons to ensure students are continuously being taught at their point of need. The progress students make towards achieving the ELs are shared with families using Progressive Reports, shared via Compass, in Weeks 2 and 7 of each term. Parent and staff feedback contributed to the Progressive Report template in 2022 and we will continue to refine the content of these reports to ensure our families are able to understand their child's achievement compared to what is typically expected of that year level.

Our Learning Specialists and Assistant Principals have worked together to continue to build staff capacity to implement the 'Write2Read' bootcamps as part of the literacy approach, as well as designing and implementing rich tasks in mathematics to

challenge students' thinking. Across 2022, the Leadership Team ran coaching cycles with all teaching and education support staff, which provided opportunities for staff to improve and refine their teaching to ensure there is consistency and rigour in how students at ECPS are being taught. This is a perfect example of our commitment to 'Lifelong Learning for All'.

We were able to track the Teacher Judgment (TJ) growth students have shown over 12 months. For example, in numeracy, on average 48% of our students showed 12 months growth and 35% showed 18 months growth. We were unable to compare NAPLAN growth data due to the newness of the school but will be able to from 2023.

## Wellbeing

During 2022, Wellbeing was a major focus across the school. With the return to onsite learning, the support and reassurance for students, staff and families was crucial to everyone achieving success. Our staff employed various strategies, including a whole school approach to utilising the Zones of Regulation. Student and staff check-ins became a daily occurrence in every learning space and in professional meetings, with multiple strategies and services provided to those in need of support. This was indicated in the Attitudes to School Survey data for Years 4-6 students, with 79% indicating positive life satisfaction.

Our Wellbeing team developed beyond our initial Wellbeing Leading Teacher, with the employment of a Mental Health and Wellbeing Co-ordinator (MHWC), expansion of our School Chaplain program, the provision of a trainee Psychologist and the appointment of a Wellbeing Educational Support Aide. This team, along with the ECPS staff, were supported by Professional Learning (PL) and classroom observations conducted by Dan Petro, a behavioural psychologist. Dan supported the Wellbeing team by developing strategies to support students and teachers to understand student behaviours, as well as identifying student needs and how we can best cater for these as a school.

The Wellbeing Action Team, made up of Wellbeing and teaching staff, led the implementation and development of our School Wide Positive Behaviour Support program, including Class Dojo, our whole school Wellbeing and Social Skills program taught weekly within Learning Communities alongside our 'Learning to Learn' program. The Attitudes to School Survey data for Years 4-6 students revealed 73% of students with normal or high resilience.

The school participated in the 'Mental Health in Primary Schools Pilot Program' and this provided professional learning for teachers and education support staff around mental health literacy, including how to support students and adults when experiencing mental health concerns. Our MHWC led this work across the school.

Our Wellbeing Leading Teacher led the introduction of the 'Respectful Relationships' program across all levels of the school. This complements our ECPS Values and the Rights and Responsibilities our school is based upon. Students and staff responded positively to these lessons. The Attitudes to School Survey data for Years 4-6 students indicated 87% of students had not experienced bullying recently.

We also established multiple programs through Whittlesea Community Connections including a girls friendship program, a sports re-engagement program and community gardening clubs.

Our staff supported our students with the opportunity to attend various Lunchtime Clubs which proved very popular with our students. These included Photography Club, Lego Club, Gardening Club, Down Ball club and Chess Club, just to name a few. Students also had the option of passive lunchtime games such as Jenga and Noughts and Crosses in our Learning Street. These clubs have supported our students to build positive friendships with students from across the school.

## Engagement

In 2022, our focus on student engagement was strong as students returned to onsite learning. Staff concentrated on engaging students in their learning programs and re-established routines which supported quality learning environments. As the year progressed, students explored setting goals for their learning in conjunction with their teachers. Examples include the junior students setting themselves challenging counting goals as part of their mathematics program, as well as learning a set number of high frequency words across the week in literacy. For senior students, their goals were often more long term, wanting to develop stronger writing skills in poetry or increase the number of strategies they can apply when solving multi-step problems in mathematics.

Student attendance data was carefully monitored including the acknowledgement of positive attendance with certificates and awards. Students who were struggling with their engagement in school activities were supported with action plans and families were given extensive support by our Wellbeing Team. Student attendance percentages for the year were 87% for Year 4, 86% for Year 5 and 85% for all remaining year levels.

We continued to build positive partnerships with our school community celebrating whole-school events such as Harmony Day (under the Covid restrictions at the time) and Year Level events such as '100 Days of Prep'. Our ability to celebrate Book Week without the Covid restrictions saw lots of amazing book character costumes and great support from families for our Book Fair. School Council encouraged further parent/carer support with our Bunnings fundraising barbeque and continued to encourage families to become involved in school activities.

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## Other highlights from the school year

In 2022, our students were offered a number of learning experiences that complemented our school-based teaching and learning programs, including excursions, incursions and school camps. The impact of the previous years' lockdowns were evident and the chance to take students into learning environments outside of the school proved extremely valuable.

Our senior students competed in a number of Interschool Sports events, representing our school against local schools in a variety of sports. They also had the opportunity to participate in two school camps. The first to Urban Camp in the city of Melbourne and the second to Anglesea. The free provision of the Anglesea camp was made possible via the Positive Start program and enabled many Year 5 and 6 students to access this opportunity. Thank you to our staff who so graciously supported both camps with their time. Our junior and middle year students also experienced excursions to the Collingwood Children's Farm, Edendale Farm, the Immigration Museum and Melbourne Museum.

The partnership between families and the school developed with the ability to be onsite and form strong links between home and school. Our Home Learning program commenced and was supported by opportunities for parents/carers to meet with teaching staff in February and August with our 'Meet the Teacher' and 'Student Led Conference' sessions. Communication on the students' learning program was enhanced with our "ECPS Happenings" which outlined what students will be learning each term.

We were able to facilitate whole school events which celebrated different aspects of ECPS. Our students participated in 'ECPS' Got Talent' and showcased various musical and performance skills. We celebrated Harmony Day with lots of multicultural costumes and customs being shared. Our 'Anti-bullying Day' reinforced our behavioural expectations at ECPS and our rights and responsibilities to be safe and learn at school. At the end of the year, we held an ECPS Colour Run and all students enjoyed the opportunity to get messy.

ECPS partnered with various community groups to further the opportunities for our students and families. We were successful with multiple grant applications which supported the development of our gardens, our school canteen and our sustainability programs, including the production of Indigenous artwork by our students and an Indigenous artist.

2022 enabled us to connect with our school community and our local community of Wollert and we look forward to furthering these relationships in the future.

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## Financial performance

Our school is in a solid position financially to move forward into the 2023 school year. The further purchase and establishment of resources across the school has remained a priority. This included human resources such as additional staff, as well as the purchase of physical resources to support learning programs from Prep to Year 6 across all curriculum areas. As our needs began to unfold across the year, the purchase of reading and mathematical resources, essential to the teaching of literacy and numeracy, became the priority and extensive funds were spent in these areas. Students had greater access to high quality resources to support their learning programs. All of our Learning Communities were provided with a TV/Screen for each learning space and further iPads were purchased to support our Digital Technologies specialist program, which was launched in 2022. Various physical resources

were ordered and the supply issues created by the COVID-19 pandemic has caused some allocated funds to be carried into the 2023 financial year, when these resources will be supplied.

Additional staff were employed across many areas of the school during 2022. This included an English As an Additional Language (EAL) Learning Specialist, additional home group teachers, a Punjabi Multicultural Educational Aide (MEA), additional office staff and a Wellbeing Education Support Officer. We continued to supplement the Federal funding for our School Chaplaincy program with an accredited School Chaplain working onsite two days per week. Further staffing positions were unable to be filled and these unused funds have been carried forward into 2023.

Our School Council has hired out our gymnasium to the Whittlesea Basketball Association with the school facility being used regularly on Saturdays. SoccaJoeys also hired the facility on a Sunday. These community relationships have brought additional funds into our school budget.

Unfortunately, our parent contributions were significantly down from our 2021 year, reducing from 96% to 59%. This impacted our ability to further develop our school grounds and complete beautification projects, such as extra play areas for our students and the employment of a grounds person.

A major project has emerged with the need for an additional access point to the learning communities situated on the oval. The need for a main staircase at the western end of the school was identified and we started saving for this major project. \$20,000 has been identified for this project to date, with a further \$73,000 committed to the development of a second playground with a shade sail. In 2023, we hope to finalise these projects and enhance the physical spaces within our school.

**For more detailed information regarding our school please visit our website at**  
<https://edgarscreekps.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 621 students were enrolled at this school in 2022, 293 female and 328 male.

76 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

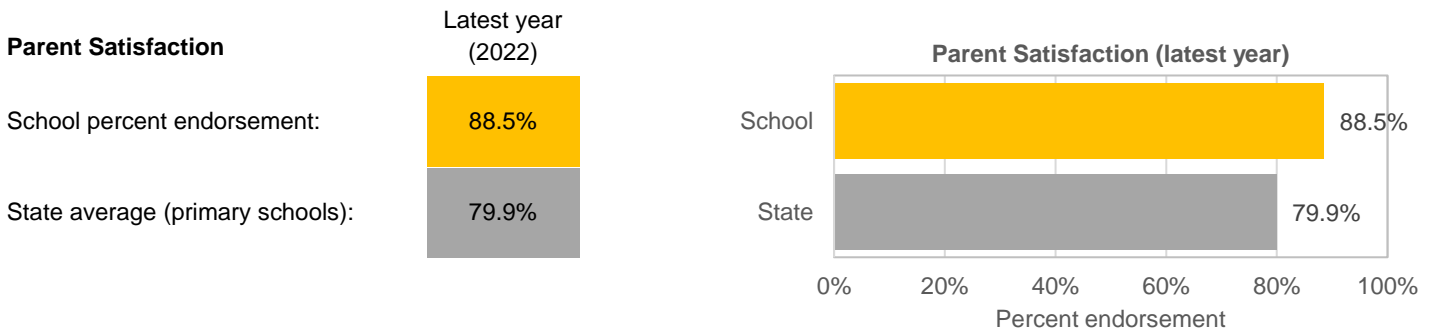
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

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

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

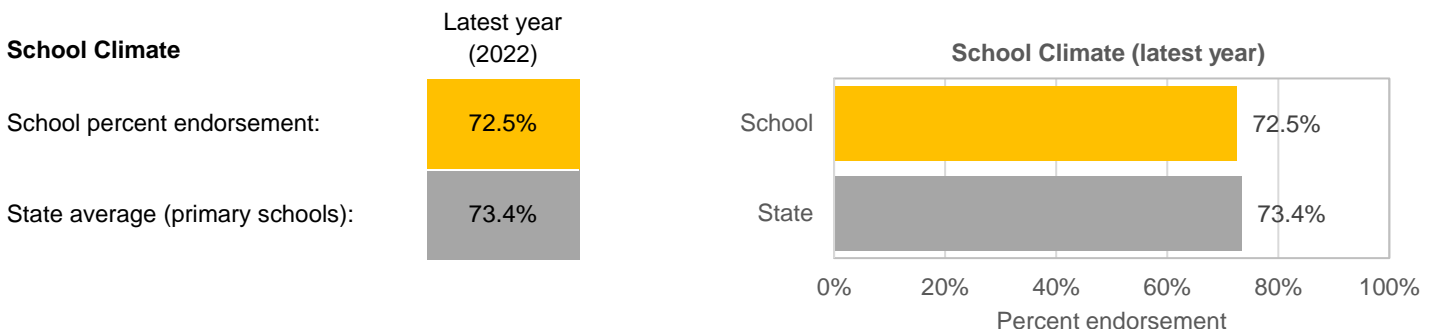


### School Staff Survey

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:

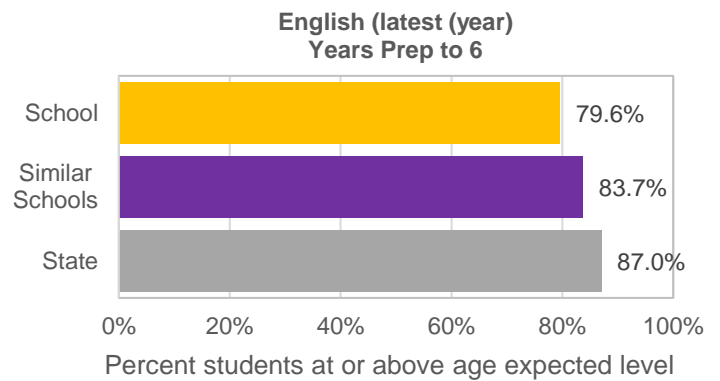
79.6%

Similar Schools average:

83.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

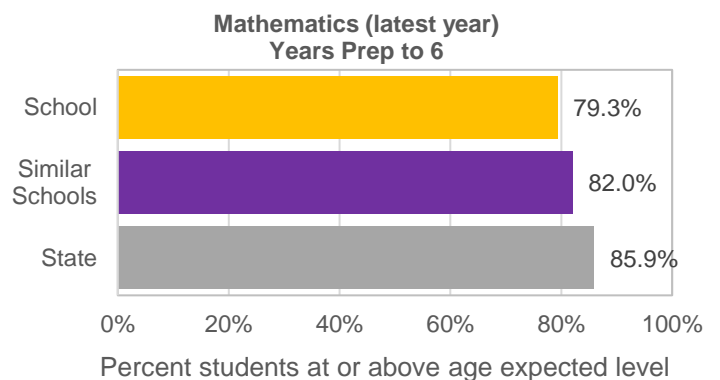
79.3%

Similar Schools average:

82.0%

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.

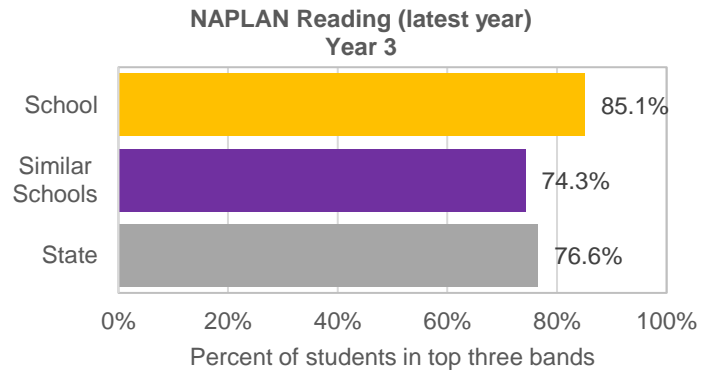
### NAPLAN

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.

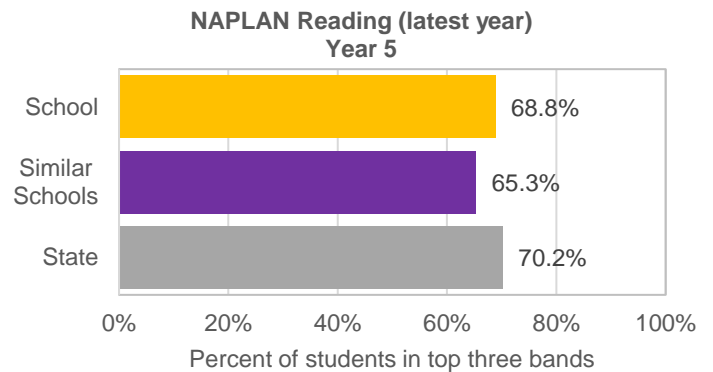
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.1%	78.7%
Similar Schools average:	74.3%	73.7%
State average:	76.6%	76.6%



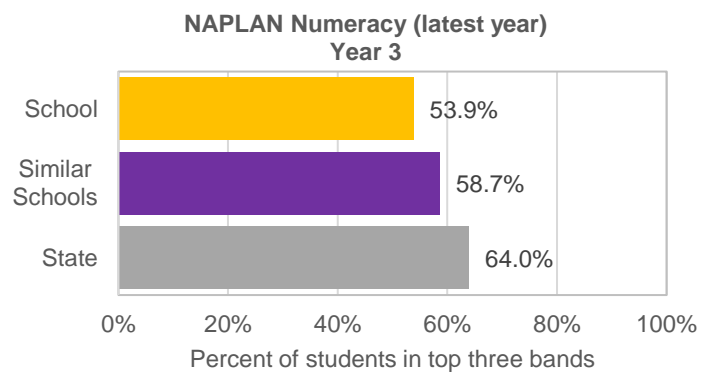
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.8%	62.9%
Similar Schools average:	65.3%	65.5%
State average:	70.2%	69.5%



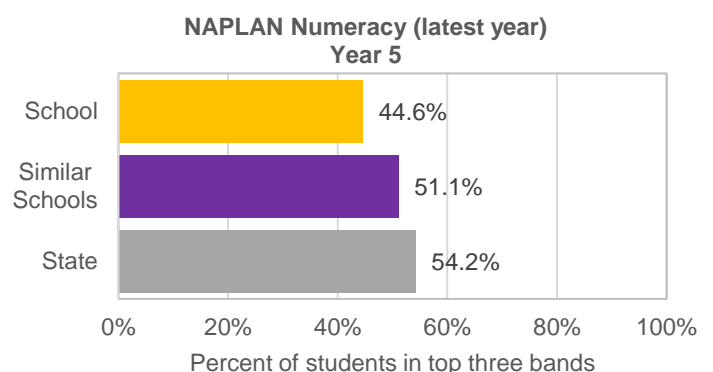
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.9%	50.8%
Similar Schools average:	58.7%	60.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.6%	46.1%
Similar Schools average:	51.1%	54.8%
State average:	54.2%	58.8%



## WELLBEING

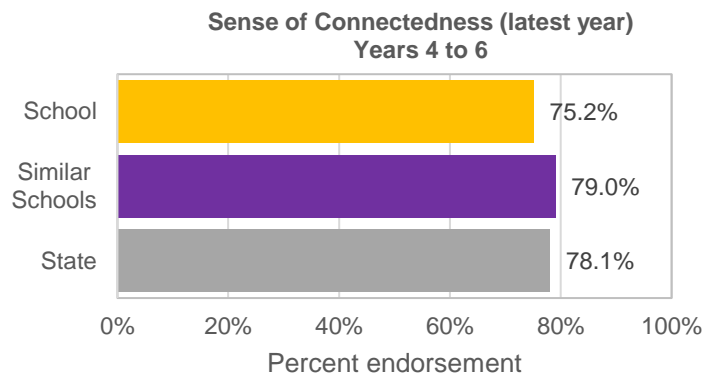
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	75.2%	74.7%
Similar Schools average:	79.0%	80.5%
State average:	78.1%	79.5%

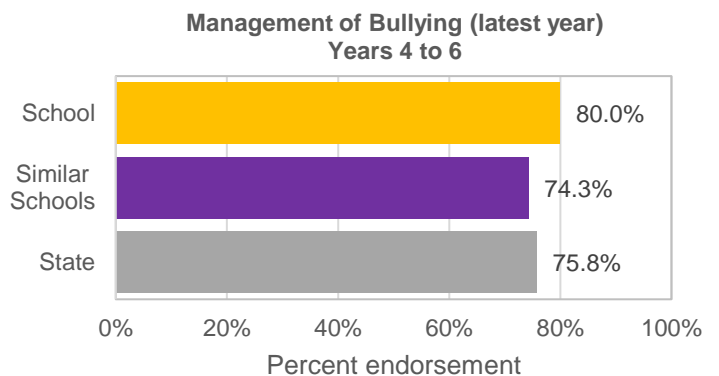


### Student Attitudes to School – Management of Bullying

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:	80.0%	77.4%
Similar Schools average:	74.3%	76.1%
State average:	75.8%	78.3%



## ENGAGEMENT

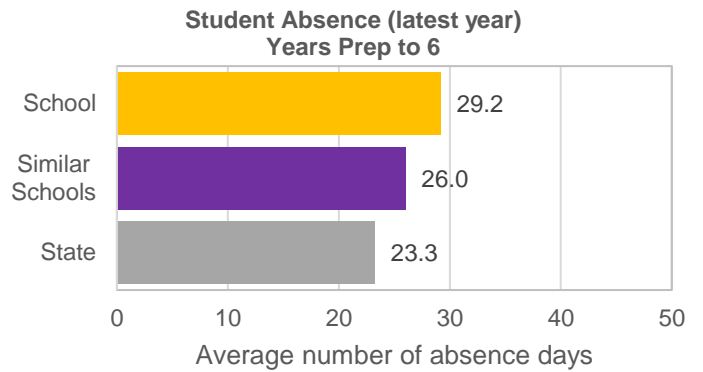
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	29.2	25.1
Similar Schools average:	26.0	19.4
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):	85%	85%	85%	85%	87%	86%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,317,669
Government Provided DET Grants	\$731,424
Government Grants Commonwealth	\$9,161
Government Grants State	\$0
Revenue Other	\$18,693
Locally Raised Funds	\$240,968
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$7,337,914</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$82,643
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$82,643</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,848,200
Adjustments	\$0
Books & Publications	\$6,205
Camps/Excursions/Activities	\$43,480
Communication Costs	\$6,533
Consumables	\$125,575
Miscellaneous Expense <sup>3</sup>	\$9,365
Professional Development	\$16,313
Equipment/Maintenance/Hire	\$209,330
Property Services	\$104,263
Salaries & Allowances <sup>4</sup>	\$216,866
Support Services	\$80,947
Trading & Fundraising	\$20,582
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,182
<b>Total Operating Expenditure</b>	<b>\$6,735,841</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$582,073</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$416,445
Official Account	\$36,114
Other Accounts	\$3,045
<b>Total Funds Available</b>	<b>\$455,605</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$137,326
Other Recurrent Expenditure	\$15,720
Provision Accounts	\$0
Funds Received in Advance	\$46,260
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$113,300
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$362,606</b>

*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.*