

# 2022 Annual Report to the School Community

School Name: Watsonia North Primary School (4988)



- 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 18 March 2023 at 09:02 PM by Sarah Pollnitz (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 03:13 PM by Adrian Lim (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

Watsonia North Primary School is a dynamic school located 17 km north of the Melbourne CBD in the local government municipality of Banyule. Our school enjoys an enviable reputation in the community, generally having high student, parent, and community engagement and participation. The school's vision and intended purpose are to provide a caring, stimulating, and dynamic learning environment where children become literate, numerate, and curious. The school aims to maximise student potential in a safe and caring community where academic achievement, positive self-esteem, cultural diversity, and all rights are highly valued and respected.

Our learning culture encourages and expects personal best in all endeavours. The school's ethos and culture are underpinned by our core values and influenced by a common purpose. We aim to pursue high performance whilst embedding a social framework supporting students' growth and development as people and learners.

The school currently caters to the maximum number of students the facilities will accommodate. In 2022, 571 students were enrolled, with 59 students identified as learning English as an Additional Language (EAL), three international students, and six students identifying as Aboriginal or Torres Strait Islanders. The Student Family Occupation and Education (SFOE) index is 0.2337 indicating a community with a low socio-economic status advantage relative to other Victorian Government schools. A staffing profile comprising the Principal, two Assistant Principals, two Leading Teachers, two Learning Specialists, 34.1 equivalent full-time teaching staff, and 6.2 education support staff work collaboratively to form a strong and effective team focused on ensuring the attainment of school goals and priorities. The staff at WNPS are dedicated, professional, and committed to continual growth and learning. Teams collaboratively develop cohesive teaching and learning outcomes. Classroom and specialist teachers, leadership, and support staff work together to create and deliver successful programs. The well-balanced curriculum offers all students opportunities to develop academically, physically, socially, and emotionally. Our instructional model allows for differentiation and challenge in a safe learning environment.

Strong and effective relationships are an essential feature of our school. Our staff, students, school council, and parents work together to do their best for our school. Our continued focus is on keeping the traditions while progressing with innovation, creativity, and excellence. At the core of our work is the continued emphasis on every child, ensuring they can achieve their personal best and continue to strive for excellence in a school where strong community links are central to our work.

Classroom programs continue to be enriched and supported by our four specialist areas - Physical Education, Music, Visual Art, and Italian Language Program. Intervention programs in literacy and numeracy are available across all year levels, ensuring extra support for students not meeting benchmarks.

Watsonia North continues to offer high-interest and enriching programs that our community values. Such programs are inclusive of but not limited to our comprehensive instrumental music program, rigorous camping and outdoor education program, and school council operated before and aftercare program.

We are proud of our achievements. We will continue to reflect on and review our practices and build on current successes. Staff are committed to continuing their personal and team learning journeys. They are driven by their own curiosity and love of learning whilst facilitating this in our students.

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

### Learning

Our school is committed to using the Victorian Teaching and Learning Model to increase our capacity for school improvement. The Framework for Improvement of Student Outcomes continues to guide us in developing goals that form our strategic plan. We review the attainment of these goals regularly.

Our reflections about how we addressed the FISO priority - Learning in 2021 enabled us to prioritise areas for teacher education when developing our professional learning plan. Curriculum days and staff meetings were allocated to Literacy – The Science of Reading and Mathematics - Embedding the Instructional Model and assessment strategies around delivering consistent approaches.

Our focus on increasing teacher capacity and student outcomes has been supported by adapting the meeting schedule to include time during the week for Year Level Teams to collaborate and plan during their non-face-to-face time. This has enabled teams to work as a professional learning community when planning rich, challenging tasks with multiple

entry points. An increased focus on collaboration amongst teachers has created an opportunity for more robust communication when discussing student needs based on data analysis and using this analysis to deliver consistent teaching and learning experiences.

An increased focus on teaching phonics, the science of reading, our whole school spelling approach, open-ended challenging tasks in numeracy and improved assessment practices are positively affecting our student outcomes. We have a tiered intervention program for at-risk students, supported by the Education Support Staff, the EAL teacher and Learning Tutors. The additional support that was provided to English as an Additional Language (EAL) students and all students in the PSD program (Program for Students with Disability) ensured progress in achieving individual goals as set by the respective program support groups.

Student performance summaries for 2022 demonstrate consistency in student achievement data. From an analysis of 2022 Teacher Judgement data, the majority of students are making 'At' or 'Above Expected Growth' in all curriculum areas. We responded to data identifying students who were achieving below the expected age level in reading by implementing intervention strategies such as small group tutoring. As we are in the early stages of implementing and resourcing phonics-based reading instruction and decodable texts in the early years, the full effect on student outcomes is not yet evident but will be periodically reviewed using data collected over a short time period until we have longitudinal data.

Our NAPLAN data for 2022 indicates that our Year 3 students are achieving in the top two bands of reading at a similar level to the state average. In all other NAPLAN tested areas, across the Year 3 and Year five cohorts, more of our students are achieving in the top two achievement bands than the state average. The student performance data indicates that our students achieved above state medians. We are extremely proud of our efforts as these results continue to endorse the school's teaching and learning methodologies and programs and our home-school connection for 2022.

These impressive results are attributed to several factors and strategies, including, but not limited to:

- \* A clear school pedagogical model for the growth and development of both staff and students.
- \* Enhanced staff capacity to deliver differentiated mathematics and literacy programs.
- \* Continuous data analysis identifying student points of need and planned intervention for all students.
- \* Consistent and streamlined use of school documents – school planning documents, School Strategic Plan, and Annual Implementation Plan.
- \* Staff professional learning plan aligned to our SSP, AIP and individual staff needs.
- \* The value that our families place on education and their commitment to supporting excellence in learning.

## Wellbeing

Our focus on supporting students to be happy, healthy kids continued throughout 2022 with a realisation that our students not only needed to "catch up" academically but also socially and emotionally. We observed our students making social decisions that suggested a need for re-establishing peer connections and supporting students to appropriately articulate their feelings when faced with social issues. Our school community demonstrated some anxiety in returning to shared spaces such as school. There was high student and staff absenteeism due to continuing COVID-19 cases and illnesses ordinarily experienced at school.

At the year's commencement, the school's value-based Start Up program supported students to re-establish connections with the school, and their peers, consolidating the focus on developing respectful, resilient students who display growth mindsets and positive behaviours. The continued use of resilience journals across the school and mindset strategies extended our wellbeing approaches and practices. The Start-Up program was an opportunity to re-set school expectations, core routines and refocus on our core values.

Throughout 2022, our whole school focus was to pay attention to mental health. We continued our work with psychologist Maria Roberto to support teachers in recognising their own and their student's mental health needs. We continued our work with the Resilience Project in building resilience through Gratitude, Empathy, and Mindfulness, and we implemented the DET initiative, Respectful Relationships, to give teachers a scope and sequence for teaching positive mental health. Comprehensive induction programs supported new staff to connect with school practices and processes, with the intention of creating a sense of belonging early in the school year.

Various safety and wellbeing events were re-established throughout the year, including R U OK day and Day for Daniel. The Victorian Curriculum capabilities underpin our planning and documentation. Resilience journal tasks are consequently developed in alignment with these capabilities.

Despite our observations, our students in Years 4-6 who completed the Attitudes to School Survey (AToSS) reported a strong sense of inclusion in the school (85%), a high ability to self-regulate and set goals (82%), satisfaction with the management of bullying (87%) of students stated that they had not experienced bullying and a high endorsement for

how they felt about their peer relationships (82%). Our student feedback through the Attitude to School Survey indicates that our students respond similarly to students in similar schools as Watsonia North Primary School, and responses align with state averages.

We continue to work towards improved confidence and resilience of our students as self-identified in the 2002 AToSs. We will continue to create opportunities to increase whole-school connectedness for students, staff, and our families. We take immense pride in our whole school approaches to engage proactively with students, parents and community health specialists. Our future work in this area requires auditing our whole school curriculum plan related to wellbeing to ensure that social and emotional health continues to be taught explicitly and integrated across the curriculum.

## Engagement

Our Strategic Plan's key focus area for the Engagement priority is the activation of student voice, leadership, and agency in relation to learning.

We continue to build our students as leaders in the community, and we are developing strength in practices that promote our student's skills and abilities to become leaders in their own learning. We want our students to self-identify their learning needs and co-create their learning journey with their teachers. In developing Student Voice, Agency and Leadership, staff are supported in developing a common language and understanding as we further unpack the Department's Amplify document and research into creating autonomous learners. The need to continue this work is supported by low student endorsement in the area of Student Voice and Agency when giving feedback through the 2022, Attitudes to School Survey (AToSs). Although our students do not see that they have many opportunities to express their voice when learning, they have a strong sense of self in relation to the value they place on their education, with 94% of our students stating that they have high expectations for success (AToSs).

Although our attendance data over a five-year study demonstrates that our students have a high attendance rate across all year levels, and the AToSs response shows an 86% endorsement for positive attitudes towards attendance, in 2022, attendance was negatively affected by student illness and family holidays. 40% of our students had more than 20 days of absence during 2022, this compares favourably with similar schools and the state-wide average of 40% and 44%, respectively. This figure is much higher than our 2019 (pre-COVID) figures of 22% of our students who had more than 20 days absent from school. With the firm belief that every day counts, we continue to monitor school absences and take particular notice of students whose absence rate is higher than the state average, or we notice trends in the days absent. Our structures and processes allow us to identify, monitor and follow up on unexplained absences. The school's student support staff work with families to offer support and guidance where necessary.

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## Other highlights from the school year

We are exceptionally proud of the inclusive environment that we provide at Watsonia North Primary School. We have a strong sense of collegial support amongst our staff, and our students and parents demonstrate high care and support for each other and the staff.

2022 has seen the return of some of the traditional school events such as Swimming Lessons and School Disco (Whole School), Camp (Years 5/6), Outdoor Education (Years 3/4), Gymnastics (Years 1 and 2), PMP (Prep) and a full six week, onsite Kinder to Prep transition program.

We have welcomed parents back into the school, volunteering for excursion and incursion support, parent-teacher meetings and celebrating the end of a successful year with a Christmas Carol evening. We look forward to extending these family connections in 2023.

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## Financial performance

The school's sound financial position is made possible through strong and strategic financial planning and continuous monitoring of revenue and expenditure.

Equity and targeted initiatives funded through DET allowed for the provision of English as an Additional Language, Literacy and Numeracy intervention teaching staff. These teachers target support for our most vulnerable students

who continue to demonstrate below-level academic achievement compared to their same-age peers. Funding resources to support intervention teachers and Junior School teachers in using an evidence-based phonics approach to reading was achieved by carefully adjusting the Literacy budget and directing the funds raised through the efforts of the Fundraising Committee throughout the year.

Program budget leaders continue to work within clearly defined budgetary guidelines, which are continually monitored by the school's leadership team and School Council. Expenditure continues to be carefully budgeted, and most spending was below the predicted requirements. School Council continues to set program budgets with funding priorities targeted towards key areas of the School's Strategic Plan - literacy, numeracy and curiosity.

Expenditure items outside the school's planned program budgets occurred due to providing additional funds to the school's Capital Works project that was tendered at \$522,607.71 over the budgeted grant of \$ 4.7 million. The school contributed \$329,757.68 towards the cost to prevent compromising the planned facilities and negatively impacting the learning environment for our students. The money contributed will only be used if all other contingencies are exhausted. Further funds to cover unforeseen expenses may be raised through fundraising efforts in 2023.

**For more detailed information regarding our school please visit our website at <http://www.watsonia-north.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 571 students were enrolled at this school in 2022, 264 female and 307 male.

15 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).

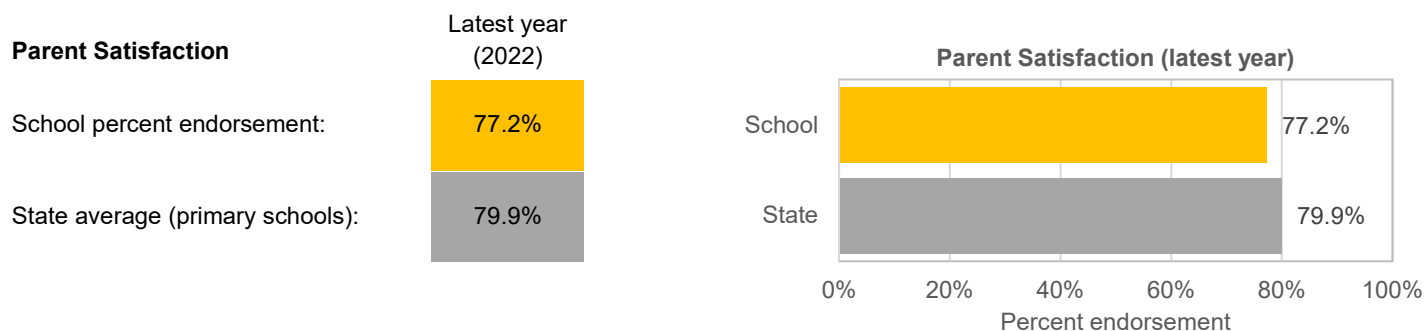
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

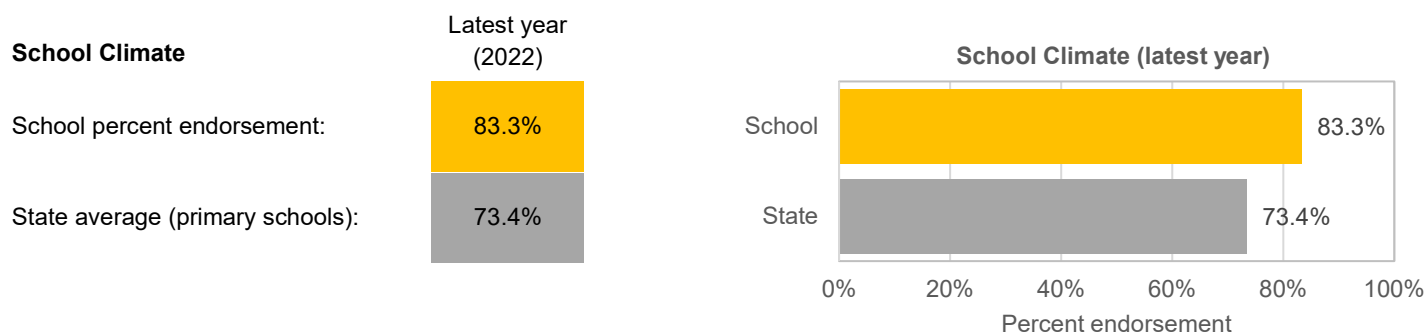


### School Staff Survey

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:

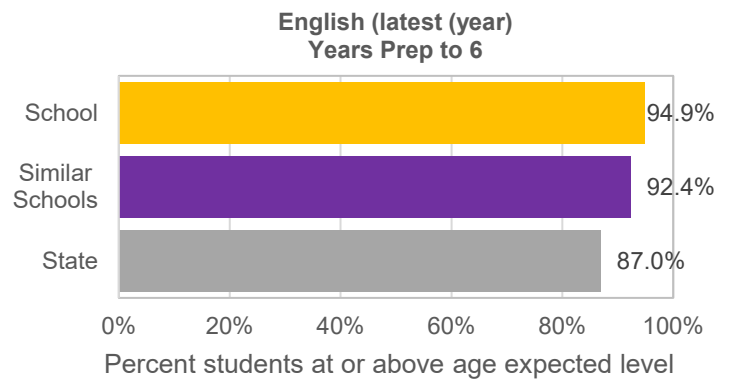
94.9%

Similar Schools average:

92.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

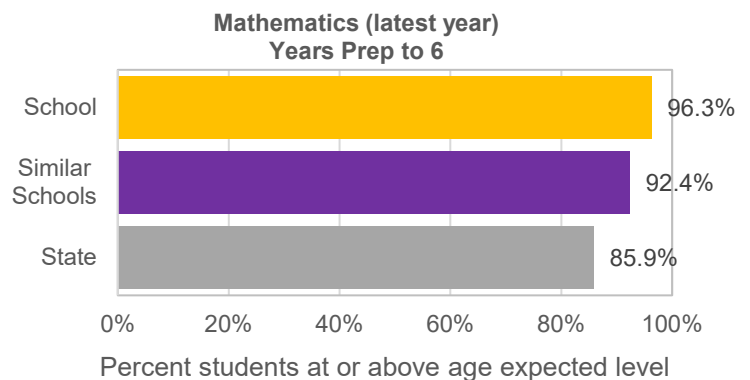
96.3%

Similar Schools average:

92.4%

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.

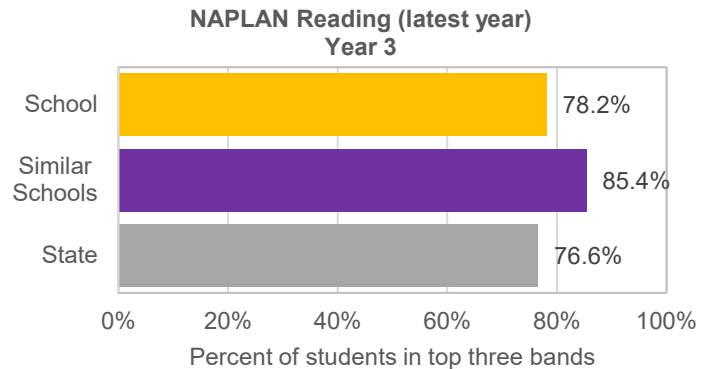
### NAPLAN

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.

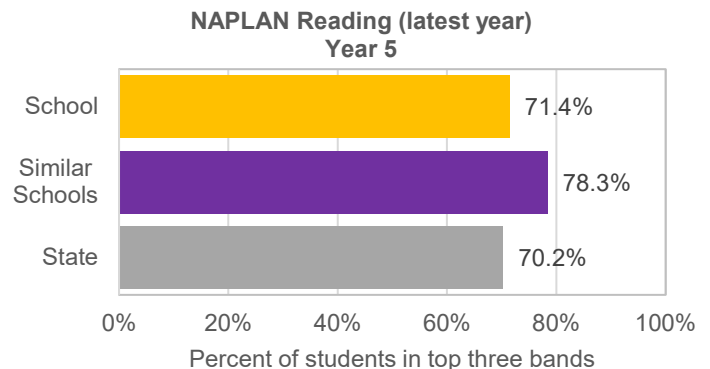
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.2%	85.5%
Similar Schools average:	85.4%	85.2%
State average:	76.6%	76.6%



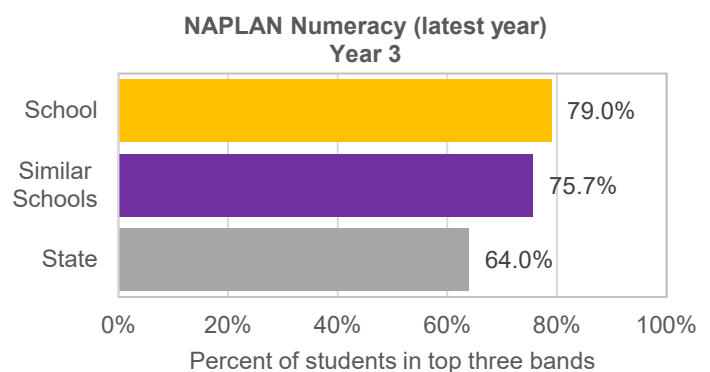
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	77.8%
Similar Schools average:	78.3%	77.9%
State average:	70.2%	69.5%



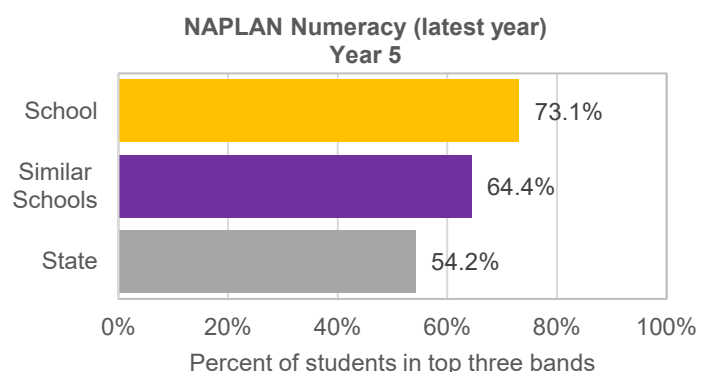
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.0%	85.0%
Similar Schools average:	75.7%	77.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.1%	72.3%
Similar Schools average:	64.4%	69.0%
State average:	54.2%	58.8%



## WELLBEING

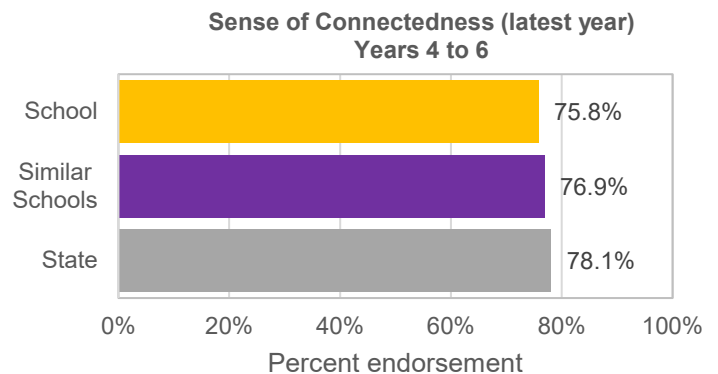
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	75.8%	80.6%
Similar Schools average:	76.9%	79.8%
State average:	78.1%	79.5%

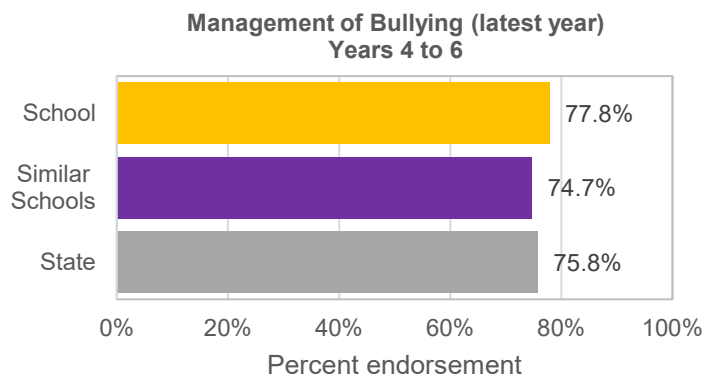


### Student Attitudes to School – Management of Bullying

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:	77.8%	81.4%
Similar Schools average:	74.7%	78.4%
State average:	75.8%	78.3%



## ENGAGEMENT

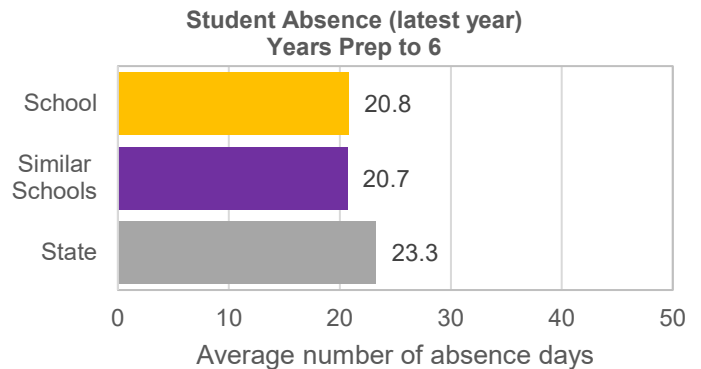
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	14.4
Similar Schools average:	20.7	14.1
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):	89%	90%	89%	90%	89%	91%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,351,446
Government Provided DET Grants	\$522,673
Government Grants Commonwealth	\$200,684
Government Grants State	\$15,000
Revenue Other	\$41,373
Locally Raised Funds	\$586,418
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,717,593</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$47,064
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$47,064</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,627,689
Adjustments	\$0
Books & Publications	\$2,240
Camps/Excursions/Activities	\$177,796
Communication Costs	\$4,327
Consumables	\$129,145
Miscellaneous Expense <sup>3</sup>	\$29,865
Professional Development	\$29,503
Equipment/Maintenance/Hire	\$61,384
Property Services	\$52,711
Salaries & Allowances <sup>4</sup>	\$478,189
Support Services	\$167,641
Trading & Fundraising	\$87,232
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$62,088
<b>Total Operating Expenditure</b>	<b>\$5,909,810</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$807,783</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	\$861,103
Official Account	\$16,147
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$877,250</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$208,162
Other Recurrent Expenditure	\$0
Provision Accounts	\$48,415
Funds Received in Advance	\$0
School Based Programs	\$536,885
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	\$107,296
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$900,757</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.*