

2017 Annual Report to the School Community



School Name: Truganina South Primary School

School Number: 5498



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2018 at 01:06 PM by Linda Danese (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 11 May 2018 at 10:20 AM by Kirsten Duncan (School Council President)



About Our School

School Context

Truganina South Primary School is located on Parkvista Drive Truganina in the City of Wyndham. The school is built as part of a Public Private Partnership agreement. There were 764 students enrolled at the end of 2017 with a projected enrolment for 2018 of 839. The surrounding area continues to grow with new development particularly in the Williams Landing area (zoned to our school). Our staffing profile at the end of 2017 consisted of 4 Principal Class Officers, 3 Leading Teachers, 4.6 coaches, the equivalent of 46 FT classroom teachers and 19 ES staff including a full time speech therapist. The School Family Occupation (SFO) is identified as 0.511 and the Family Occupation and Education (SFOE) is 0.3536. Teachers and students work in Learning Communities as part of two mini schools (each headed by an AP with a guiding coalition made up of LTs, coaches and community leaders). Teachers adopt a shared responsibility for all students within the Learning Community. The curriculum is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Our students are encouraged to explore their world through inquiry-based learning to become thinking, informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community. The key components of the teaching programs at Truganina South Primary School are the effective teaching of Literacy and Numeracy skills. The School provides high quality programs in Visual Arts, Multi-Media, Science and Physical Education. In 2017, AUSLAN was suspended whilst our LOTE teacher was on secondment to another school.

The diversity of the school is represented in more than 60 different language groups. Our overall socio-economic background fits within the mid-range. Our Indigenous student totalled 5, some Koori, some Islander and one presenting as both Islander and Torres in background. The proportion of students with English as Another Language is high with 405 students identified As EAL learners.

Twentyeight students were supported as part of the PSD in 2017.

During 2017, the School Review was undertaken and the new Four Year Strategic Plan and Annual Implementation Plan for the remainder of 2017 -2018 was developed. The three key areas of focus from Framework for Improving Student Outcomes (FISO) include a strong focus on differentiated professional learning for all staff, increased active community engagement and a prominence in student agency and advocacy.

All teachers and support staff continue to work hard to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and personalised learning for all students. The provision of high quality Professional Learning and coaching plans support staff to constantly improve their practice and add value to student learning. The Student Centred Coaching model has strongly cemented itself as best practice at TSPS to ensure all staff have opportunity to work with colleagues to further grow their content knowledge and strengthen their pedagogical best practice.

Framework for Improving Student Outcomes (FISO)

Our three key improvement areas and their associated foci are as follows:

Excellence in Teaching and Learning

FOCUS: To build teacher capacity through the rich content knowledge of curriculum, through differentiated coaching and PL opportunities and through moderation processes to ensure accurate pinpointing of achievement and future student learning goals.

Positive Climate for Learning:

FOCUS: To develop independence in student learning through student voice and advocacy of, in and through their learning, instilling motivation, confidence and enthusiasm for the learning opportunities provided at TSPS.

FOCUS: to address attendance trends and advocate the need for commitment in understanding the impact of regular attendance.

Community Engagement in Learning:

FOCUS: To develop a community hub in conjunction with our partners YMCA and Arndell Park Community Centre that sees school as a place of belonging and connection, bonded beyond the school gate.

Achievement

At TSPS the leaders and teaching staff work in Professional Learning Teams to work collaboratively to focus on continual improvement by linking the learning needs of the students with the professional learning and practice of teachers. The school's key focus is on maximising the Literacy and Numeracy skills of every student.

Leaders and teaching staff at TSPS continue to undertake purposeful Professional Learning that is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their needs. It also allows staff to identify best practice and build teacher capacity.

Teacher judgement of student achievement linked to the Victorian Curriculum continuum indicates that our students are performing slightly above the median of all Victorian Government Primary Schools in Literacy and slightly below in Numeracy.

NAPLAN year 3 Reading data indicates that our students are performing at a lower level than the median of all Victorian Government Schools. In Numeracy, our students are performing at a similar level as the median of all Victorian Government Schools.



The 4 year average for NAPLAN year 3 results in Reading and Numeracy indicates that we are performing lower in the school comparison category.
 NAPLAN year 5 Reading and Numeracy data indicates that our students are performing at a similar level as the median Victorian Government Schools.
 The 4 year average for NAPLAN year 5 results in Reading and Numeracy indicates that we are performing similar in the school comparison category.
 The learning gain of students from year 3 to 5 in Reading, Numeracy, Writing, Spelling and Grammar and Punctuation indicates that 78% of students achieved a medium to high gain learning. A very positive result.
 This data, combined with other assessments, provide us with valuable information which is used to inform future planning and ongoing improvement of student learning outcomes across P-6.
 Detailed coaching cycles with staff and the provision of Pedagogical Coaches and Leading Teachers continue to guide improved instructional practice at TSPS.

Engagement

During our seventh year of operation, we continued to experience growth across the whole school. Despite this, the students continued to feel engaged and happy about school. The Attitudes to School Survey data focusing on connectivity was lower than like schools - 4 year trend data indicates students' engagement to be similar to like schools.
 We continued to apply the principles of School Wide Positive Behaviours Support. Our positive and consistent approach to Student Management and the explicit teaching of the school rules, values and expectations ensured a safe and supportive environment for all.
 Although we have decreased the average number of days per student per year, student attendance was still lower than that of students at like schools. We acknowledge extended family holidays have a negative impact on school attendance data. Families continue to meet with the Principal before taking long periods of vacation. The school has taken part in DET Attendance Professional Learning (3 sessions) aimed at targeting unexplained absences and working with the families who struggle to get children to school on time or have students absent for prolonged periods of time. We are also making daily enquiries with families of students absent for the day. The uptake by parents in informing the school is increasing. We continue to address this issue through regular communications such as Compass, newsletter, Facebook and the electronic sign at the front of the school.
 The school provides all students with the opportunity to take ownership of their learning through a developing focus on student agency and voice and through the inquiry based learning process. As well as the multitude of programs as mentioned in School context section, students have the opportunity to engage in Science extension through Hopper Crossing SC and Robotics through the Wyndham network as well as our Student Leadership, SRC and Resource Smart Schools program. Student Leaders present at School Council meetings at least once a term and run whole school assemblies.
 The TrugHub continues to gain momentum with the development of Terms of Reference and Processes, and Protocols as a vehicle for engaging our parent and wider community in major events across the school calendar as well as events based for the Trug Hub community (made up of TSPS, YMCA and Arndell Park Community Centre).
 There has been a noted increase in the numbers of families engaging in school based activities in particular where children are engaged such as parent reporting evenings, STEAM and Education Week nights, performances and colour runs.

Wellbeing

We are on a journey to developing how to incorporate student voice into the classroom in a meaningful manner through the curriculum and goal setting with students. We have a large student leadership group that present to the school council and develop strategies to improve the school pride and student perceptions of school culture.
 Attitudes to School Survey data shows that there is further development required to build and foster relationships between staff and students. We are performing lower than comparison schools and the state. We need to continue to work around community engagement with differing cultures. We have been a part of RESP, which has helped us to develop policies and process around cultural engagement and inclusivity.
 In relation to the Student Opinion Survey data surrounding the management of bullying, we are performing at a similar level to comparison schools and at a lower level than the state.
 Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The school's curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours. The school's comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student learning success and in reducing risk.

For more detailed information regarding our school please visit our website at www.truganinasouthps.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 764 students were enrolled at this school in 2017, 355 female and 409 male.</p> <p>54 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>48%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>43%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>52%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>55%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>47%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	48%	19%	Numeracy	21%	43%	37%	Writing	20%	52%	28%	Spelling	19%	55%	26%	Grammar and Punctuation	19%	47%	34%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	91 %	90 %	91 %	92 %	92 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	91 %	90 %	91 %	92 %	92 %	92 %										



Performance Summary

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

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

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

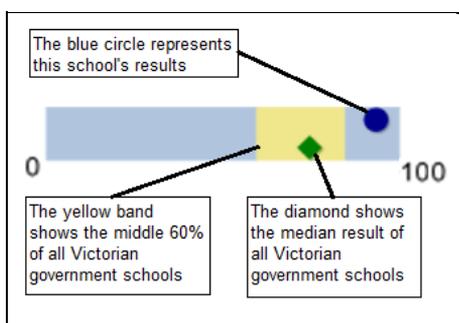
Engagement

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

Wellbeing

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

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

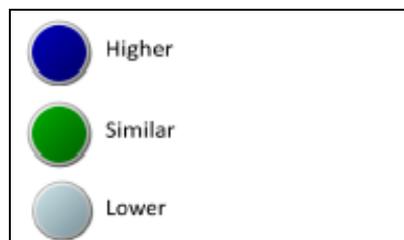


What does *School Comparison* refer to?

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

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

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



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

What does '*Data not available*' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,980,827	High Yield Investment Account	\$128,866
Government Provided DET Grants	\$402,293	Official Account	\$45,569
Government Grants Commonwealth	\$19,200	Other Accounts	\$217,456
Government Grants State	\$9,810	Total Funds Available	\$391,891
Revenue Other	\$76,325		
Locally Raised Funds	\$371,260		
Total Operating Revenue	\$6,859,715		
Equity¹			
Equity (Social Disadvantage)	\$64,106		
Equity Total	\$64,106		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,763,232	Operating Reserve	\$78,452
Books & Publications	\$6,090	Capital - Buildings/Grounds incl SMS<12 months	\$8,500
Communication Costs	\$19,596	Revenue Received in Advance	\$244,910
Consumables	\$216,211	School Based Programs	\$39,423
Miscellaneous Expense ³	\$332,718	School/Network/Cluster Coordination	\$8,220
Professional Development	\$34,090	Other recurrent expenditure	\$12,386
Property and Equipment Services	\$178,031	Total Financial Commitments	\$391,891
Salaries & Allowances ⁴	\$13,767		
Trading & Fundraising	\$36,127		
Travel & Subsistence	\$915		
Utilities	\$67,412		
Total Operating Expenditure	\$6,668,190		
Net Operating Surplus/-Deficit	\$191,525		
Asset Acquisitions	\$0		

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

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

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

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

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.



Throughout 2017, Truganina South Primary School continued to manage both the Student Resource Package Funding and Other Locally Raised funds in a fiscally responsible manner ensuring that all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed to. Resources were allocated to program budgets in line with the DET FISO mantra – Framework for Improving Student Learning Outcomes.

The resultant operating cash/credit surplus of \$217,595 as at 31st December 2017 was planned and will be carried forward to 2018 to further support the provision of quality programs at Truganina South Primary School.

2017 Revenue included:

- DET Quarterly Cash Grant (SRP Cash Component) – distributed across all curriculum budgets.
- DET Relocatable Furniture and Equipment Grants – utilised for the purchase of new furniture for our portable classrooms including Onyx Community.
- DET Refugee and Asylum Seeker Grant - this was not expended in 2017 and has been carried forward to 2018.
- Resource Smart Grant – Truganina South Primary School was one of four schools selected to receive the Golden Star Award for efficient energy use and recycling. This was partially expended in 2017 with the balance carried forward to 2018.
- Respectful Relationships Lead Schools funding - allocated to TSPS as a Leading School in the establishment of the DET Respectful Relationships initiative, the aim of which was to take a whole school approach to building a culture of respect and gender equality.
- Sporting Schools Program Grant – TSPS successfully applied for this Commonwealth Government initiative, which was all but expended in the provision of free after school sports programs for our students. The remaining funds have been carried forward to 2018.
- DET Swimming in Schools Grant – A new DET targeted initiative to assist in the delivery of our school's swimming and water safety program
- DET Vic Curriculum F-10 Grant - Expended in 2018 to assist with the CRT costs of implementing the new Curriculum
- Camps, Sports and Excursion Funding – Funding applied for by eligible families to assist with the expenses related to camps, sport and excursions. All monies not expended by families in 2017 will be carried forward to 2018. All funds for exited students have been transferred to their new schools.
- Locally Raised funds in the form of parent payments for essential education items and other self- funded activities, donations, commission, canteen licence, hire of facilities, sale of second hand uniform, trading operations, coordinator school funds and fundraising – all funds were allocated to the program/activity they were intended for with any remaining balances carried forward to 2018.
- Fundraising was not a major source of income in 2017; however, all fundraising monies raised have been carried forward to 2018 with the expectation that they will be expended then.
- Revenue receipted in advance in 2017 for the 2018 school year for Essential Education Items. Balance Day Adjustments were processed to reflect this in the budgets

2017 Expenditure included:

- Purchase of new iPads to assist students
- LED TV's as a replacement for the old interactive whiteboards
- Apple TV's
- Staff computers
- Installation of Gaga Pits
- LED signage to assist in the
- Curriculum and teacher resources

In 2017, Truganina South Primary School was also the Program Coordinator school for the following organisations:

- School Sport Victoria Wyndham Division
- School Sport Victoria Truganina District
- School Sport Victoria Hobsons Bay Division

All relevant processes and acquittals were adhered for all of these programs.

In summation, 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.