

2020 Annual Report to The School Community



School Name: Poowong Consolidated School (6245)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 2021 at 05:44 PM by Cate McKenzie (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Poowong Consolidated School is a primary school (Prep-6) located in the township of Poowong in the heart of South Gippsland. Poowong is surrounded by dairy farms, located at the edge of the Poowong township, however our school make-up is more far-reaching than this. Our school community draws on children from neighbouring townships as well as families who choose to travel to bring their children to the school from as far as Korumburra and beyond. Poowong Consolidated School is committed to our membership of the Karmai Alliance cluster, drawing on the experience and talents of colleagues in our local schools.

Poowong Consolidated School proudly serves our local community. We cater for children from Prep to Grade 6 in straight grades. We pride ourselves on our connection to the community and the experiences we offer. These currently include music (classroom and instrumental), visual and performing arts, science, woodwork, physical and health education, sustainability, a school-wide electives program and a variety of sporting programs. Our students are encouraged to challenge themselves both academically and personally in all aspects of school life.

Our staff believe in a team approach and are involved in regular meetings, where collaborative planning and sharing of resources occurs. Teachers are committed to remaining knowledgeable about curriculum and educational theory by participating in a range of professional development. Our staff view one another's teaching and give constructive feedback in order to continuously improve, through a coaching and peer observation process. Both teaching and non-teaching staff are supported professionally through regular, targeted professional learning opportunities as well as work within Professional Learning Teams. The development of Professional Learning Teams, with a focus on the data-wise process, allows staff to delve deeply into the learning needs of students and make decisions about their future learning needs. The support of colleagues within the Professional Learning Teams allows for teachers to share their ideas for the benefit of student learning.

At Poowong Consolidated School, the School Council is actively involved in the governance of the school and its members actively contribute to a range of school priorities. The School Council is responsible for endorsing school policy, programs and the budget as well as being involved in reviewing the school's progress and developing new policies. Many individual parents and community members volunteer in classrooms, at school events throughout the year and to assist with fundraising.

Poowong Consolidated School believes that every child, irrespective of disability, race or family background, can progress along the learning continuum in an environment of dignity and respect. It is the role of the school and its community to build on a child's strengths and talents to ensure that each child progresses at the highest rate. The school aims to develop students who are able to contribute to, and participate in all aspects of community life in a positive way, using a restorative approach to resolving issues that arise. Students will develop a wide range of skills to enable them to be successful citizens of the 21st Century.

The school's mission/vision is to create a growth culture, where every learner is reflective and supported in a learning community that provides a challenging and secure environment responsive to individual learning needs. We believe that effective learning occurs when outstanding and innovative teachers provide a variety of tasks that actively engage students who are encouraged to take responsibility for their own learning. The expectation is that students will be successful and enthusiastic learners capable of building positive relationships.

Poowong Consolidated School has developed an Instructional Model that supports our philosophy of Gradual Release of Responsibility and High Impact Teaching Strategies.

Poowong Consolidated School values are based on learning and growing together following our "I GROW" model

- Integrity
- Growth Mindset
- Relationships

- Openness
- Welcoming and Inclusive

As a school community, we have developed a growth culture, not only with our students, but also as a staff. This is underpinned by the value placed on Relationships, Challenge, Possibilities and Space. Our relationships are based on trust, respect, challenge, teamwork and flexibility. We believe that challenge should not be perceived as a negative rather an opportunity for self-reflection, collegiate support and situational growth. We believe that every day is a new adventure, a new opportunity for learning growth. We value new ideas, embrace open-mindedness and are positive about our impact. We value taking time to think, reflect and consider options, ensuring that our decisions are based on evidence and will meet the needs of our students.

Learning is maximised within a safe environment, where students feel both motivated and empowered as they strive to be the best they can be. Environmental awareness will be promoted across the school community, fostering respect for personal and communal property and our environment. PCS is committed to School Wide Positive Behaviours, Respectful Relationships and Restorative Practices to support this.

Learning is both collaborative and independent, following individual pathways to the future. Diverse learning styles, interests and abilities are catered for through flexible teaching styles. Learning is through participation in engaging, meaningful curriculum incorporating both broad curriculum and relevant life skills. It will promote creative thinking and problem solving and participation. Technology supports accessing the curriculum for all students.

Pedagogical principles identified to support achievement of our vision are:

- * The child is at the centre of all learning
- * High expectations are held for and by the learning community and all members within it.
- * Engagement will be facilitated through promoting thinking, active inquiry and relevant learning.
- * Diverse learning styles will be catered for and supported through use of a wide range of teaching strategies and learning technologies
- * Relationships are the key foundation to developing effective engagement with all members of the community. Interpersonal relationships and collaboration will be fostered within the school community.

The school philosophy will be enacted through:

- * Community consultation, newsletters and forums
- * Staff professional development and induction processes
- * Ongoing curriculum development
- * Parent and family support structures

In 2020, we had an enrolment of 154 students who were supported by 10 full time teaching staff (including the Principal), 0.4 intervention, 0.6 music and art and 0.4 PE. We also employed a 0.6 teacher as a Learning Specialist, curriculum leader, coach and classroom support. Additionally, the school employed 4 x 0.8 teacher integration aides plus an Active After School Program Coordinator as well as a 0.6 Admin assistant and 0.6 Business Manager.

Framework for Improving Student Outcomes (FISO)

At Poowong Consolidated School, we delivered on our Key Improvement Strategy to "Build the capacity of staff around a common language and consistency of high impact teaching practices across the school with a focus on effectively monitoring student learning progress". We continued to refine the role of coaching at PCS and set clear expectations and accountability around peer observations. Ongoing development of staff capacity and resources to support staff in implementing and understanding the HITS was also a big focus during 2020. Some of the Annual Implementation Plan actions and professional development focus were modified to suit remote learning. We did this by providing regular opportunities for staff to meet via WebEx and via Skype in Professional Learning Teams. Peer Observation templates were utilised and regularly sent to the Principal for accountability and reflection purposes. Random spot-check of numeracy lessons saw 80% of staff showing evidence of each aspect of the Instructional Model. This was observed by the Literacy Learning Specialist, Curriculum Leader and the Principal. SeeSaw teacher video lessons were also examined as part of this process to ensure quality teaching and learning. Whilst we set a goal around ensuring that the Staff Survey results show an increase in "Collective Focus on Student Learning" and "Guaranteed and Viable

Curriculum", a significant improvement was seen across all areas of the Staff Survey as a whole. Another AIP goal was to ensure 75% of Professional Practice Days was used for developing understanding of aspects of the Poowong CS Instructional Model (link to goal setting and reflective practices)

At Poowong CS, we delivered on our second Key Improvement Strategy to "Build the capacity of staff to personalise learning and increase the use of student-led learning approaches and student voice, providing quality and timely feedback to students". In doing this, a focus of the leadership team through both remote learning periods was to complete an update of our school curriculum documents and supports to assist teachers to make informed and accurate judgements. The curriculum leader, along with input from all teaching staff completed an update of the "I Can" statements for Literacy. We continued with our Community of Practice on Feedback with a link to Success Criteria and several workshops were conducted, both on site and virtually, to support staff. We continued to build student Voice and Agency by developing the Junior School Council further. This was impacted upon and significantly modified during remote learning, however the introduction of live classes for students and teachers via WebEx was a way in which students could still use their voice and ideas throughout this time. 3 way conferences for Grade Prep-6 were introduced and we were able to conduct goal setting meetings as well as mid-year discussions to support student learning. The importance and up-skilling of staff to utilise data in order to personalise learning for students continued to be a priority.

Achievement

In Term 1 and Term 4, when students were able to attend school on-site in 2020, students were able to be challenged, supported and scaffolded in their learning within the classroom context. The transition of information about each student via teacher to teacher hand-over meetings at the end of 2019, as well as the provision of Assessment Folders supporting the achievement of each child, assisted teachers in quickly identifying the strengths of students at the beginning of the year. Even with the impact of COVID-19 and remote learning, teachers were able to identify students needing extension or remedial work and provide this appropriately during the on-line learning phases.

Students responded well to self-paced learning tasks via the SeeSaw platform during the remote learning period. In 2021, we plan to incorporate more SeeSaw based tasks into our weekly planning as part of our literacy and numeracy blocks. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently developed new ways of differentiating for students. The sharing of teacher lesson videos in our school SeeSaw library also assisted to assign appropriate tasks to students, no matter what level of ability. Accessing familiar online learning supports such as Study Ladder, Wooshka, Essential Assessments and many more, assisted teachers to continue to support all students and assess their understanding. Utilising existing classroom and lesson structures that were familiar to students, was important in the transition to remote learning.

PAT testing completed in December 2020 (standardised testing in reading and numeracy) showed continued growth in most year levels, despite the time away from the classroom due to remote learning. In 2021, we will continue to focus on differentiation within the classroom and the use of technology, such as the SeeSaw platform to support this.

Engagement

A high proportion of students at Poowong Consolidated School, who previously experienced challenges in terms of their engagement, strongly connected with the opportunities for agency and self-paced learning during the remote learning period. The use of the SeeSaw platform, where teachers could leave instruction videos, slide shows and worksheets for their children to complete and then assess student learning and give feedback, really supported majority of students during this period. Reducing task expectations and introducing Wellbeing Wednesday (where students only completed specialist work eg. PE, Music and Art, ensured that there was balance in student learning and supported parents to manage this more effectively at home. Parent and student feedback was vital to ensuring that the changes we made between the first cycle of remote learning and the second cycle were more tailored to the needs of our families. In 2021 our Junior School Council and teaching staff will focus on opportunities to build student agency in the classroom and in our Grade 6 leadership team.

To support student engagement during the transition back to onsite learning, our school enacted a Start-Back-Up

week, focusing on re-settling back into the school environment, our school values, opportunities for our children to re-connect with their peers and looking for opportunities for students to reconnect with their learning. This was enacted after both blocks of remote learning and assisted with our students settling back in to the routine and expectations back in the school environment.

The school continued to monitor students with high absenteeism throughout the remote learning periods, as well as during on-site learning. Specific strategies were developed that were tailored to the reasons behind the absenteeism. We continued to phone parents and provide support every day of absence. Class Zoom meetings provided a way of keeping connections with students as well as an opportunity for social engagement. The social worker, funded by School Focused Youth Service, continued to support families highlighted as needing support with student attendance. Modification of work was needed for some students, through remote learning, in order for students to attempt learning tasks even without support. This was needed in many instances to ensure learning continued.

Whilst we did not complete the Student Attitudes to School survey in 2020, our school-based surveys supported that students felt supported throughout remote learning periods, as well as on-site and that they were happy to return to school. Engagement of students continues to be a large focus for 2021, with significant long term absences continuing to be a challenge, as well as working with parents around unnecessary absences that are unexplained.

Wellbeing

Health and Wellbeing supports, such as additional planning time, providing staff with reduced meeting expectations and reducing workloads by encouraging collaboration of videos for remote learning, we prioritised during the peak of remote learning at Poowong Consolidated School. Ensuring that time, resources and regular check-ins occurred, were prioritised for staff, students and their families in 2020.

As SeeSaw was an effective tool to support student learning and engagement, Poowong Consolidated School is planning to continue using this platform to support in-class learning as well as documenting student successes for 3-Way Conferences as digital portfolios. Regular phone calls home, throughout remote learning, was vital in keeping links with our families. This assisted the maintenance of relationships throughout the navigation of remote learning, but assisted also when students came back onsite, when parents were still unable to come into the school due to restrictions.

Car-park meet and greets were an effective way to manage face-to-face communication with families and this continued beyond the restrictions.

Financial performance and position

In 2020, we prioritised the maintenance of buildings, building works for Occupational Health and Safety (such as the addition of whirly-bird fans in the multipurpose shed to reduce heat, plumbing works and electrical upgrades). We continued to replace air-conditioning units. We installed blinds for security in the front office to ensure confidentiality and we replaced outdated interactive whiteboards in a number of classrooms with smart TVs and iPads. A set of 15 iPads were purchased to support student learning, as some of our iPads had become obsolete and were no longer supported by updates from Apple. Remote Learning provided the time for these projects to be completed and the budget to do so.

Additional cleaning was completed during this period and was funded by DET.

We did not utilise our full budgets for CRT replacements, as we would in any other year, as during remote learning we were able to supervise and set tasks for students that meant this was not needed. Usual budgets for photocopy paper and other consumables was far less than in previous years without teachers or students on site. We needed to prioritise some additional unexpected costs to support remote learning, such as subscriptions to the SeeSaw platform, which was not budgeted for in our start of year budget.

Despite all of the projects that were completed, the school was left with a surplus in our budget and this will be used to support teaching and learning, as well as further update projects in the school in 2021.

For more detailed information regarding our school please visit our website at
<http://www.poowongcs.vic.edu.au/>

Draft

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.

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 144 students were enrolled at this school in 2020, 67 female and 77 male.

0 percent of students had English as an additional language and 0 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) which takes into account parents' occupations and education.

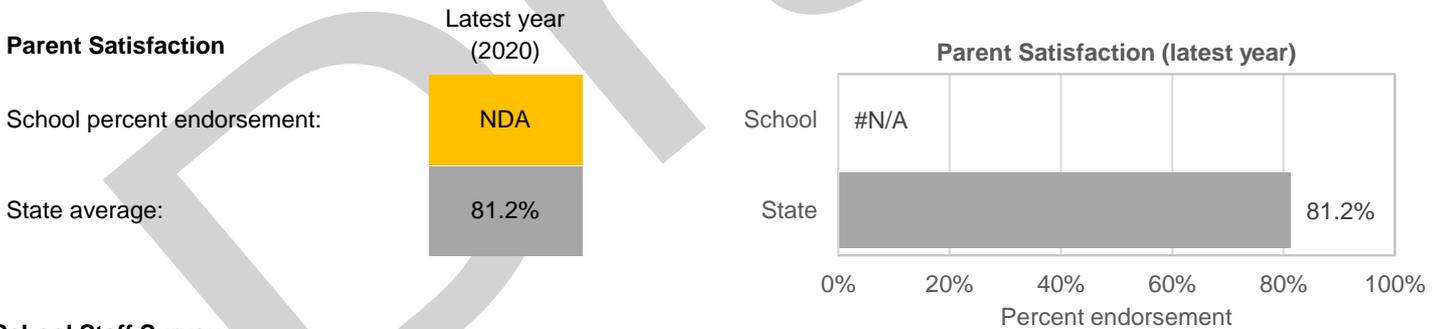
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

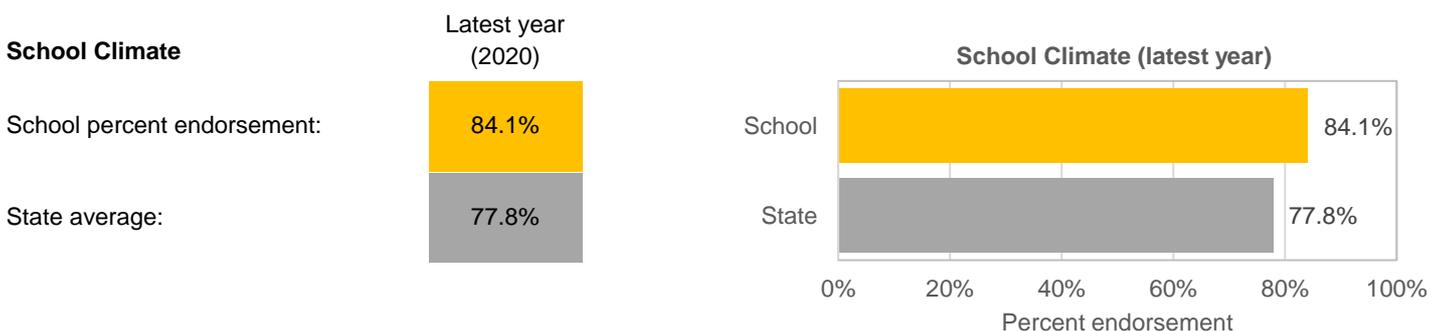


School Staff Survey

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.



ACHIEVEMENT

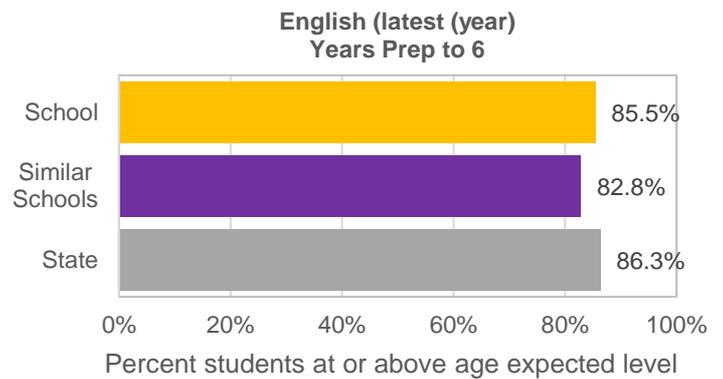
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

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

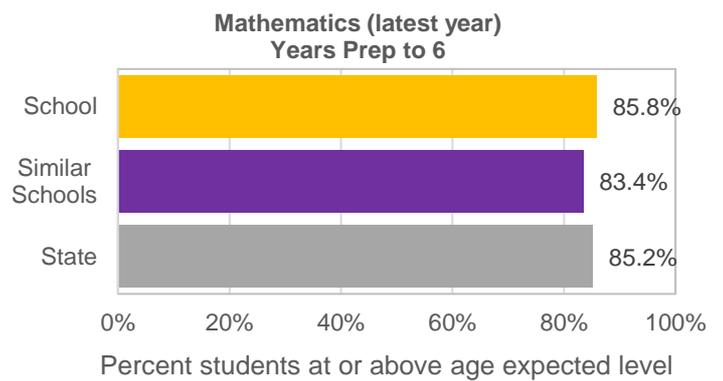
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	85.5%
Similar Schools average:	82.8%
State average:	86.3%



Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	85.8%
Similar Schools average:	83.4%
State average:	85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

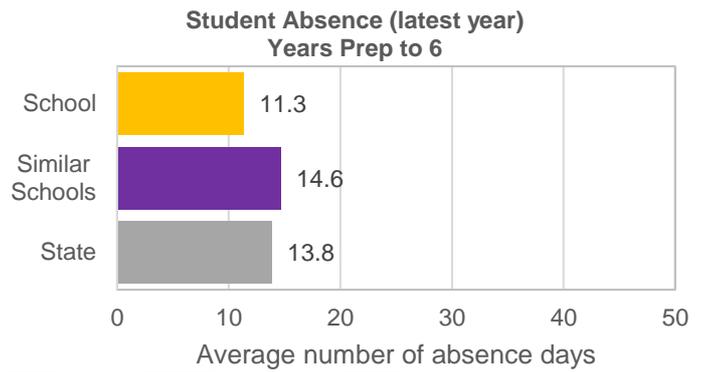
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.3	13.0
Similar Schools average:	14.6	15.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	90%	97%	94%	93%	95%	93%

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.

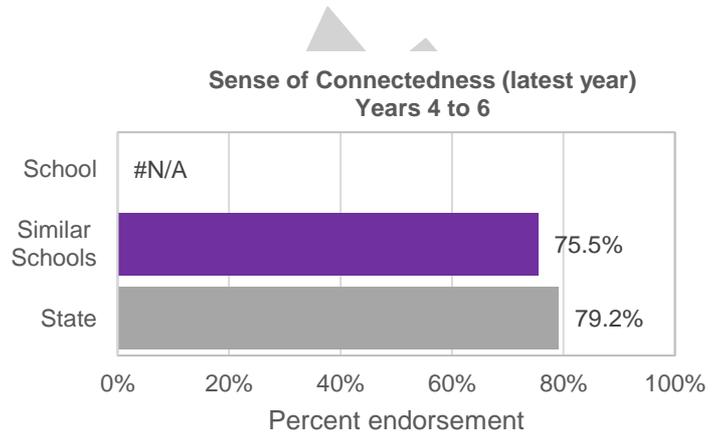
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	90.8%
Similar Schools average:	75.5%	79.5%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

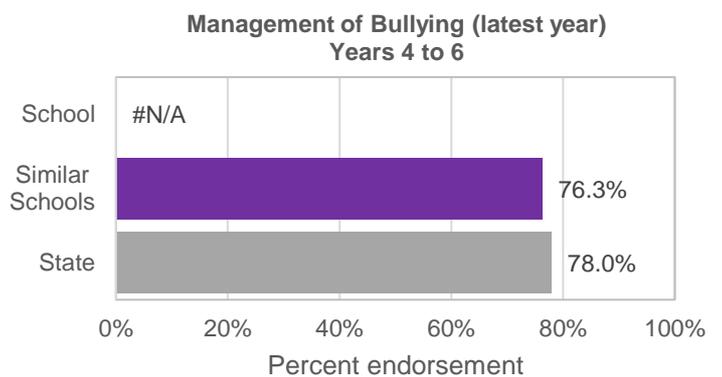
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	94.7%
Similar Schools average:	76.3%	80.8%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,346,130
Government Provided DET Grants	\$220,377
Government Grants Commonwealth	\$650
Government Grants State	NDA
Revenue Other	\$34,481
Locally Raised Funds	\$41,810
Capital Grants	NDA
Total Operating Revenue	\$1,643,449

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,549
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$35,549

Expenditure	Actual
Student Resource Package ²	\$1,290,405
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$3,247
Communication Costs	\$3,329
Consumables	\$46,739
Miscellaneous Expense ³	\$5,584
Professional Development	\$5,673
Equipment/Maintenance/Hire	\$36,720
Property Services	\$64,844
Salaries & Allowances ⁴	\$50,649
Support Services	\$13,449
Trading & Fundraising	\$6,550
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$659
Utilities	\$15,502
Total Operating Expenditure	\$1,543,349
Net Operating Surplus/-Deficit	\$100,100
Asset Acquisitions	NDA

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$61,011
Official Account	\$5,047
Other Accounts	NDA
Total Funds Available	\$66,058

Financial Commitments	Actual
Operating Reserve	\$36,884
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$36,884

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.