

2021 Annual Report to The School Community



School Name: Koo Wee Rup Primary School (2629)



- 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 2021 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 03 March 2022 at 12:45 PM by Benton Zimmerle (Principal)

- This 2021 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 07 March 2022 at 02:37 PM by Laura Smith (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Koo Wee Rup Primary School is located in the Cardinia Shire, 75km south east of Melbourne. In 2021 our student enrollment at the August Census was 359.8, a growth of 16.8 students over the previous 12 months. In 2021 our school consisted of 15 classroom teachers, 4 specialist teachers (Physical Education, LOTE - Italian, Digital Technologies and The Arts), a Learning Specialist, a part-time Mathematics Specialist, 1 Principal, 1 Assistant Principal, 3 administration staff including a Business Manager and 11 Education Support Staff undertaking a variety of roles including integration support and individualized programs including Multi-Lit and Speech. Additionally, the school employed 2 teachers to specifically run our tutoring program as part of the Government's Tutor Learning Initiative. These tutors were supported by 2 of our specialist teachers who took on a tutoring role and increased their time fraction to full-time. Koo Wee Rup Primary School does not currently have any Aboriginal or Torres Strait Islander staff however we engage closely with our network KESO in order to support our students that identify as ATSI.

At Koo Wee Rup Primary School our vision underpins the way we work in supporting children to become highly capable learners. Our Vision is "We collectively commit to creating an inclusive environment where all students will achieve high levels of learning. We will be relentless in our collaborative efforts to meet all of the needs of our students. We will create a safe, positive and harmonious environment where all students feel connected. Students will understand their learning path and be self-directed and motivated learners. We will promote and instill positive values in our students as they become learners with a growth mindset". This vision is supported by our school values: Learning, Respect, Responsibility, Resilience.

Framework for Improving Student Outcomes (FISO)

In Term 1, 2021 Koo Wee Rup Primary School undertook a school review as part of the ongoing school improvement process. The following goals were set for our school to work towards over the next 4 years.

Goal 1: To improve student outcomes in literacy.

Goal 2: To improve student outcomes in numeracy.

Goal 3: To empower students to be agents in their own learning.

FISO Dimension: Excellence in Teaching and Learning

Key Improvement Strategy 1.a Curriculum planning and assessment: Develop, document, and embed a comprehensive literacy curriculum aligned with the Victorian Curriculum.

Key Improvement Strategy 1.b Building practice excellence: Audit, refine, document and embed an agreed PLC improvement model

Key Improvement Strategy 1.c Building practice excellence: Document and embed agreed pedagogical practices.

Key Improvement Strategy 2.a Building practice excellence: Develop, document, and embed a whole school instructional model, aligned with HITS.

Key Improvement Strategy 2.b Curriculum planning and assessment: Audit, refine, document, and embed comprehensive assessment practices.

Key Improvement Strategy 2.c Building practice excellence: Build staff capacity to deliver the agreed curriculum and the whole school instructional model.

FISO Dimension: Positive Climate for Learning

Key Improvement Strategy 3.a Empowering students and building school pride: Build staff capacity and knowledge of student voice and agency.

Key Improvement Strategy 3.c Empowering students and building school pride: Develop student goal setting, feedback, and knowledge of their learning growth and next steps.

FISO Dimension: Professional Leadership

Key Improvement Strategy 3.b Vision, values and culture: Develop and embed whole school collaborative teaching and

learning processes and practices.

In 2021, despite the school year being once again heavily impacted by Government mandated Covid-19 lockdowns, Koo Wee Rup Primary School made some positive progress towards Goal 1 and Goal 2 from the School Strategic Plan. Specifically, the school focused on finalizing our Reading curriculum document and our Mathematics curriculum document. Additionally, we spent considerable time targeting the development of a whole school instructional model that is to be used in all learning areas, including specialist subjects. We conducted whole school professional learning focused on the High Impact Teaching Strategies and were able to highlight practice strengths amongst our teaching staff as well as identifying areas of further development. Our Learning Specialist led work around auditing our assessment practices and the development of a school-wide online data tracking tool to monitor student growth as students transition through the school.

Following the school review, we began to audit and refine our PLC practice. The first change was a shift to collaborative team planning which was welcomed by teaching staff. The existing PLC inquiry cycle was removed as staff lacked understanding and it had not been implemented with any level of fidelity. This has been replaced with a simple 3-step improvement cycle based on the Teaching Sprints work of Simon Breakspear who worked to support the Leadership Team in 2021. The 3-step process aligns with the FISO improvement cycle. Further education for staff will be required prior to implementing Teaching Sprints in 2022. Our Learning Specialist attended PLC meetings throughout the year to provide support and guidance to our PLC Team Leaders and to drive constructive teaching and learning conversations.

Achievement

In 2021, Koo Wee Rup Primary School made pleasing progress in regard to some of our student achievement goals. Goal 1, set by the Department following the 2020 Covid-19 impacted year was 'In 2021, all students deemed capable that did not make learning growth in 2020 will make 12 months growth in Reading, Writing and Number.' Students that were identified as not making learning growth in 2020 were eligible to participate in our Tutor Learning Program. The school is incredibly proud of the tutoring program we established and through the 2021 year achieved the following results:

Writing

36 participants capable of making 12 months growth
17 students made 6 months growth (expected)
10 students made 12 months growth
4 students made 18 months growth

Reading

21 participants capable of making 12 months growth
13 students made 6 months growth (expected)
2 students made 12 months growth

Number

25 participants capable of making 12 months growth
16 students made 6 months growth (expected)
5 students made 12 months growth

In 2021, Koo Wee Rup Primary School achieved some pleasing NAPLAN results, showing a positive trend in multiple areas. Highlights are listed below.

Reading

47% of Year 3 students achieved results in the Top 2 Bands - Our best result in 5 years.
35% of Year 5 students achieved results in the Top 2 Bands - Our best result in 5 years.
27% of our students achieved above benchmark growth which is equal to the State average.

Writing

13% of students achieved above benchmark growth. This result was better than Similar Schools within our network.

Spelling

37% of Year 3 students achieved results in the Top 2 Bands - Our best result in 5 years.

We continued to reduce the percentage of students in the Bottom 2 Bands to our lowest in 5 years.

24% of students achieved above benchmark growth. This is a great result compared to the state average of 22% and the network average of 13%.

Number

27% of Year 3 students achieved results in the Top 2 Bands - Our best result in 5 years.

19% of Year 5 students achieved results in the Top 2 Bands - Our best result in 5 years.

As a result of ongoing lockdowns and periods of Remote and Flexible Learning, Koo Wee Rup Primary School developed a Continuity of Learning Plan that ensured learning progress continued from Day 1 of a lockdown. The process was communicated to parents and was enacted on several occasions in 2021.

Remote and Flexible Learning at Koo Wee Rup Primary School focused on the key learning areas of Reading, Writing and Mathematics. Our specialist teachers continued their program remotely to support engagement. Remote and Flexible Learning was delivered via a combination of the SeeSaw and Google Classroom platforms and included pre-recorded explicit teaching, live class check-ins, small group teaching via WebEx and follow up tasks that students could complete in their own time.

Engagement

A key piece of work in 2021 was the development and implementation of a staged approach to attendance. The document was written by our Assistant Principal and shared with staff and parents. A wrap around approach is applied to ensure accountability of parents for ensuring their children attend school each day, combined with high levels of support both at the classroom and whole school level for any students experiencing difficulty attending school. Where necessary the school provides a link to external community services.

Koo Wee Rup Primary School continued to implement a high quality specialist program in 2021. This included LOTE (Italian), Physical Education, Art and Digital Technologies. The school has invested significantly in expanding access electronic devices with a ChromeBook program to be rolled out in 2022.

The school engaged with The Fathering Project to try and involve our student's fathering figures more prominently in their education. Unfortunately our launch event and subsequent activities needed to be postponed due to Government imposed Covid-19 restrictions. This work will continue in 2022.

Where possible in 2021, the school provided opportunities for students to attend camps, excursions and sporting activities to supplement the classroom programs. Unfortunately Covid-19 restrictions did limit the number of events that could be attended.

Wellbeing

Student wellbeing continued to be a high priority for Koo Wee Rup Primary School in 2021. In addition to our ongoing partnership with The Resilience Project, our school has been implementing the Department's School-Wide Positive Behavior Support approach to setting high expectations and teaching students about behavioural expectations. We continued to implement a consistent time for all classrooms to teach their weekly wellbeing lesson which is jointly planned by teams as part of their weekly PLC meeting. We continued to implement the language of The Zones of Regulation when discussing emotions and teaching emotional literacy to our students.

In 2021 Koo Wee Rup Primary School employed a chaplain for the first time. The chaplaincy program supported over 50 students in 2021 to develop skills and strategies focused on decreasing anxiety, making and maintaining friends and emotional regulation. Due to demand we are looking to increase our chaplain's time fraction in 2022.

Throughout Remote and Flexible Learning, our school implemented a 'Wellbeing Day' once per week. This allowed our students and their families time to switch off the screens and spend quality time together. We felt this greatly supported our families in remaining connected to our online programs.

Some of the highlights from our students attitudes to school survey data is listed below.

*85% positive endorsement under the Sense of Inclusion domain.

*83% positive endorsement under the Advocate at School domain.

Within the Emotional Awareness and Regulation domain

*85% of students responded positively to 'I know the emotions I feel'

*84% of students responded positively to 'I know when my feelings are making it hard for me to focus'

The above 2 results show that the work we are implementing around teaching our students about their emotions is working.

Within the Peer Relationships domain:

*90% of students responded positively to 'Staying friends with people'

*88% of students responded positively to 'Helping someone feel better when they are upset'

*91 of students responded positively to 'Showing that you care when someone talks about their problems'.

The above 3 results provide us with the data to demonstrate that our students are now understanding and able to implement some of the tools around empathy that they have been learning through their work with The Resilience Project during their time at our school. This is a very pleasing indicator that the work we have been doing is now beginning to be implemented by our students.

Finance performance and position

Koo Wee Rup Primary School concluded the 2021 school year in surplus. This was as a result of careful budgeting and cashflow management.

In 2021, the Victorian Government announced that Koo Wee Rup Primary School would receive a building upgrade to the value of \$6.87M to construct a new competition grade gymnasium. This is in addition to the current building project that will see a new 4-classroom learning space be built. Construction is currently underway and is due for completion in 2022. Planning for the Gymnasium has commenced and it is anticipated that construction will begin in the second half of 2022. Both buildings will provide state of the art educational facilities for our students.

2021 saw the school make a large financial investment into the purchase of 110 new ChromeBook computers and associated hardware. These devices will be allocated to Grade 1/2 students as part of a long-term 1:1 electronic device roll-out.

The school ordered new furniture for the building project to ensure the facility is able to function to its full capacity once complete.

Additional funding was allocated to upgrading the staff room.

The school received funding through the Chaplaincy Program which was expended in hiring a chaplain for to commence from the start of the year. The funding will continue in 2022 with the school adding additional Equity Funding in order to extend the program.

Our Physical Education program was supported by a number of grants through the Sporting School's initiative. The funding was used to provide a range of sporting experiences for our students including expert coaching and the purchase of quality sports equipment.

For more detailed information regarding our school please visit our website at
<http://www.kooweerupps.com.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.

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 354 students were enrolled at this school in 2021, 174 female and 180 male.

2 percent of students had English as an additional language and 3 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).

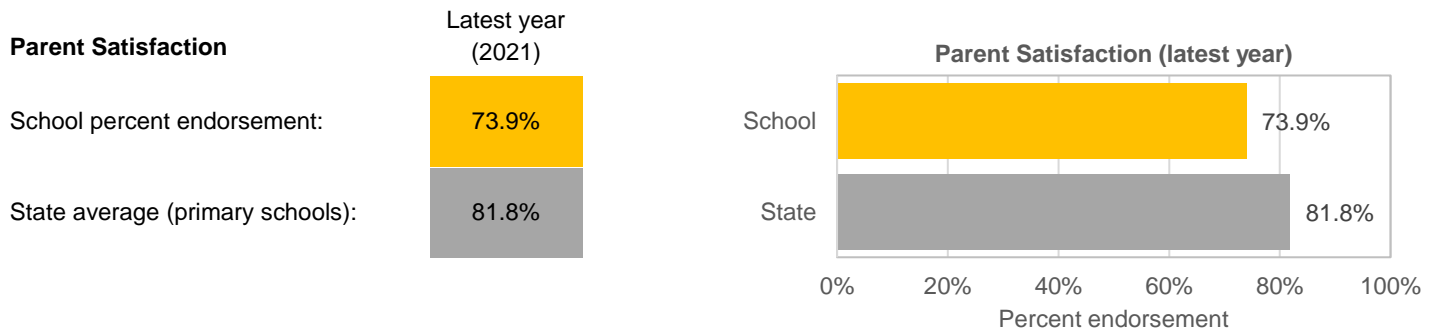
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

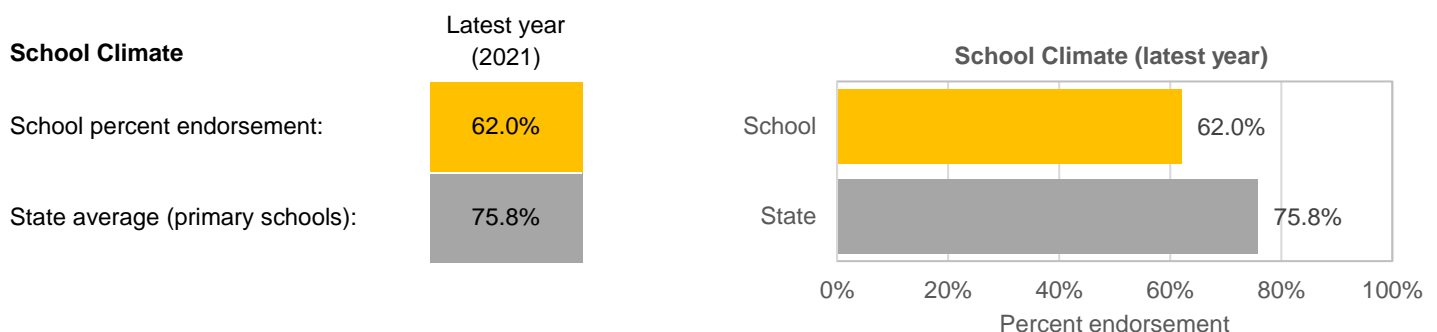


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

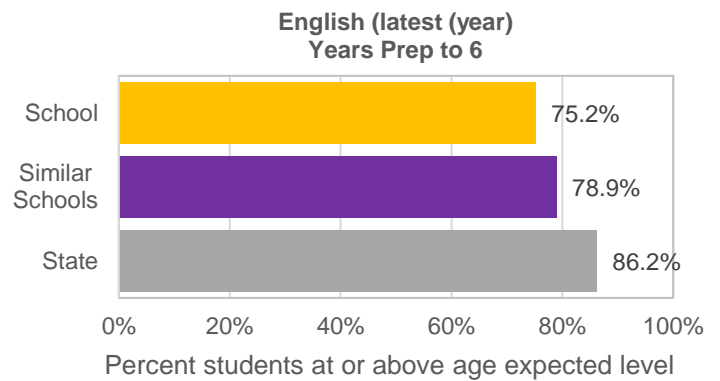
75.2%

Similar Schools average:

78.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

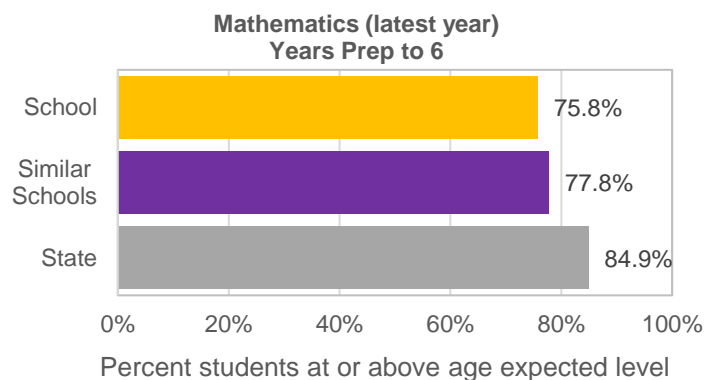
75.8%

Similar Schools average:

77.8%

State average:

84.9%



ACHIEVEMENT (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.

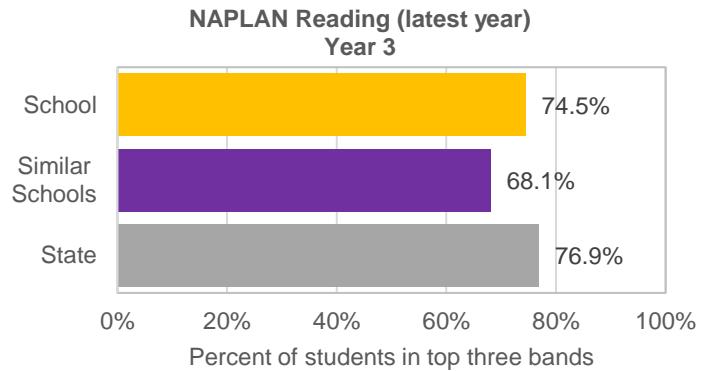
NAPLAN

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 2018, 2019 and 2021 data.

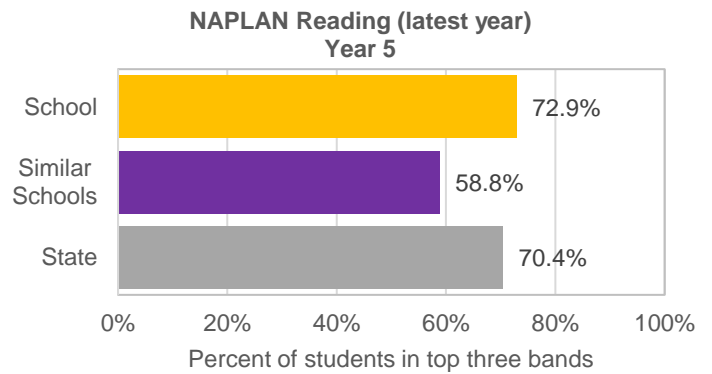
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.5%	73.1%
Similar Schools average:	68.1%	68.0%
State average:	76.9%	76.5%



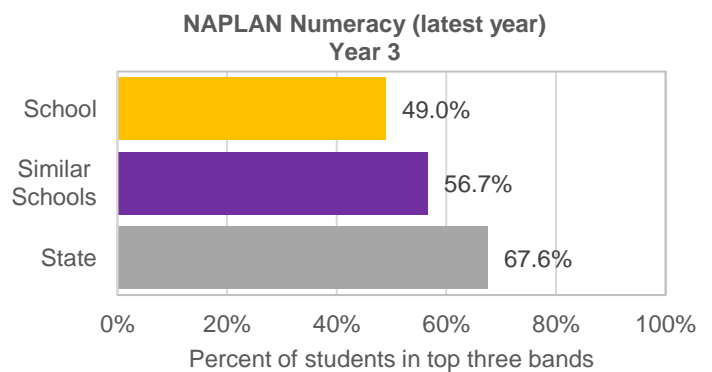
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.9%	58.2%
Similar Schools average:	58.8%	58.1%
State average:	70.4%	67.7%



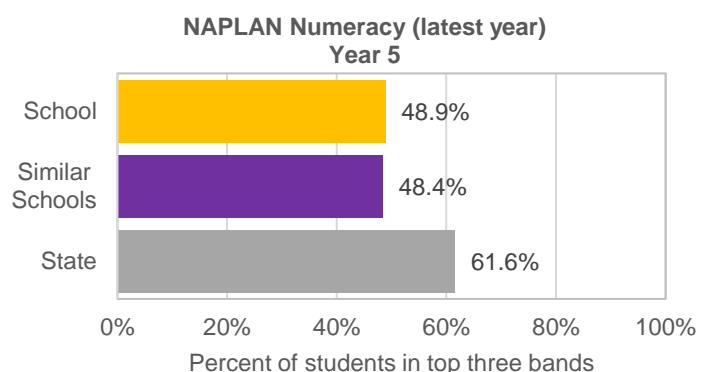
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.0%	52.0%
Similar Schools average:	56.7%	58.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.9%	42.2%
Similar Schools average:	48.4%	46.7%
State average:	61.6%	60.0%



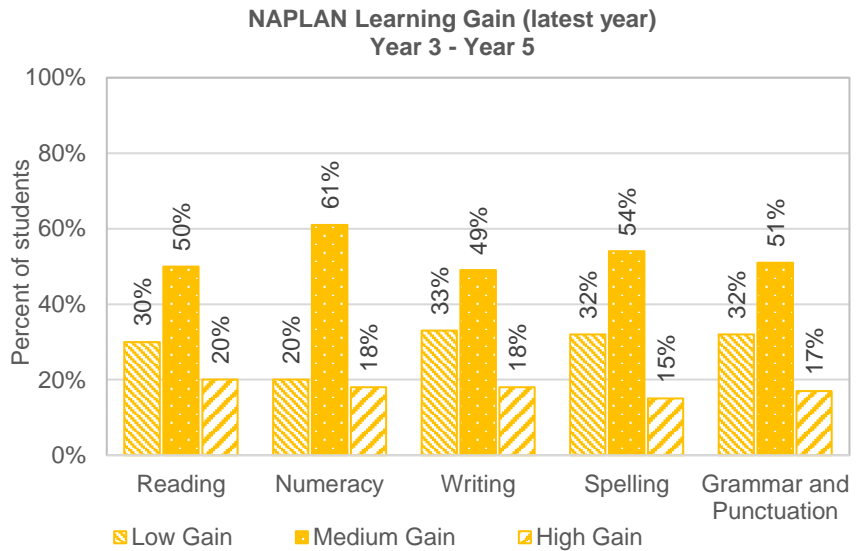
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	50%	20%	18%
Numeracy:	20%	61%	18%	17%
Writing:	33%	49%	18%	17%
Spelling:	32%	54%	15%	17%
Grammar and Punctuation:	32%	51%	17%	19%



ENGAGEMENT

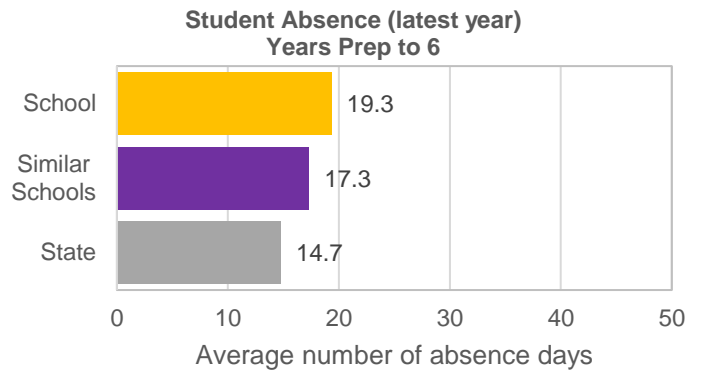
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.3	18.7
Similar Schools average:	17.3	16.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	92%	90%	91%	88%	90%	87%

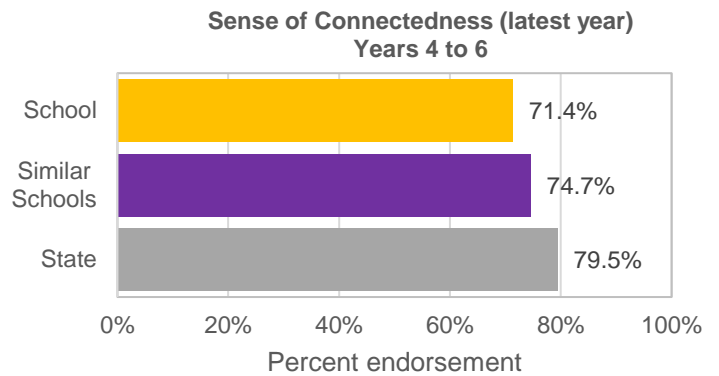
WELLBEING

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 (2021)	4-year average
School percent endorsement:	71.4%	78.6%
Similar Schools average:	74.7%	77.0%
State average:	79.5%	80.4%

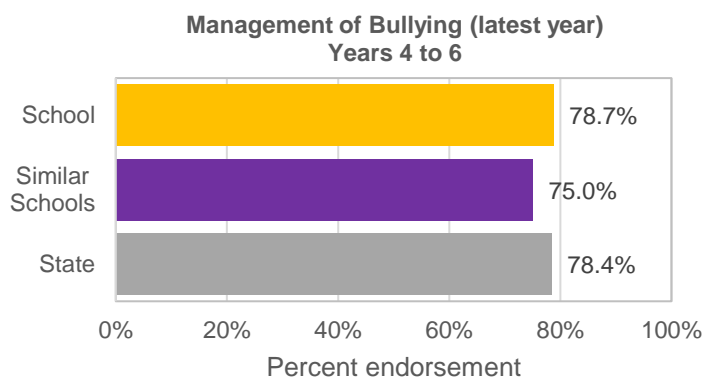


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.7%	82.3%
Similar Schools average:	75.0%	77.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,305,825
Government Provided DET Grants	\$591,376
Government Grants Commonwealth	\$17,780
Government Grants State	\$0
Revenue Other	\$8,621
Locally Raised Funds	\$63,433
Capital Grants	\$0
Total Operating Revenue	\$3,987,035

Equity ¹	Actual
Equity (Social Disadvantage)	\$251,540
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$251,540

Expenditure	Actual
Student Resource Package ²	\$3,241,427
Adjustments	\$0
Books & Publications	\$4,821
Camps/Excursions/Activities	\$29,129
Communication Costs	\$7,411
Consumables	\$100,225
Miscellaneous Expense ³	\$10,906
Professional Development	\$16,144
Equipment/Maintenance/Hire	\$152,238
Property Services	\$23,622
Salaries & Allowances ⁴	\$110,157
Support Services	\$45,166
Trading & Fundraising	\$17,988
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,292
Total Operating Expenditure	\$3,789,525
Net Operating Surplus/-Deficit	\$197,509
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$488,278
Official Account	\$964
Other Accounts	\$0
Total Funds Available	\$489,241

Financial Commitments	Actual
Operating Reserve	\$89,196
Other Recurrent Expenditure	\$123
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$25,720
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$45,000
Total Financial Commitments	\$285,039

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.