

2020 Annual Report to The School Community



School Name: Loch Primary School (2912)



- 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 19 April 2021 at 04:55 PM by Liz Alderson (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.

Attested on 02 June 2021 at 09:18 PM by Wil Jelbart (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

Loch Primary School is a small rural school which aims to provide high quality learning programs and a wide variety of rich and engaging learning opportunities for its 134 students. Located 110 kilometres from Melbourne and set in the rolling hills of South Gippsland, Loch Primary School has beautiful grounds with modern facilities and a team of highly skilled and dedicated teachers and staff. The BER learning centre was built in 2011 and provides a modern setting for our Early Years classrooms which includes 3 teaching spaces. Our senior classes are located in new Mod 5 Portables with gorgeous views overlooking the countryside and neighbouring dairy farm and the middle school class in a separate portable building. Small group and learning support classes operate from a newly developed space in the original weatherboard school house along with Music and Performing Arts and Resource Centre. An Arts classroom for Visual arts is also available with a large oval and undercover shed and playgrounds with natural environments and a secret garden. These facilities provide our students with a rich learning environment.

Teachers provide explicit instruction in Literacy and Mathematics and follow an agreed instructional model. Early Intervention is provided for students who require support. An integrated curriculum is enhanced through the use of ICT, providing students with a breadth of skills and knowledge. In 2020, students participated in the following specialist classes: Digital Technologies, STEM, Literature studies, Physical Education, Visual Art and Performing Arts. Team teaching occurs at all levels and allows for flexible student groupings based on academic and social need and student interest.

Loch Primary School implements "Play is the Way", as its Behaviour Education program and continues to reap the benefits of students who take responsibility for their actions and show greater resilience and confidence. Students participate in weekly lessons and active games to develop their understandings and abilities in using the liferafts: Treat Others as You Would Like to be Treated, It Takes Great Strength to be Sensible, Be Brave Participate to Progress, Have Reasons for the Things You Say and Do, Pursue Your Personal Best No Matter Who You Work With, Be the Master Not the Victim of Your Feelings. In 2020, Loch Primary School continued as a partner school in the Rights Relationships and Respectful Relationships Initiative. Teachers participate in workshops and training and implemented curriculum as a component of their health lessons.

Our school has a tradition of successfully preparing students for secondary school and future endeavours. This includes comprehensive transition programs for Kindergarten to Prep and Year Six to Secondary School. These programs include many opportunities to visit and share information to ensure a smooth commencement at each level. We are proud of our record that demonstrates our students achieve high levels of success in their learning. This continues to secondary school where exit students impress with their confidence, leadership, work ethic, academic success and organisation.

Students have access to extra curricular activities with a successful Sporting Schools program, camping programs at all year levels, extensive sporting options and exceptional visual arts and music program. After school activities are also offered providing further opportunities in sports, arts and music.

In 2020, the school had equivalent full time teaching staff: 1 principal class, 1 learning specialist, 5.0 full time teachers, 3 part time teachers, 1 part time business manager and 1 part time administration officer and 5 part time education support staff. Our school is large enough to offer a range of opportunities whilst small enough to be highly personalised with strong relationships with students and families ensuring they feel connected and belong to our community.

Dream....Achieve ...Succeed
Every child known, safe, inspired, challenged and empowered.

Our vision is to develop young people with active and creative minds, a sense of understanding and compassion for others and the courage to act on their beliefs. We create a challenging learning environment which develops students

who are resilient, adaptable, equipped with skills, knowledge and dispositions to be life long learners who become personally fulfilled and socially responsible members of their communities. Our staff inspire, engage and nurture our students through a dynamic curriculum that supports the academic, social and emotional wellbeing of each child. Our parents are partners in creating a thriving learning community.

Our School Values are:

- Be Your Best
- Be Creative
- Be Curious
- Be Resilient
- Be Responsible
- Be Respectful

Framework for Improving Student Outcomes (FISO)

The impact of COVID 19 was significant in changing our learning priorities in 2020. With a move to remote learning, our focus was initially on wellbeing and building technical skills of both parents and staff. As remote learning lengthened, our program developed in its richness, breadth and inclusion of 'live' elements. A learning portal for online access to all areas of the curriculum was established and students uploaded all work to the Seesaw APP and Microsoft Teams.

Hard copies of work were provided for those families who requested this support. However during 2020, Loch Primary School focused on the following FISO improvement initiatives:

- 1) Building Practice Excellence
 - Implement a peer observation and coaching program
- 2) Building Practice Excellence -
 - Develop teacher capacity to analysis data at the individual and cohort level in order to differentiate teaching and plan intervention
- 3) Empowering Students and Building School Pride
 - Embed student led conference protocols and practices

Throughout remote learning and in Term 4, the majority of students remained connected to each other and the school. Over the course of remote learning we had a range of 10-30 students attending onsite learning. Our student leaders were able to keep developing their leadership skills by presenting information via video and running online assemblies.

Achievement

High expectations for all students and the unwavering belief that every child can progress, underpins all that we do at Loch Primary School. Through the provision of a quality differentiated curriculum, our teachers work strategically to support each student to take the next step in their learning. Our school has a strong commitment to staff working collaboratively to plan, teach, assess and reflect on the curriculum offered to our students. A strong emphasis is placed on consistency within teams and across the school. To support this, timetables and meeting schedules prioritise collaboration, data analysis and professional learning. Throughout 2020, teaching and learning often looked remarkably different with the introduction of Remote Learning due to COVID-19. Our aim, as we transitioned to remote and flexible learning, was to continue to provide a comprehensive, high quality teaching and learning program. Our primary focus was on facilitating essential learning in English and Mathematics, which went beyond DET minimum expectations. Our teachers were strategic and flexible in identifying learning outcomes that would be achievable during remote learning. All focus areas aligned strongly to the Victorian Curriculum. Learning Intentions and Success Criteria were also identified and communicated in all documentation to students and families. In addition to our strong focus on English and Mathematics, our students also engaged in daily activities in our Specialist Programs, Inquiry units and whole school activities that focused on the Personal and Social Capabilities. An unexpected highlight of remote learning included our increased capacity to use technology to support student learning and to engage with families. Our teaching and learning programs were presented on Microsoft Teams and Seesaw. Staff also engaged with their classes using the video conferencing platform 'Microsoft Teams'. As we have transitioned back to onsite teaching we

have reflected on the way we engage families to support and enhance student learning. These are designed to provide an insight into what has been a focus in the classroom and to provide a prompt for discussion at home. We have also moved towards a balanced approach to parent teacher conferences, facilitating an evidence based meeting between the teacher and families at the start of the year, and a 3-Way Conference later in the year with the student present, to celebrate progress.

During 2020, no NAPLAN assessments were completed across the state. However, our Teacher Judgement data across key areas indicates our school performed very well when compared with schools with a similar demographic. Our Teacher Judgements from Prep - 6 demonstrate high percentages of students working at or above the age expected curriculum standards in Literacy and Numeracy. The nature of Remote Learning in 2020, meant that despite everyone's best efforts, some students and families were able to engage more readily than others. Close analysis of our data has highlighted students who would benefit from targeted catch up support in key learning areas. At the beginning of 2021 rigorous processes around the Tutor Learning Initiative were established to identify short term, achievable goals for targeted students. A strong partnership between the tutors, classroom teachers and home will be a feature of our evidence based program. In 2020, we sought to embed our whole school instructional model in reading. Due to the impact of remote teaching and learning, this will need to continue to be a focus throughout 2021. Through ongoing collaboration, teachers will build their knowledge around best practice as it relates to teaching Reading and how to use purposeful data to inform their planning.

Engagement

Our students continue to be highly engaged, well behaved students and enjoy their positive learning environment which is due to our caring, dedicated team of staff and school leaders. In 2020, during Remote Learning, teachers continued to reinforce our 'Play is the Way' language, made possible through our Student of the Week awards. These awards were distributed through Microsoft Teams and Facebook Live each Friday. This kept the spirit of our Wellbeing Program PITW alive in all curriculum areas. Students were recognised for their ability to give their best effort, for persistence and for their overall resilience. Throughout Remote Learning the opportunity was seized to enhance and develop Student Voice through different avenues. All of our Year 6 Leaders were given the opportunity to participate in activities pertinent to their role. Our student leaders enjoyed the online platform where they had many opportunities to build their leadership skills, particularly in the area of public speaking.

Students continue to be active participants in their own learning through setting learning intentions and success criteria and our staff continue to offer a comprehensive and meaningful curriculum where students are encouraged to be competent learners, problem solvers and respectful global citizens. Our teachers continue to create a range of opportunities for their students to engage in classroom activities by catering for the diverse learning needs of students. Our students continue to be highly engaged, well behaved students who enjoy coming to school. A very positive learning environment exists across the school which is due to our caring and dedicated team. Tracking students throughout remote learning was especially important and several strategies were put in place to ensure we remained connected with students and their families. In relation to student absences during 2020 and when students were back at school, Loch Primary continued to be slightly above the state median. All rolls continue to be marked by 9.15am. Global messaging to parents occurs each day when a student is absent, which then prompts parents to log onto COMPASS to indicate the reason for the absence. Letters to families are distributed twice per term reminding them to log all absences. This continues to have a very positive impact on the number of unexplained absences. If there have been three days of consecutive, unexplained absences, the classroom teacher makes contact with the parents/carers. Where absences are of concern due to the nature or frequency, the Principal is advised and will then follow up families. Through a variety of platforms i.e. (School Newsletter, COMPASS) we communicate with parents the importance of being at school and not arriving late, due to the impact it has on their child's learning. Unfortunately, a number of families continue to take holidays during non-holiday periods which impacts on the overall data.

Wellbeing

The wellbeing of all of our students continues to be of the highest priority in our school and we are proud of the way our staff and students embrace all opportunities provided to them, particularly through the challenges of 2020. The Principal has the role of Student Wellbeing to ensure a proactive approach is taken in regard to welfare and behaviour. During 2020, the school also employed a Chaplain three days per fortnight to support students and families in need. In relation to supporting student learning many students have individual education plans which ensure that they are both supported and extended in their academic/social and behavioural goals. A differentiated curriculum is provided for all of

our students, focusing on the relative growth in their learning. 2020 was a very different year and as with everything else, our focus continued to shift across the year depending on need. Our whole school program "Play is the Way" continues to be embedded throughout the school from Prep -6, ensuring a common approach and language is used in the development of social and emotional capabilities. All year levels successfully implement the "Start Right at Loch" program, which builds connections between students, teachers and the school, whilst setting the tone for a positive and collaborative start to the school year. Behavioural expectations are set and our school values of Be Your Best, Be Creative, Be Curious, Be Resilient, Be Responsible and Be Respectful are revisited as to what these traits would look like and sound like in our classroom and playground. Our Kinder to Prep transition program as well as Year 6 - Year 7 programs continue to be a priority for all students and families, however these were impacted by COVID restrictions. Unfortunately many of the planned programs such as Grade 5 Buddy program, Peer Mediation, Peer Support did not occur in 2020. Our Social and emotional wellbeing approach includes building positive mental health through our wellbeing programs, self-awareness, emotional intelligence, self-regulation, resilience, interpreting the world and our community positively as well as a focus on pro social behaviours. We work in partnership with our families to build strong, supportive relationships and this creates a sense of belonging and engagement. The provision of many interactive activities through Seesaw continued to amplify this connection. Our school's key areas of focus in 2020 involved supporting the transition to remote learning, keeping our strong sense of wellbeing at the forefront. A whole school register was prepared which enabled us to track all students each week. Families were phoned regularly and staff emails were provided to facilitate communication.

Wellbeing activities were also incorporated into the remote learning curriculum, which then shifted to a 'Wellbeing Wednesday' focus providing families the opportunity to work together on selected activities of their choice. This was well received by families, students and staff. Families were also provided with the opportunity of accessing laptops through the school if required. Many Families were provided with support through the State School Relief Fund and local providers offered non-perishable products to families in need. Our school's professional collaboration throughout remote learning continued to be a highlight as all teams met weekly online and continued with the detailed meeting pro forma with minutes available to all staff. The leadership team at Loch Primary School supported teachers throughout remote learning by making weekly contact and endeavouring to provide a culture of support.

Financial performance and position

Loch Primary continues to maintain a strong financial position. The cash budget has been carefully monitored and the Student Resource Package (SRP) continued to be in surplus at the end of 2020. With reduced spending in 2020 due to COVID our expected expenses were reduced. Our school also received Equity funding which was used to facilitate improved literacy student outcomes. Significant funds were again spent on improvements to our facilities included new furniture, air conditioners, painting and ongoing maintenance. Locally raised funds were very limited due to restrictions and remote learning. Our plans for the future require a sustainable budget which will allow for the continued provision of a safe and engaging learning environment, enabling all students the opportunity to achieve their personal best.

For more detailed information regarding our school please visit our website at

www.lochps.vic.edu.au

Performance Summary

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

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

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 134 students were enrolled at this school in 2020, 56 female and 78 male.

0 percent of students had English as an additional language and NDP 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.

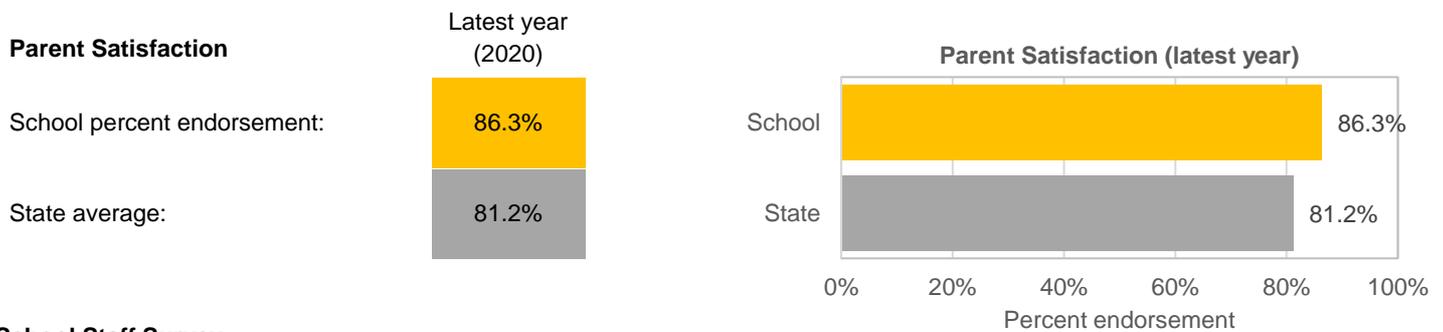
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

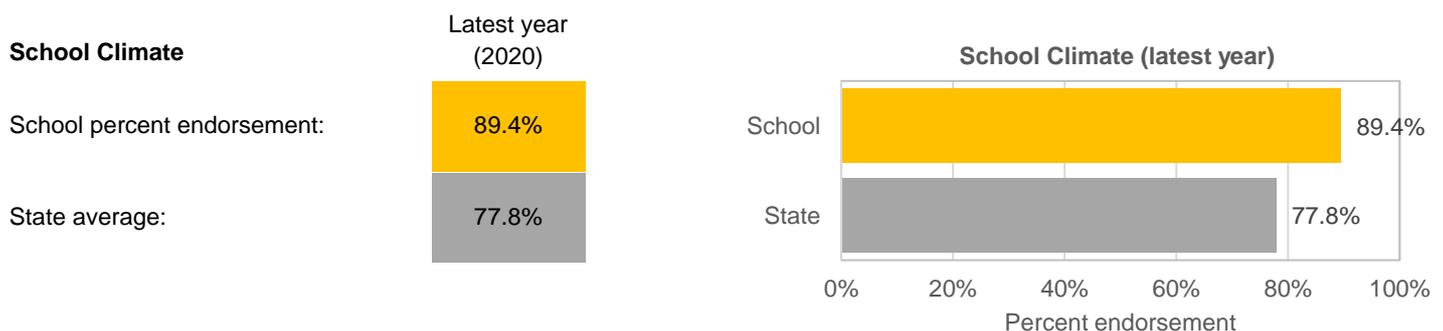


School Staff Survey

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:

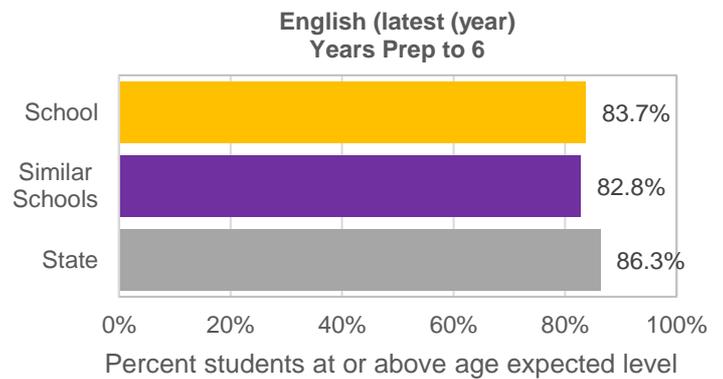
83.7%

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:

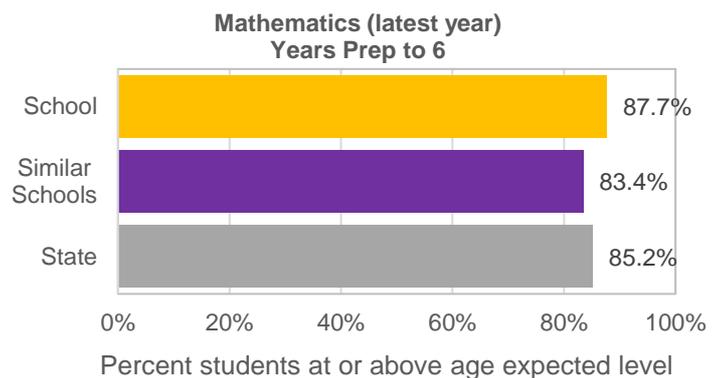
87.7%

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

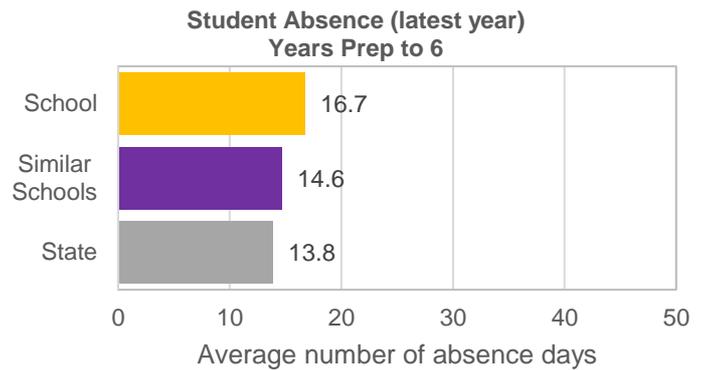
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.7	17.1
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):	92%	89%	89%	94%	91%	93%	92%

WELLBEING

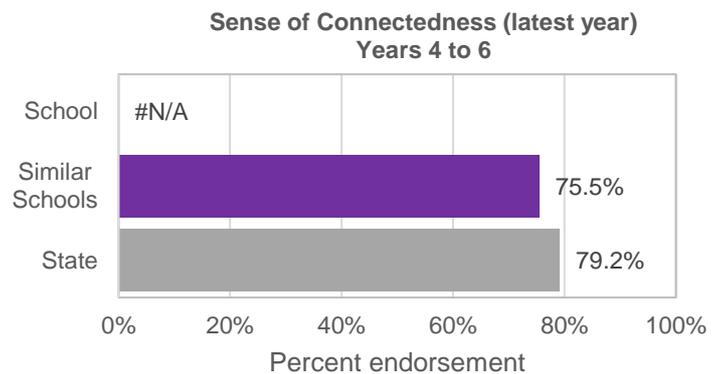
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	76.7%
Similar Schools average:	75.5%	79.5%
State average:	79.2%	81.0%



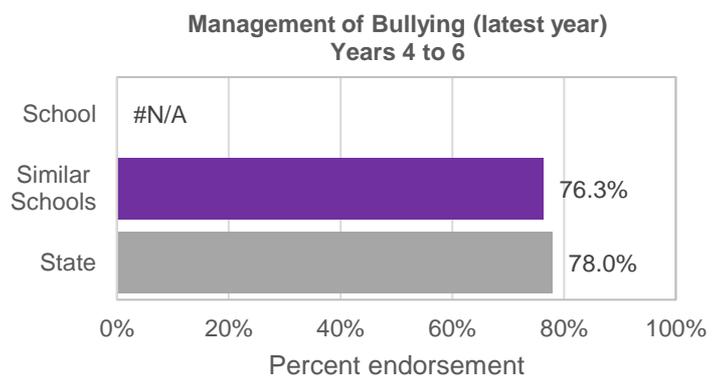
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	83.5%
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	\$1,316,260
Government Provided DET Grants	\$269,484
Government Grants Commonwealth	\$10,150
Government Grants State	NDA
Revenue Other	\$23,039
Locally Raised Funds	\$109,897
Capital Grants	NDA
Total Operating Revenue	\$1,728,830

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,931
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$33,931

Expenditure	Actual
Student Resource Package ²	\$1,308,861
Adjustments	NDA
Books & Publications	\$1,319
Camps/Excursions/Activities	\$26,951
Communication Costs	\$2,783
Consumables	\$39,532
Miscellaneous Expense ³	\$6,703
Professional Development	\$55,843
Equipment/Maintenance/Hire	\$62,780
Property Services	\$76,128
Salaries & Allowances ⁴	\$71,850
Support Services	\$325
Trading & Fundraising	\$8,027
Motor Vehicle Expenses	\$67
Travel & Subsistence	NDA
Utilities	\$11,145
Total Operating Expenditure	\$1,672,314
Net Operating Surplus/-Deficit	\$56,516
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 01 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	\$62,675
Official Account	\$55,201
Other Accounts	NDA
Total Funds Available	\$117,876

Financial Commitments	Actual
Operating Reserve	\$52,429
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$7,000
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	\$36,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$95,429

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.