2020 Annual Report to The School Community

School Name: Alphington Primary School (3599)

- 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 12 March 2021 at 09:32 AM by Melissa Mackenzie (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 26 March 2021 at 08:23 PM by Anneke Praagman (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

Alphington Primary School is a vibrant primary school situated on the city fringe, in an area bounded by Heidelberg Road and the Yarra River. It is set amidst residential streets, close to parklands, a sporting oval and public transport, and is a focal point for the community it serves. The school is recognised for its strong academic achievement, focus on high quality teaching and strong sense of community. The school culture is founded on two school rights:
•   We all have the right to feel safe
•   We all have the right to learn as much as possible
Alongside the two rights Alphington Primary School has embedded a set of values to guide the conduct and practices of persons who represent the school and which the school fosters in its relationships. These are:
•   Kindness: Demonstrating empathy and being inclusive; displaying gratitude.
•   Respect: Consideration for self, others and the world around us; being polite and courteous.
•   Resilience: Being flexible and able to bounce back; being optimistic.
•   Curiosity: Showing interest and wonder; making choices; a love of learning.
•   Integrity: Being honest and fair; having a sense of what's right and living it.
These rights and values underpin the school's commitment to nurture students to become confident and contributing citizens. High attendance data reflects the school's emphasis on a positive attendance program and engagement of every student through the many and varied opportunities the school provides.

The staffing profile of the school reflects the strong commitment APS has to developing the capacity of our teachers. The school has 23.4 FTE teachers: 2 Principal Class and 3.6 FTE Education Support Staff. The school's physical environment is aesthetically inviting with well maintained buildings, classroom and playground areas giving the school flexible learning spaces and child friendly play areas that provide a safe and secure school environment. The school includes flexible learning spaces, two library/resource centres and an inviting arts space. Classrooms are technology rich with interactive whiteboards/TV's or screens, 1:1 individual net books or i-Pads. The playground includes both active and passive spaces with artificial turf-playing areas and a flexible ball-sport court. Late in 2020 the school began a 14.1 million dollar upgrade which is due to be ready for the 2022 school year. The upgrade will see the school transform to have a three level learning building, a competition grade gymnasium and the original school building being retained and renovated. An upgrade to the outside play spaces is also planned.
Specialist programs comprise Physical Education and Sport, Visual Arts, Performing Arts and LOTE (Italian and Mandarin programs offered). A positive approach to wellbeing, based on rights and responsibilities for all is promoted. The school aims to develop students' knowledge, skills and understandings in literacy and numeracy as well as of 21st Century competencies. Teachers use the Victorian Curriculum Framework for planning and also utilise other frameworks such as Australian Curriculum and Department initiatives- FISO, HITS and the Practice Principles. Teaching and Learning programs enable students to transfer and apply their learning to new and different situations in preparation for lifelong success within and beyond their community. APS students are provided with many opportunities to develop their skills in many varied ways. Student wellbeing is prominent in our programs and is incorporated in the curriculum as well as the implementation of DET's Respectful Relationships program.

There is an accepted expectation that all students, staff and parents work together to achieve the school goals for the benefit of all. This partnership is supported through the extensive use of individual learning plans, open and regular communication and opportunities to celebrate learning. The school's assessment and reporting procedures enable ongoing and comprehensive communication between teachers and parents to ensure student progress is closely monitored and needs are addressed. Information disseminates within the school through weekly newsletters, Compass, meetings, forums and information sessions. APS aims to broaden student understanding about the world and have highly regarded programs involving philanthropy and taking action in the community. A major element of this is the relationship we have with an indigenous school in Far North Queensland, the Hope Vale school welcomes our students and we host the Hope Vale students bi-annually. We have also developed a strong partnership with our sister school in China. Each year we take students to visit and in return we host a group from Huaibei No 3 school.

Our enrolment of 414 students have remained relatively stable. However, the school is in close proximity to the

Alphington Paper Mill (APM) development and is expecting to see a growth in enrolments. The upgrade will provide learning spaces for an additional 200 students making the total space available for 700 students.

The 2020 school year was extraordinary in so many ways. The anxiety created by the Covid 19 virus caused the school to focus efforts on student wellbeing in addition to academic learning. The rapid switch to remote teaching and learning using the Google classroom platform was an achievement as 400 students became proficient with the Google classroom. Lockdowns while also providing onsite supervision added another complexity to the constantly changing advice being disseminated. On reflection the school is very proud of the teaching and learning that was achieved with the support of teachers and parents who ensured our students were well supported to continue to learn whatever environment they were in. The staff garnered their expertise and developed a program that involved the students from their homes and the community to come together remotely. The "Flashmob Friday" dance and the staff and students fun run around Alphington were two such events that were well received by the students and community.

Framework for Improving Student Outcomes (FISO)

In the 2020 Annual Improvement Plan the first goal was to improve the achievement and learning growth of every student particularly in literacy and numeracy. The strategies employed to work towards achieving this goal were:
* Embedding whole school instructional models with consistency, incorporating high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy, to ensure high quality instruction for every student
* Building staff capacity in data literacy to inform the collaborative planning of teaching and learning practices that target the point of need and evaluate the impact of learning on individual students and cohorts
* Embedding a culture of continuous improvement by utilising PLCs that build collective efficacy for improved student outcomes

The second goal was to improve student engagement, voice and learner agency. The strategies employed to work towards achieving this goal were:
*Developing learner agency to empower students to take ownership of their learning to improve student engagement, health and wellbeing outcomes
*Building teacher capacity to engage students as strong agents in their learning
*Developing and implementing whole school processes and procedures that enhance opportunities for student voice and agency

The third goal was to empower students to enhance the school's positive climate for learning for the social and emotional wellbeing of every student. The strategies employed to work towards achieving this goal were:
*Continuing to develop a whole school approach to wellbeing, implemented consistently so that every student thrives
*Further developing learning partnerships with parents/carers and the broader community to enhance the positive climate for learning to improve outcomes for every student.

The staff at Alphington Primary School have worked conscientiously towards achieving these goals and are embedding high impact teaching strategies and the practice principles for achieving excellence in teaching and learning. There have been significant structural/process changes over the past few years and resources have been aligned to assist in our key focus areas of developing our pedagogical model, promoting best teaching practices across the school and achieving positive outcomes for all students. At Alphington Primary we have developed many opportunities for staff to share and develop pedagogical practices, a School Improvement Team, Professional Learning Community meetings and team meetings all focus on comprehensively analysing data and documenting a differentiated curriculum. We explicitly use evidence based school improvement strategies and teacher professional development activities to implement the planned strategies to achieve the goals. Our priorities altered in 2020 due to the proportion of the year allocated to remote learning. A greater emphasis was placed on promoting the technological knowledge of staff to deliver a differentiated and challenging curriculum program using a Google Classroom platform. The Meeting/Professional Learning Schedule was revamped to allow staff to prioritise curriculum planning and wellbeing connections with students.

Achievement

Teacher Judgements:

The school reported 96.1% students F – 6 at or above expected standards in English which was higher than the State average and similar to the schools with the same intake and characteristics (Similar) schools.

The school reported 94.6% students F-6 at or above the expected standards in Mathematics which was higher than the State average and slightly lower than Similar schools.

NAPLAN:

NAPLAN tests were not conducted in 2020.

Assessments that were conducted internally through 2020 indicate that our students continue to perform strongly. The focus on the growth of each student has meant the staff thoroughly analyse data and work in teams to develop and implement 'next steps' for each student's learning.

The school continued to focus on the consistent teaching of writing and the development of documentation for the teaching of writing, including the school's model and , lesson expectations, resources and assessments. There was also a focus on mathematics and the development of problem solving skills in students from Foundation through to year 6. This work will continue into 2021.

The remote learning program evolved throughout 2020. Staff professional learning (individuals, teams and whole staff) was delivered to upskill professional technological knowledge to deliver a quality remote learning program. A greater emphasis in the second remote learning program was placed on delivering a differentiated and challenging curriculum, with increased use of targeted teaching groups, class meetings and videoed/live sessions. The tutoring program initiative in 2021 will be a valuable resource to target students who did not make the expected growth in the 2020 school year.

Engagement

Alphington's high attendance rate is reflected in the 2020 absence data and is above Similar schools. The school's average attendance rate F-Year 6 ranges from 95- 98%. This high attendance reflects the school's emphasis on a positive attendance program through newsletter items and individual communications between teachers and parents when a student is absent. The majority of explained absences are due either to illness or extended family holiday. The transition initiatives in the K-Foundation Transition Program comprise more formal and informal communications between APS and neighbouring kindergartens including formal information sessions held at the kindergartens and reciprocal teacher visits to kindergarten/ childcare centres. These relationships complement the kindergarten transition reports and the APS Transition program.

The 2020 year saw a shift in focus and an emphasis on students feeling connected to school. Initiatives the school developed to engage students included: Start-Up Program – Implemented during the first three weeks of the school year. This successful program supports establishing relationships, class agreements, building teamwork and cooperation, establishing individual and class goals at the start of the year, and revisiting throughout.

• The 4Rs Program – Rights, Resilience and Respectful Relationships teaching and learning resources to support the personal and social capability curriculum.

• Circle Time – The opportunity to apply learning and respond to incidents and situations from our daily lives

• Leisure and Pleasure Time – This is a new initiative we are trialling which provides teachers space throughout the day to break up learning with activities that focus upon students connecting with each other and their own wellbeing.

• Days of significance – International Women's Day, Harmony Day, National Day of Action Against Bullying and Violence, First Nations Day

• Friday Themes – Building upon the success of these days during remote learning in 2020, developing ideas which provide opportunities for students to work alongside class cohorts, within their Houses and across the wider school community to build connections around concepts which are fun, engaging and focus on the diversity of what it means to look after our mental and emotional wellbeing.

• Student Voice and Agency - Provide opportunities for students to participate in Actions Teams, Philanthropy, Student Leaders, Buddy System, Alphington House System.

APS' strong focus on transition across the school continues to be successful with term 4 activities playing a key role in preparing students for the year ahead. The usual practice of mixing classes was not done in 2020. Parents were still able to make requests for class changes and staff considered these carefully before any changes were made in

recognition of the disrupted year.

The Year 6-7 transition program comprises an initial information session, a school visit and transition reports prepared and passed on to secondary schools. Northcote High School invite students to a public speaking event and in 2020 APS successfully participated and won this event.

Wellbeing

Parent Opinion data and Student Opinion data were not collected in 2020.

Following the first remote learning period the school conducted a student and parent survey to gather feedback on the program we developed.

- 114 parent/carer responses for the 2020 Learning form Home Parent Survey developed by ORICA
- 206 Student responses from students in Year 3-6 – school developed Google Form

Following the analysis of the data collected, the school developed an updated and modified learning program for the second round of remote learning. The success of this initiative demonstrated the power that could be gained from working through this forum as the feedback was highly supportive and our second remote learning was a positive experience for a significant majority of students and families.

In 2020 the school progressed the work being done around student health and wellbeing by reviewing the current whole school practices and drafting an Alphington Primary School Wellbeing Framework and developing and implementing an innovative and supportive remote learning program.

The wellbeing of students, staff and the wider community was a key focus both throughout the remote learning from home periods and also during the transitions back to onsite learning. A multitude of structures/processes were put in place to promote the health and wellbeing of the school community. Students were monitored closely and communication with families was paramount throughout the year. The school completed additional student surveys to gather more information with regards to school connectedness, safety and how they were feeling.

External agencies work with the school to assist with wellbeing; Vanessa Hamilton presented sessions to parents, staff and students on sexual education. The school continues to celebrate learning and offer the community many opportunities to come into the school and share in the love of learning privileged by APS.

Financial performance and position

Alphington Primary School finished 2020 in a strong financial position. Major improvements for the year included continued expansion of ICT infrastructure, technical support and replacement/repairs of screens. All students were given access to a device for remote learning which saw over 150 devices being loaned to families. Continued maintenance of plumbing and electrical services used significant funds. There were no fundraising events for the year which caused a loss in revenue and an expenditure due to deposits not being recovered. Camps and Excursions did not happen from term 2 onwards which also caused a loss to revenue and an expenditure due to the deposits being paid and some excursions that happened early in the year. School Council have approved the credit of the 2020 excursion/ incursion levy to families who paid to be credited to the 2021 excursion/ incursion levy.

The school has two projects planned for completion during the 2021 school year which involve the renovation of the Foundation play space the renovation of the Forest area of the school.

Given the school's financial position and consideration for the 2020 year, School Council decided to leave school charges unchanged for 2021.

**For more detailed information regarding our school please visit our website at
https://www.alphinps.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 414 students were enrolled at this school in 2020, 204 female and 210 male.

5 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

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)
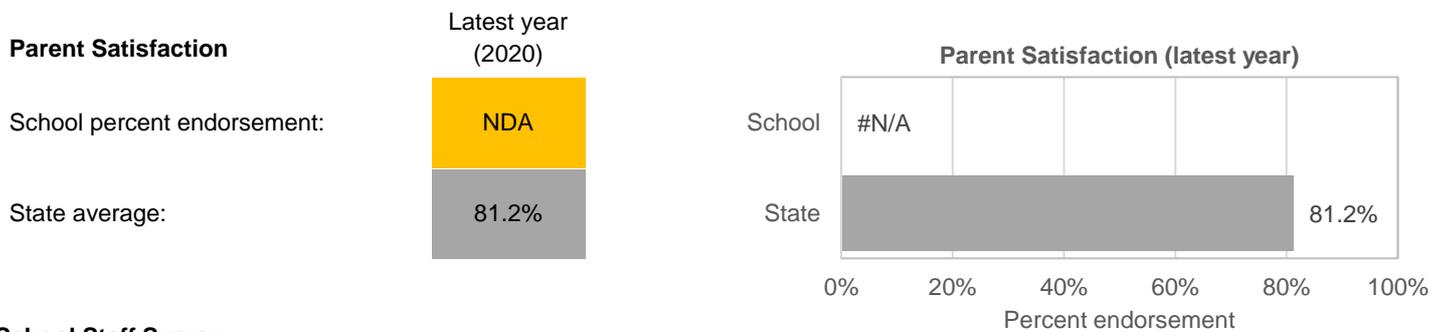
School: #N/A
State: 81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	85.9%
State average:	77.8%

School Climate (latest year)

School: 85.9%
State: 77.8%
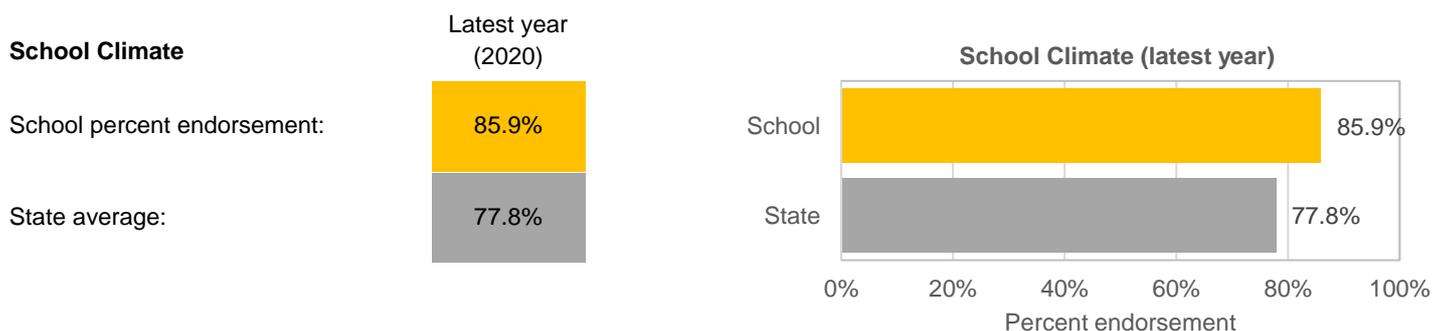
ACHIEVEMENT

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:	96.1%
Similar Schools average:	94.9%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	96.1%
Similar Schools	94.9%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
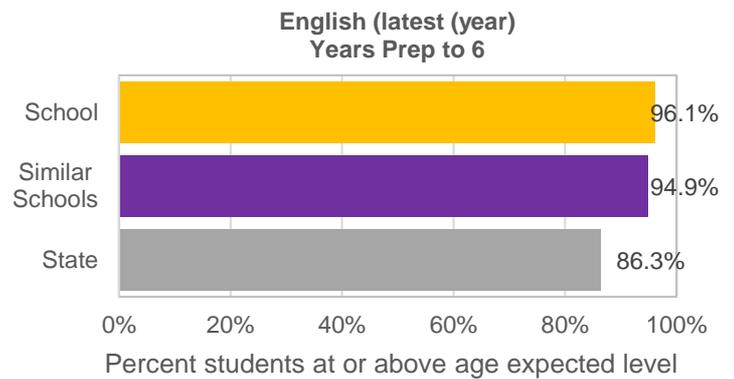
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	94.6%
Similar Schools average:	95.3%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	94.6%
Similar Schools	95.3%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
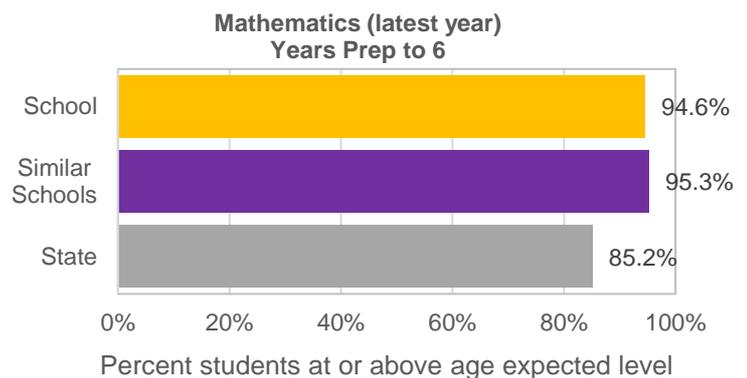
NAPLAN

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

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:	6.7	11.0
Similar Schools average:	8.6	12.5
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	6.7
Similar Schools	8.6
State	13.8
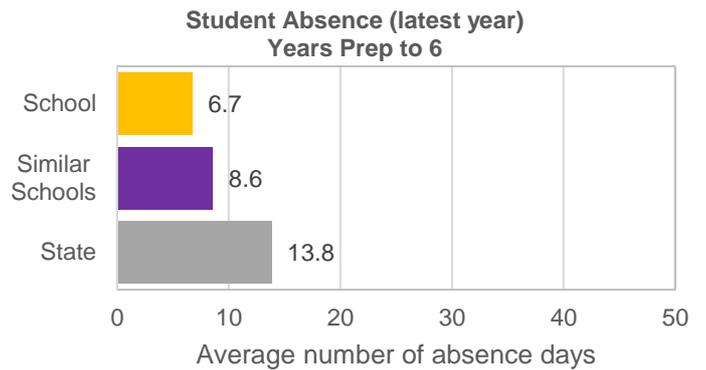
Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	98%	95%	97%	95%	97%	97%

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	75.0%
Similar Schools average:	78.2%	78.7%
State average:	79.2%	81.0%
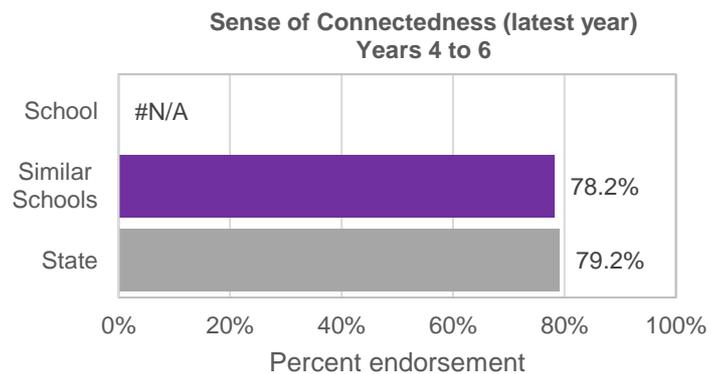
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	73.5%
Similar Schools average:	77.2%	78.5%
State average:	78.0%	80.4%
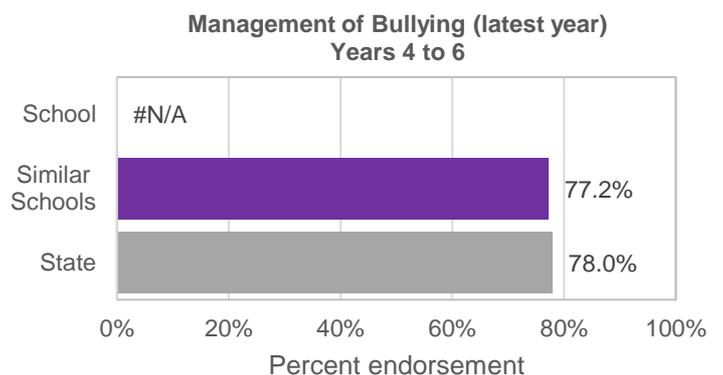
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

Revenue	Actual
Student Resource Package	$3,236,910
Government Provided DET Grants	$316,414
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	$10,584
Locally Raised Funds	$325,299
Capital Grants	NDA
Total Operating Revenue	**$3,889,206**

Equity [1]	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$5,000**

Expenditure	Actual
Student Resource Package [2]	$3,182,323
Adjustments	NDA
Books & Publications	$2,208
Camps/Excursions/Activities	$12,082
Communication Costs	$6,001
Consumables	$70,534
Miscellaneous Expense [3]	$15,047
Professional Development	$5,495
Equipment/Maintenance/Hire	$105,074
Property Services	$61,907
Salaries & Allowances [4]	$8,188
Support Services	$47,355
Trading & Fundraising	$26,109
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$33,722
Total Operating Expenditure	**$3,576,046**
Net Operating Surplus/-Deficit	**$313,160**
Asset Acquisitions	**$19,904**

(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	$463,377
Official Account	$45,386
Other Accounts	$151,873
Total Funds Available	**$660,636**

Financial Commitments	Actual
Operating Reserve	$58,835
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	$200,000
Maintenance - Buildings/Grounds > 12 months	$53,200
Total Financial Commitments	**$312,035**

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.