

2016 Annual Report to the School Community



School Name: River Gum Primary School

School Number: 5130



Name of School Principal:	Roma McKinnon
Name of School Council President:	Vicki Methven
Date of Endorsement:	Tuesday 28 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.







About Our School

School Context

In 2016 the schools enrolments increased from 473 in 2015 to 510 in 2016. Student enrolments are drawn from the local community and reflect the changing demographics of Hampton Park in terms of socio economic indicators and families from a non-English speaking background. Currently 73% of the enrolled students are from a non-English speaking background; this represents an increase of 24.0% over the past 4 years. 44 different languages are spoken in the homes of River Gum Primary School students; Dari, Hindi and Khmer being the languages students are predominantly immersed in. Of the non-English speaking background cohort, only 48% of students come from homes where English is spoken as the first language.

In 2016 our agreed curriculum approaches were embedded through a whole school instructional model. All teachers are required to follow: the beginning of the lesson, explicit teaching, followed by guided & independent Practice and then a review of the lesson. Agreed essential questions and student feedback were also detailed in the instructional model.

A whole school approach to the teaching of English through the Daily 5 and CAFE framework is used as part of everyday routines. The strategies fundamental to these programs have assisted the implementation of independent and personalised learning. Similarly, a whole school approach to Writing "Writers notebook" was introduced as our approach to writing in 2016. The Big Ideas in Number was adopted two years ago and it too has increased teachers' knowledge and skills so that this discipline is now personalised for students in all classes.

The development of a diverse suite of specialist classes designed to offer new and varied experiences is successfully engaging for many students. Music, Performing Arts and Kitchen Garden deliver diversity whilst focusing on developing Speaking and Listening and Writing competencies. Student Voice, by way of a student leadership group has had the desired effect of enhancing student centred learning. The Student Voice team have become a very active working party within the school. They have been active, confident participants in numerous events such as; the school review day, school community events, whole school assemblies, I Sea I Care, careers expo and fundraising events.

River Gum Primary School is in a stable period of strong, dedicated and professional leadership which has brought about significant change in school climate over recent years. There is an entrenched culture of distributive leadership with students at the centre of all conversations, decisions and allocation of resources. There is a commitment to building leadership capacity at all levels within the school and an emphasis on individual and collective accountability. In addition to the Principal, the school currently has one Assistant Principal and four Leading Teachers who work consultatively with teams, such as the School Improvement Team, to further the achievement, wellbeing and engagement of students and progress the school's strategic direction. There is a pervading commitment to professional growth and personal accountability with staff. Their agreed intention is encapsulated in their motto *"A culture of trust through collaboration and communication within a supportive and professional setting"*.

The school recognises the importance of research based frameworks for the design and delivery of all aspects of teaching and learning. The consistent and universal application of the curriculum is pivotal in preparing River Gum Primary School students for the 21st century. River Gum has an excellent foundation on which to build from as it faces the challenges of full engagement from its diverse community in the education partnership. A culture of consistency in practice and high expectations for all students creates the platform for transforming the learning culture and ethos at River Gum.

Staff Performance Plans are developed using the AITSL standards and supported by the Classroom Practice Continuum. Peer to Peer observations were developed in 2016 as a means of improving teacher capacity through feedback. The focus of the performance plans was directly related to the 2016 AIP goals. In 2016 River Gum Primary School introduced a Students With Additional Needs program (SWAN). This program was significantly resourced by both teachers and ES staff. Effect size data measured the high impact of this program on student learning outcomes.

Framework for Improving Student Outcomes (FISO)

Our School Improvement Priorities are

1. Excellence in teaching and learning
2. Positive Climate for Learning

We are addressing the Improvement Initiatives of "Building practice excellence" and Empowering students and building school pride.

1. In 2016 we built practice excellence by: Documentation of a yearly curriculum overview, classroom expected practices, whole school agreed curriculum approaches PLT meetings and through goal focused Professional learning.
2. In 2016 we empowered students and built school pride by: beginning student led learning and laying pre-condition for



introducing a whole school social and emotional learning framework.

The priorities of the Framework for Improving Student Outcomes (F.I.S.O.) and the Victorian Curriculum are being addressed through the Annual Implementation Plan. The headline data indicates that curriculum approaches and strategies are addressing the needs of our student cohort.

Research shows that the improvement model (F.I.S.O.) has the greatest impact on student outcomes.

The headline measures and standards below are all met and match the State.

Achievement: NAPLAN learning gain and AUS VELS academic performance.

Engagement: In participation and Environment

Wellbeing: Safety

Productivity: Viability and Workforce

Achievement

During the course of the 2016 academic year, River Gum Primary School continued its commitment to improving student learning outcomes across the areas of English and Mathematics. The initiatives and curriculum approaches at River Gum Primary School align with the DET school improvement model of the Framework for Improving Student Outcomes. From this framework, River Gum Primary School chose two priority areas which were Excellence in Teaching and Learning: Building Practice Excellence and Positive Climate for Learning: Empowering Students and Building School Pride.

The Equity Funding that River Gum Primary School received in 2016 was instrumental in providing the human resources necessary to effectively address the educational needs of all students. Decisions that were made by either staff or the Executive team aligned to current DET initiatives as well as the Strategic Plan and concurrent Annual Implementation Plans.

Throughout 2016, River Gum Primary School continued with the Daily 5 and CAFÉ model in Literacy. Individual goals were personalised at the point of cognitive challenge for students. Teachers continued professional learning in the Reading, Writing and Spelling approaches of Lisa Keskinen’s Writer’s and Reader’s Workshop. Classroom application of these approaches met the individual needs of students and promoted increased student engagement, writing independence and love of reading.

The Big Ideas in Number continued to be implemented by teachers across the school. Students and teachers maintained consistency in setting personalised and challenging learning goals through individual conferences and strategy groupings. Teachers used the AusVELS Continuum Tracker to identify what students were able to achieve and the next steps in their learning. In the second half of the year, Essential Assessment was purchased for teachers to assess student learning in all areas of Mathematics. Students were assessed through this program to determine their entry point in an area of Mathematics and identify students future learning needs. From there, personalised digital learning tasks were set for each student to work through. Targeted strategies were taught to students through the explicit teaching component of the Instructional Model and strategy groups through the Maths 5 approach.

Continuous reporting through Sentral provided our parent community with monitoring of student achievement and growth which was determined by informal and formal assessment pieces. To monitor and track the progress of PSD students, teachers continued to use ABLES reporting.

River Gum Primary School’s teacher judgements against AusVELS continues to be ‘similar’ in comparison to all Victorian schools in English and Mathematics. Year 3 NAPLAN results were ‘similar’ in Reading and ‘lower’ in Mathematics compared to the state median for the 2016 school year. Year 5 NAPLAN results were ‘similar’ in Reading and Mathematics in comparison to the 2016 state median.

The NAPLAN school performance summary acknowledges the learning gain made by River Gum Primary School students in Reading, Writing and Mathematics. During 2016, there was a significant shift in the percentage of students moving from the ‘Low’ band to the ‘Medium’ band and additionally moving from the ‘Middle’ band to the ‘High’ band. Agreed school wide assessment practices such as Essential Assessment, Effect Size (using research from Professor John Hattie), Big Ideas in Number and teacher moderation and triangulation of student data supported the growth and development of student learning outcomes for the 2016 academic year.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

In 2016 school Engagement focused on the areas of Student Led Learning, Student Voice, Parental/Community involvement and Attendance, each of these areas links to the FISO (Framework for Improving Student Outcomes). Engagement is focused on the priority initiative within FISO of 'Positive Climate for learning: empowering students and building school pride'.

In the area of student led learning, Student Voice leaders were involved in weekly workshops and student led meetings, with a range of students from year 3-6. Students worked in teams linked to the Annual Implementation Plan under Achievement, Engagement and Wellbeing. Each group developed goals and action plans, focused on achieving a particular outcome. In Term 2, these leaders worked with Hampton Park Secondary VCAL students on a joint project about an environmental issue that they presented at the end of the term to River Gum F-2 students. Student leaders were also invited to present at staff forums to share their ideas and knowledge.

River Gum has continued community partnerships in 2016 with Hampton Park Secondary College, Hampton Park Women's Friendship Café, Noble Park English Language School, Hampton Park Library, Smith Family and Chisholm institute. We were involved in a large amount of work with the Smith Family including Learning for Life, Let's Count and Toastmasters.

The Engagement School Improvement Team planned and supported community events in 2016 that aim to bring the wider community into our school such as: Reporting Afternoon, Mother's Day Afternoon Tea, Father's Day breakfast, Literacy & Numeracy Week. Our events are well supported by our parent community, with good attendance.

The school takes great pride in the large array of specialist programs offered to our students from Foundation to Year 6. In 2016 students participated in Sport, Music, Performing Arts, Science, Instrumental lessons, Stephanie Alexander Kitchen Garden, library and buddy classes. The diversity of programs offered is showcased at the River Gum Performing Arts Centre, our 500 seat theatre; at whole school assemblies held twice per term.

In 2016 we celebrated success in school attendance with an average of nearly 90% attendance at school across all year levels, bringing us in line with other like schools. An attendance protocol was developed in 2016, to deliver clarity and set clear guidelines and expectations around school attendance, and the development of plans for students with 5 or more unexplained absences at any time.

Wellbeing

In 2016 our partnership with Chisholm Institute continued, working together to implement the River Gum Playgroup. We have a large number of families that access and participate in our playgroup each week. Playgroup offers opportunities for social and emotional development and play experiences that promote curiosity and exploration. Our Playgroup has sustained its growth and provides valuable links that support the Hampton Park community.

Transition into our school is offered all year round through the STAR (School Transition At River Gum) program which promotes early connections and relationships between community and school. STAR provides experiences which prepare children for school. This is combined with formal transition sessions beginning in Term 3 organized in conjunction with our Foundation teachers.

River Gum has continued to have a consistent approach to behavior management and have continued to modify the record keeping through Sentral.

A major focus for the Wellbeing in 2016 was the exploration of a social and emotional learning program. After extensive research it was decided that the Resilience Project would cater well to our student demographic thus the first stage of the project was implemented through a Curriculum Day in October 2016 with staff.

Another key focus was the implementation of a Breakfast Club supported by Foodbank Victoria. This was delivered daily to students through their classroom teachers. Students accessing Breakfast Club were monitored to offer further assistance to families.

In 2016 River Gum Primary employed a 0.6 social worker to assist in identifying students at risk, academically, socially and emotionally. This led to a continuation of close links with Student Support Services to further enhance social and emotional wellbeing of our student population. A weekly wellbeing meeting was held to discuss students at risk with key personnel.

Our whole school Transition program in Term 4 allowed teachers to observe student groups, gather assessment data and information ready for the 2017 school year. This also allows teachers and students to begin building relationships with each other.

Ongoing liaison with the Noble Park English Language School Casey Campus supports our new arrival students. Students from the NPELS are invited to come for a transition day prior to starting each term. This has built relationships with teachers and peers.

For more detailed information regarding our school please visit our website at rivergumps@edumail.vic.gov.au



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 515 students were enrolled at this school in 2016, 262 female and 253 male. There were 62% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>49%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>53%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>47%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	52%	24%	Numeracy	27%	51%	22%	Writing	34%	49%	17%	Spelling	19%	53%	28%	Grammar and Punctuation	19%	47%	34%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24%	52%	24%																							
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Writing	34%	49%	17%																							
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Grammar and Punctuation	19%	47%	34%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	91 %	92 %	90 %	92 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	91 %	92 %	90 %	92 %	93 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

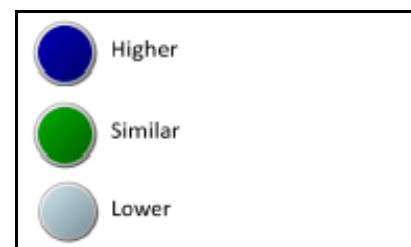
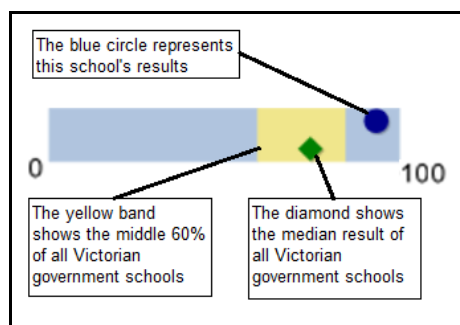
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

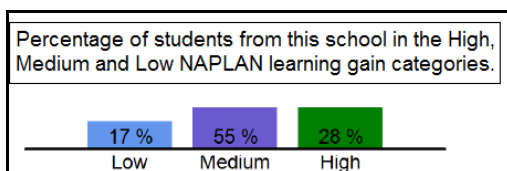
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

The financial position as at 31st December 2016, as indicated by all reconciled bank accounts for River Gum Primary School, was \$210,314. This includes revenue of \$922,191 and expenditure of \$767,560. The surplus of \$154,631 was due to the Department financial audit at the end of 2015.

Please see table below for extraordinary revenue and expenditure for 2016:

Revenue	Amount	Explanation
Sporting Schools Grants	\$10,300	Australian Federal Government Initiative
Pre-Service Teacher Practicum	\$27,285	Teaching Academy Initiative
Shade Sail Grant	\$20,500	State Government Grant that we applied for
Expenditure	Amount	Explanation
Security – card locking system	\$38,744	Long term financial viability of security maintenance
Playground	\$18,392	Rolling playground improvement cycle
Balance of Electronic Sign	\$18,745	Communication and information to community

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$4,880,406
Government Provided DET Grants	\$747,323
Government Grants Commonwealth	\$58,086
Revenue Other	\$11,800
Locally Raised Funds	\$104,982
Total Operating Revenue	\$5,802,597

Expenditure	Actual
Student Resource Package	\$4,833,732
Books & Publications	\$1,876
Communication Costs	\$8,484
Consumables	\$83,093
Miscellaneous Expense	\$137,520
Professional Development	\$25,698
Property and Equipment Services	\$383,979
Salaries & Allowances	\$59,336
Trading & Fundraising	\$20,700
Travel & Subsistence	\$60
Utilities	\$46,812
Adjustments	(\$24,446)

Total Operating Expenditure	\$5,576,846
Net Operating Surplus/-Deficit	\$225,751
Asset Acquisitions	\$75,751

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$190,120
Official Account	\$20,194
Total Funds Available	\$210,314
Financial Commitments	Actual
Operating Reserve	\$120,975
Capital - Buildings/Grounds incl SMS<12 months	\$10,050
Maintenance - Buildings/Grounds incl SMS<12 months	\$25,616
Revenue Received in Advance	\$23,161
School Based Programs	\$512
Provision Accounts	\$30,000
Total Financial Commitments	\$210,314



Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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