

2022 Annual Report to the School Community

School Name: Templestowe Heights Primary School (5004)



- 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 of the previous calendar year 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 02 May 2023 at 05:19 PM by Rhys Coulson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 09 May 2023 at 05:54 PM by Kai Robotham (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Templestowe Heights Primary School is situated in the eastern suburbs of Melbourne with a current enrolment of 445 students and 22 classes. The school has undergone a significant capital works project with the construction of a new STEAM and senior building; including refurbishment of indoor and outdoor spaces that was completed in December 2022.

Classrooms are designed as flexible learning spaces which open onto shared learning areas. The students are organised in straight grade classes. The playgrounds are extensive consisting of four playground equipment areas, an oval, STEM Centre, Art Room, Food Technology Room, synthetic turf courts, student kitchen and herb and community garden (including chickens). The school has a gymnasium which is a shared community use facility.

Templestowe Heights Primary School has as its motto, 'inspiring learners for life'. There is a focus on structured learning and building a strong foundation of skills for all children. The school's values are respect, responsibility, courage and persistence. All sections of the school community – students, staff, parents, carers, friends – are expected to strive to be their best in reference to these values.

Templestowe Heights Primary School has a strong focus on literacy and numeracy. Our specialist areas are Literacy Intervention/EAL, Enrichment, Art, Physical Education, Performing Arts, STEM and Italian. Instrumental music classes, swimming programs, lunchtime clubs, camps and after school activities are offered. Whole school activities are significant in that we have triennial events including an Art Show, School Production and School Ball.

The school's positive education curriculum provides a whole school wellbeing approach by supporting students and adults to develop the tools and strategies to flourish. Student voice is also extremely important as our leadership program provides our students with an opportunity to represent their peers. Empowering children to be active in making decisions about their school provides ownerships that strengthens our school community spirit.

The use of Information Communication Skills across all aspects of learning is integral to our programs. Templestowe Heights Primary School has a combination of netbooks, desktop computers and iPads available for student use.

Parents and carers work closely with staff to support their children's learning at school and at home. A class representative scheme facilitates communication and involvement in the school which includes supporting class programs, excursions and camps, along with School Council and Parents & Friends Committee. Communication includes the school newsletter, website, an online management system, information sessions, assemblies, notices and parent teacher interviews.

Progress towards strategic goals, student outcomes and student engagement

Learning

When compared to similar and state school averages, Year 3 NAPLAN results identified students achieving significantly higher in the top 3 bands for reading and numeracy. By comparison, Year 5 results for reading and numeracy demonstrated significantly higher results when compared to state averages for top 3 bands, however student achievement was slightly below similar schools for 2022 and slightly above for the 4-year average.

Teacher Judgement of student achievement in English and Mathematics reflected similarly when compared with similar schools. Previously there was a conservative approach towards teacher judgements prior to 2022 when there was a lack of face to face teaching time during remote learning. Combined with new assessment tools the school introduced in 2022, it is anticipated in 2023 that teacher judgements will reflect more accurately.

At a school level, comparative phonics screening results from 2021-2022 identified a significant increase in levels of students in year 1 that are fluent decoders. Grammar & Punctuation, Writing and Spelling 5-year trend NAPLAN results have demonstrated a steady increase over time with a slight and expected implementation dip for 2022. The school also introduced at a whole school level an innovative approach to assessing student writing. The new approach now enables quick, reliable and standardised measures of student skills that could be tracked over time.

Structured Literacy Approach

The school moved away from a balanced literacy approach, brought on by the evidence on phonological assessment data when our students returned after the first significant lockdown in 2020. At the commencement of 2022, the school began to implement the Science of Reading at a whole school level, specifically hiring new staff (in particular a Learning Specialist) with a background in this approach. All Foundation-year 2 teachers completed a course on the Science of Learning and Reading at La Trobe University to further develop their capacity. School visits, coaching and a professional learning model to upskill staff were also implemented. The school also developed a core knowledge curriculum that provided rich content for students, while the English curriculum map was established to enable the components of language (phonics, phonology, syntax, morphology, semantics and pragmatics) to be planned for and taught explicitly.

Frameworks that Promote Effective Learning

Gaining an understanding through cognitive science about how we learn effectively, the school introduced the use of slides to sequence lessons for its teaching & learning model. The purpose was to create consistency, further reducing the variability between classes and to introduce key principles that will continue to improve the quality of teaching and learning throughout our classrooms. By having lessons already planned for and created on the slides, meant that the teacher no longer was required to have their back to the class, ensuring greater teacher:student engagement throughout lessons as well as a teaching process through routines and practice that:

- Minimised the distractions that students may experience from other students by having students seated in rows.
- Breaking everything into digestible steps so students are not visually and cognitively overloaded.
- Provided opportunities for students to engage in what is important and valuable to know from history, geography and global ideas.

Tutor Learning Initiative

The Tutor Learning Initiative (TLI) allowed us to provide support to students identified as having gaps in their learning that could be supported by small group targeted teaching. These tutoring sessions included small group and 1:1 support in targeted literacy and numeracy topics for 64 students across the school. The tutor provided important information and data to year level teams about gaps in learning and allowed teachers to target planning and instruction and ensure they are addressing essential skills.

Inclusion

The school's Program for Students with a Disability (PSD) continued to be successful by establishing targeted individual education plans, providing 1 on 1 support and modifying learning tasks. Education Support Staff (ESS) regularly celebrated success with our PSD students and established strong working relations with families. Education support plans were also developed for other students to support their development of important social, emotional or academic skills. The education support plans were regularly monitored by teachers and ESS to evaluate progress and to set new targets. Students working significantly above expected levels in mathematics were also supported in year 3-6 by our dedicated enrichment/extension teacher, while students requiring additional support in literacy participated in intervention sessions with our literacy intervention teacher.

Wellbeing

Due to high student/staff absenteeism, the student survey was not scheduled due to a priority on learning catch up. Results were higher when comparing students in year 4-6 Sense of Connectedness over a 4-year average with similar schools and state average.

A focus in 2022 was the implementation of the mandated Rights, Resilience and Respectful Relations (RRRR) curriculum. The wellbeing team amalgamated the school's existing positive education framework with the content of the RRRR lessons to create the school's new wellbeing curriculum. All staff participated in professional learning workshops aimed at building their capability to understand the reasoning behind the curriculum and how best to implement the various key ideas. Regular newsletter pieces communicated the areas of focus from the RRRR that were being taught in classrooms as well as resources for parents and carers to access.

Students and parents/carers were able to participate in weekly running and walking clubs held before school and lunch times respectively by our PE teacher. It was an opportunity for children to get their steps up and promote a healthy, active lifestyle. Staff vs student as well as parents/carers vs student games took place throughout the school year, contributing to a strong sense of connectedness to school. Life Education and Cyber Safety sessions were delivered across the school by external providers to different year levels focusing on healthy lifestyles, safe behaviours and the implementation of our child safety policy.

Engagement

Student voice and agency continued to be a focus for 2022. Junior School Councillors, Environmental Leaders and Year 6 captains met regularly to organise assemblies as well as plan school events and activities to promote a sense of school pride. Student voice leaders met with the Department of Education Koorie Engagement Support Officers to help develop at THPS Acknowledgement to Country, which is now delivered before all staff meetings and assemblies. The parent/carer community continued to play a role in facilitating community events and bringing a voice to all school practices via our Community Engagement Committee and Parents & Friends Association. Parent/carer workshops were well attended and student support groups were successful in developing achievement goals for students to work towards.

The triannual School Ball, an event that has taken place at the school for almost 50 years, was a major school community event for our year 3-6 students and families. Held at the Ivanhoe Centre, students performed waltzes and traditional dances in a grand ball room in front of their families. Students in Foundation-year 2 participated in bush-dancing sessions and follow up celebration that invited families to attend and participate in the gym with the Bush Band. In term 4 the Parents & Friends organised and ran a successful whole school active Colour Run event where students raised money to walk/run laps around the oval whilst being bombed by cornstarch coloured powder.

The school's average number of absence days was higher when compared to similar schools, the main contributing absent types being medical/illness and parent choice (unauthorised). Anecdotally, incidents of inappropriate student behaviour in classrooms significantly declined due to the introduction of a structured and explicit teaching model.

Other highlights from the school year

A significant \$13.1 million stimulus grant capital project commenced in 2020 with the planning phase. Throughout 2022 the construction, renovation and modifications of the final plan took place, transforming the school into a state of the art, modern facility that we are grateful for, and proud of what Templestowe Heights can offer for our students. The building works completed in February 2023:

- New staffroom and library
- New roof, guttering, ceilings, lighting and sunroofs throughout our two existing buildings
- New structural shelter canopy (as well as shade sails) between and joining our two existing buildings
- Landscaped middle yard with synthetic grass throughout with asphalt pathing and ramp access
- New toilet block, with full accessibility from internal and external entrances (including stairwell out onto school oval)
- New multi-age playground with sensory play equipment
- New state of the art, two-storey (more than 1200m² of floor space) STEAM Centre and classroom building complete with our new art room, lift access, STEM learning space, 5 classrooms, auditorium, meeting rooms and resource centre.

The introduction of the new STEM centre has allowed for the introduction of a new specialist subject (STEM), with an emerging curriculum in production. The gradual increase of higher student population numbers and the Census prediction of further growth in the coming years, the decision was made to introduce straight grades for 2023. Curriculum development has now been the major focus as we move away from 2-year planning cycles.

Financial performance

The Finance Committee met monthly to regularly review and monitor of expenditure/revenue, safeguarding well-informed decisions for the viability of the financial position of the school. Due to this strong financial leadership, the school continues to manage a favourable budget. The school registered a surplus in 2022 due in part to limiting spending on non-essential items and conservative budgeting. There were limited funds spent on buildings & grounds maintenance (due to capital works project) and staff professional development (learning specialists facilitated majority internally). The school's major fundraising event for the year, the Colour Run

Templestowe Heights Primary School

raised \$18,000. The school's major expenditure was on casual replacement staff (\$219,000) with an overbudget spend of 44% for teacher and 85% for Education Support Staff replacements due to the high number of staff absences.

Additional major spends included the installation of artificial grass in the middle yard (\$24,000), decodable and non-fiction books for classrooms and library (\$16,000), relocation of the library (\$8,000) and the installation of LED lighting along both corridors (\$13,000). The changes to the Parent Payment Policy contributed to a lower than anticipated number (83.8%) of families that paid part or all of 2022 curriculum contributions (down from 92% in 2021). Future budget planning may require conservative spending due to the lower than expected financial contributions from families.

Throughout 2022, the financial management of the school's \$13.1 million capital works project was coordinated with the Victorian Schools Building Authority and the Department of Education. Funds were provided to equip the new building which comprised of a complete with a STEM centre, Art room, IT server room, auditorium, 5 classrooms, toilets, kitchenette, food technology room, meeting rooms and withdrawal spaces with adequate furnishing and state of the art modern conveniences.

For more detailed information regarding our school please visit our website at
<https://templestowehts.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 2.0 (FISO 2.0).

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 443 students were enrolled at this school in 2022, 222 female and 221 male.

22 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).

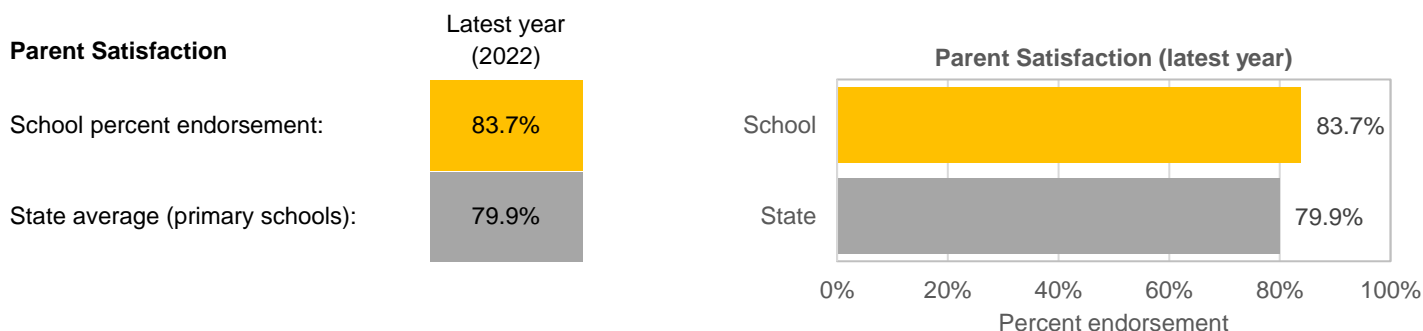
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

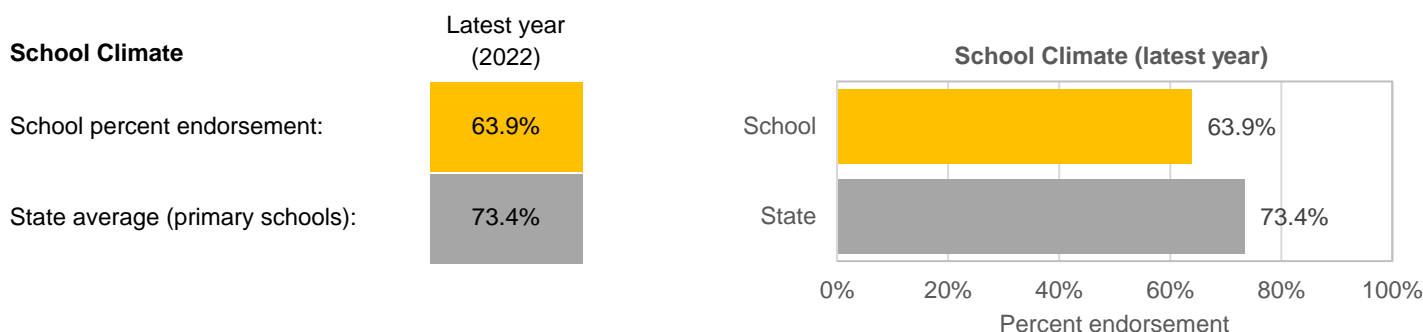


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

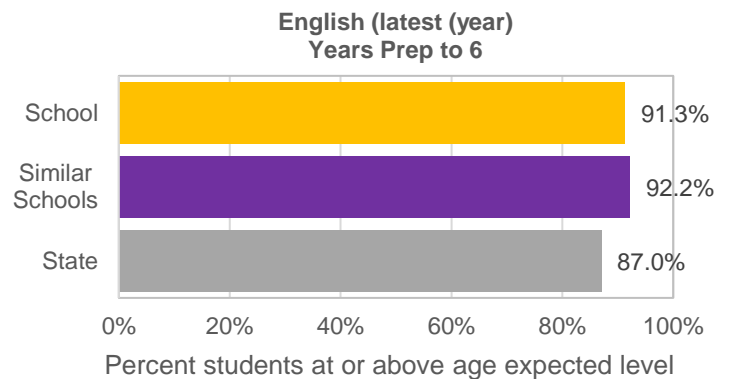
91.3%

Similar Schools average:

92.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

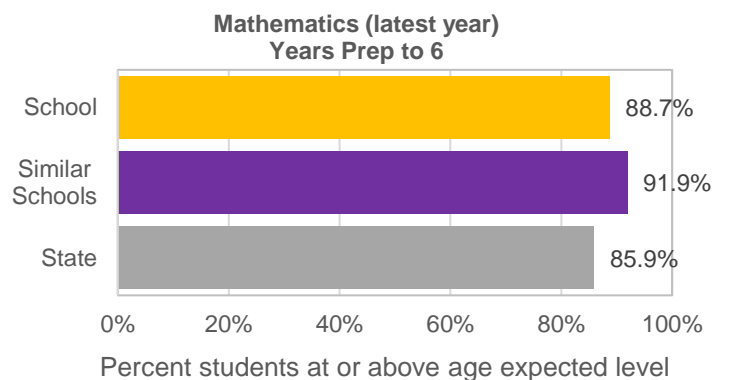
88.7%

Similar Schools average:

91.9%

State average:

85.9%



LEARNING (continued)

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

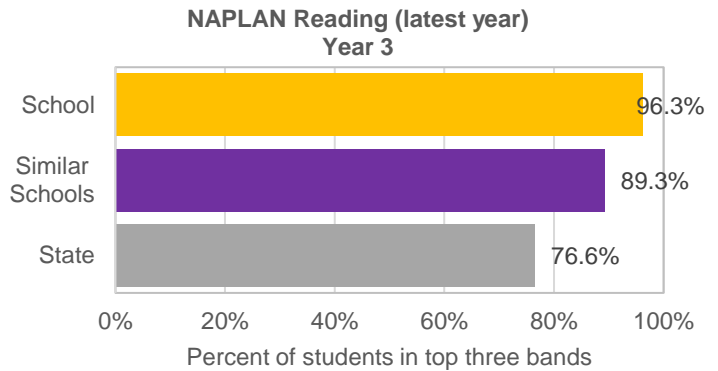
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

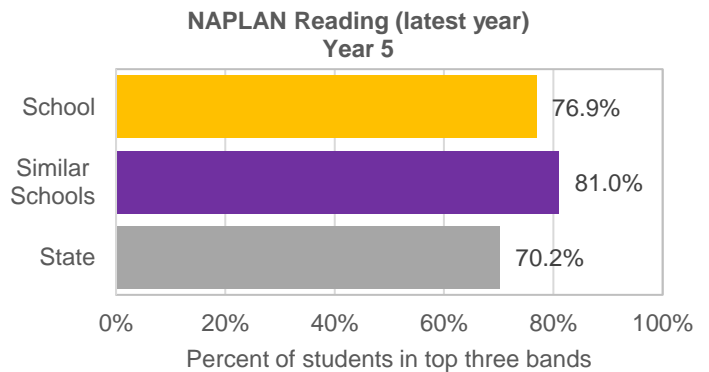
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 96.3% | 95.5% |
| Similar Schools average: | 89.3% | 87.7% |
| State average: | 76.6% | 76.6% |



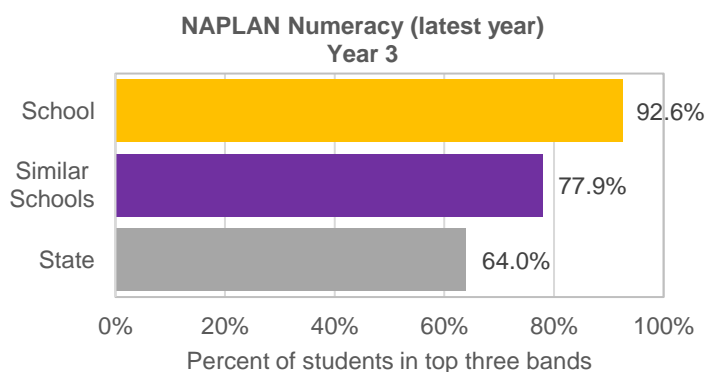
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 76.9% | 82.2% |
| Similar Schools average: | 81.0% | 81.0% |
| State average: | 70.2% | 69.5% |



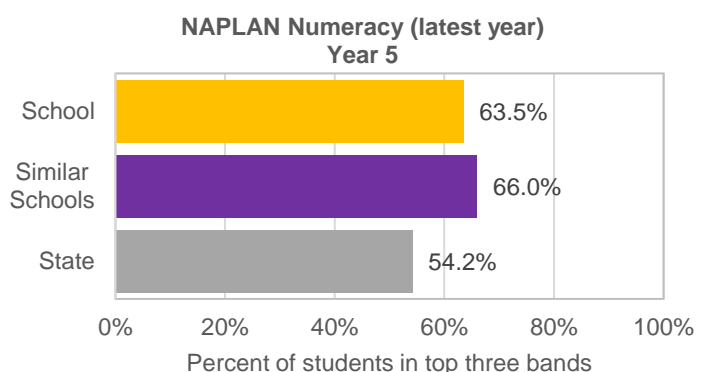
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 92.6% | 91.0% |
| Similar Schools average: | 77.9% | 79.0% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 63.5% | 72.7% |
| Similar Schools average: | 66.0% | 71.3% |
| State average: | 54.2% | 58.8% |



WELLBEING

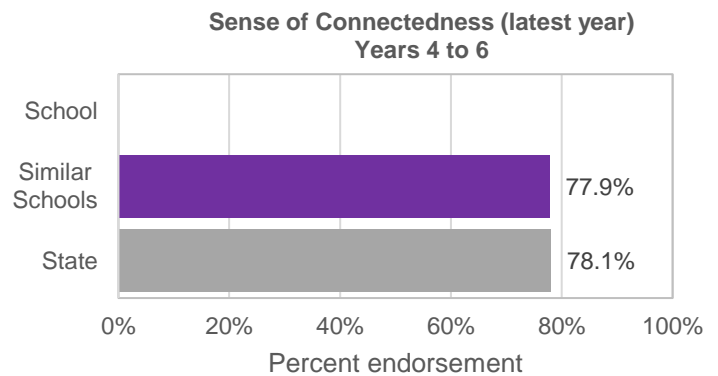
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | NDA | 82.6% |
| Similar Schools average: | 77.9% | 79.1% |
| State average: | 78.1% | 79.5% |

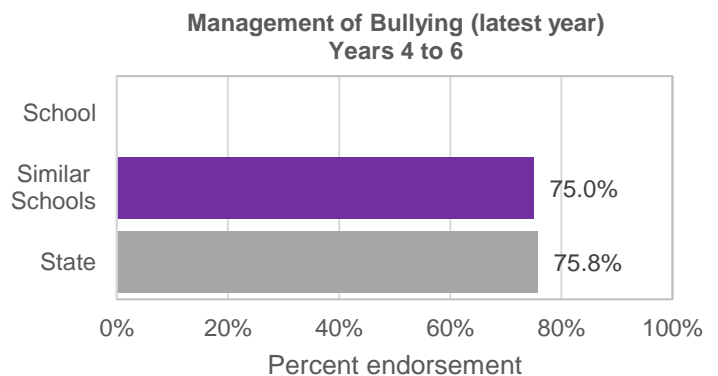


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | NDA | 79.6% |
| Similar Schools average: | 75.0% | 77.5% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

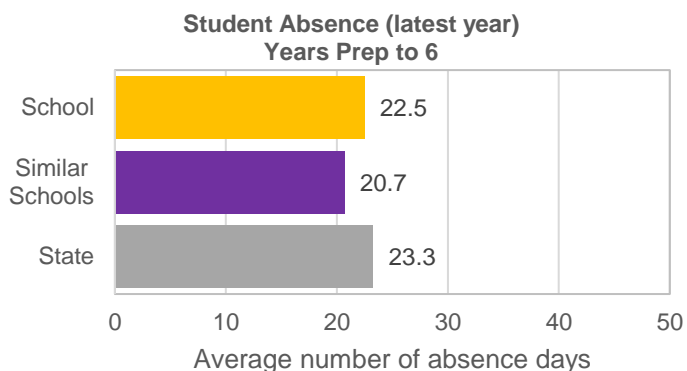
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School average number of absence days: | 22.5 | 17.8 |
| Similar Schools average: | 20.7 | 14.5 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 89% | 91% | 86% | 90% | 87% | 89% | 88% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,132,438 |
| Government Provided DET Grants | \$383,462 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$33,564 |
| Locally Raised Funds | \$343,027 |
| Capital Grants | \$89,774 |
| Total Operating Revenue | \$4,982,264 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$25,436 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$25,436 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,705,440 |
| Adjustments | \$0 |
| Books & Publications | \$16,285 |
| Camps/Excursions/Activities | \$123,692 |
| Communication Costs | \$4,282 |
| Consumables | \$38,669 |
| Miscellaneous Expense ³ | \$34,469 |
| Professional Development | \$15,379 |
| Equipment/Maintenance/Hire | \$119,068 |
| Property Services | \$45,087 |
| Salaries & Allowances ⁴ | \$227,292 |
| Support Services | \$102,734 |
| Trading & Fundraising | \$13,544 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$41,330 |
| Total Operating Expenditure | \$4,487,271 |
| Net Operating Surplus/-Deficit | \$405,219 |
| Asset Acquisitions | \$55,255 |

- (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 25 Feb 2023 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 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$758,387 |
| Official Account | \$38,930 |
| Other Accounts | \$39,717 |
| Total Funds Available | \$837,035 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$124,716 |
| Other Recurrent Expenditure | \$10,144 |
| Provision Accounts | \$1,304 |
| Funds Received in Advance | \$37,567 |
| School Based Programs | \$36,815 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$89,515 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$62,242 |
| Capital - Buildings/Grounds < 12 months | \$274,585 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$16,920 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$653,809 |

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.