

2023 Annual Report to the School Community

School Name: Roberts McCubbin Primary School (5419)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2024 at 02:12 PM by Peter Watson (Principal)

- This 2023 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 25 March 2024 at 09:22 PM by Marisa Simanjuntak (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Roberts McCubbin Primary School is located on the lands of the Wurundjeri People of the Kulin Nation, nestled in the quiet streets of Box Hill South. Prior to 1994, the site was home to Box Hill South Primary School which was opened in the late 1920s. The school commenced in our current form as Roberts McCubbin Primary School in 1994 after the amalgamation of Box Hill South and Bennettswood Primary School. The new school name pays tribute to renowned artists Tom Roberts and Frederick McCubbin of the Heidelberg School, who used to camp and paint nearby at Gardiner's Creek.

Our 2023 enrolment was 334 students, with 3 International Student enrolments. Our percentage of families who speak a language other than English at home has grown in recent years, to just over 26% and 1 percent were Aboriginal or Torres Strait Islander. Leadership consisted of a Principal and Assistant Principal, supported by a Literacy Learning Specialist and a School Improvement Team featuring representatives from across the school and priority areas. The school has adopted strong Professional Learning Community practices, formed around year level teams. Teams plan collaboratively and undertake data-driven inquiries to enhance teaching and learning.

The school has a proud history of supporting and enhancing the wellbeing of students, with both student and parent surveys reflecting a cohort of students who are feeling happy, safe and stimulated to learn. We are a lead school in the Rights, Resilience and Respectful Relationships Program. In 2023, we engaged in a program of Professional Learning in the Berry Street Education Model of Trauma-Informed Practice.

Our 2023 specialist program included Physical Education, LOTE (Japanese), Visual Arts and Performing Arts. We have a well-resourced STEM program that students experienced on planning days, as well as through extension activities, particularly in years 3-6.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was the first year of the 2022-2026 Strategic Plan, focusing on implementation of the FISO 2.0 model. Both of the learning-based goals in the previous Strategic Plan were assessed as having been partially met. As reflected in the 2023 Performance Summary, our students at Year 3 achieved some encouraging results in both Reading and Numeracy, performing above the State in NAPLAN, although were below the average level of our similar school cohort in both measure. Our Year 5 students were clearly above the state averages in both Reading or Numeracy, encouragingly they were above the level of our 'similar' schools cohort in both measures. In Teacher Judgements, our staff have again assessed our students as being clearly above the state average in English and Mathematics, however similarly we are slightly below the average of our similar school group, consistent with NAPLAN results. The Year 3 Numeracy results were lower than previously reported, leading to Numeracy being a key aspect of both our 2022-2026 Strategic Plan and 2024 Annual Implementation Plan.

The Tutor Learning Initiative provided a strong opportunity to target the progress of students who had fallen behind the expected level of achievement in previous years. Our Learning Tutors used the MacLit and MiniLit programs to help these students catch up in their foundational reading skills, with mathematics similarly focusing on catching students up on the fundamental skills of mathematics. Students involved in both elements of the Tutor Learning Program achieved encouraging results in 2023.

After the School Review, 2023 saw the opportunity to re-form our staff literacy and numeracy committees, both working on combining research-based best practice with the data from student assessments to drive improvement in both key areas. Both literacy and numeracy committees looked at our Instructional Model and refined the elements of the model to better reflect teaching priorities.

A number of new literacy approaches were implemented in 2023 to support student learning in reading and writing. The Smart Spelling program was embedded with a view to providing a phonics-based approach to the teaching and learning of spelling which will extend into 2024. The Heggerty Phonological and Phonemic Awareness program was continued allowing for a comprehensive, evidenced based support to our reading approaches. There is a comprehensive focus on The Reading Rope, devised by Dr Hollis Scarborough (2001) of effective reading programs.

In maths, professional learning explored spaced and interleaved practice and, through the Riversdale School Network, we worked with consultants Peter Sullivan looking at an inquiry approach to teaching within mathematics, and Di Siemon who looked at the developmental approach of the Big Ideas. This was supported a focus on teaching concepts through interleaved practices to support retention of information. The teaching of mathematics will further strengthened through the use of the Concrete Pictorial Abstract model.

Wellbeing

The Roberts McCubbin Primary Student Improvement Team evaluated school progress against our goals and supported improvement in student wellbeing outcomes; ensuring there are clear and agreed links between the AIP goals and school wide improvement strategies. We have well established supports and resources in regard to the processes, products, services and partnerships that support student learning and wellbeing.

While our Student Attitudes to School Survey data remains very strong, our performance report reflects that while still ahead of state-wide marks, we have slipped behind our Similar Schools in the survey measure "Sense of Connectedness". We are working with student representative bodies and the student voice team to delve into possible reasons. The survey factor "Management of Bullying" remains very strong, with our positive endorsement figure sitting ahead of both similar schools and the state-wide average. Roberts McCubbin Primary School has strong Student Engagement and Behaviour Management policies that all members of the school community understand. We have begun the journey to the implementation of School-Wide Positive Behaviour Support (SWPBS) that will promote positive behaviour and a safe and consistent environment that is supported by strong relationships between students and teachers. Roberts McCubbin is an inclusive school, as evidenced through our cross level celebration days, athletics carnivals, peer support, buddy programs and our continued respect for individual differences. This allows positive impacts on the learning and wellbeing outcomes for students and ensures that our diverse range of families feel welcome as barriers are removed, goals modified and learning outcomes are strengthened.

Roberts McCubbin has high expectations pertaining to student learning and behaviour as evidenced and supported by the school values and school-based policies as well as student and parent friendly Safe and Happy books. The implementation of the Berry Street Education Model is underway, developing a whole school approach to Trauma Informed Practices to strategically target the improvement of Social and Emotional outcomes for our students. Staff have participated in three Berry Street workshops to help facilitate clear and consistent routines that will be a feature of each class. There has been an incremental introduction of Berry Street activities such as Ready to Learn plans, Welcome Circles and Brain Breaks. As the Berry Street Education Model is trauma informed, this supports our school to target the needs of our most vulnerable students by giving them skills to self-regulate, engage and articulate their emotions and wellbeing.

The diverse needs of our students are evaluated in a timely, strategic manner and in collaboration with their families/carers, ensuring the support provided responds directly to their specific learning and wellbeing needs. At Roberts McCubbin Primary School, our students present with various additional needs inclusive of academic, mental, psychological and health issues which are supported by Multi Tiered Systems of Support across the school.

Engagement

Student engagement for all students is a priority at Roberts McCubbin Primary School. Students display high levels of engagement on a daily basis in classrooms, during Specialists lessons and when participating in all activities and events. This engagement leads to improved learning outcomes as well as developing the social, emotional and physical attributes of every student. Activation of student voice and agency occurs in classrooms through the wide variety of leadership experiences that the students participate in. Attendance is strong across the school, with our Performance Report reflecting absence rates below Similar Schools and well below the rate state-wide in 2023.

The following practices have been identified as areas of both success and of continued focus, reflected in our 2024 Annual Implementation Plan:

- Student voice & agency opportunities, parent participation, student leadership opportunities through the Junior School Councillor role being broadened and greater leadership opportunities to strengthen engagement
- Extension and Enrichment Programs, Multicultural day, Respectful Relationship Day, Buddy Day and associated activities, Student Voice Team, Purple Peer Support student leaders, and Young Leaders Leadership day.
- We encourage and promote a safe, welcoming learning environment where students are encouraged to display individual differences, to not be afraid to take risks and express themselves, ensuring that diversity and inclusion are valued school at our school. We are continuing to develop culturally safe practices with a particular focus on improving our practices around indigenous safety through out Campfire conversation day.
- Evidence of Engagement throughout the school includes: Professional Development schedules, construction of an instructional teaching model, staff Performance Development documentation, school policies, unit and term planners and focused teacher work.
- We aim to strengthen participation and engagement in school through Whitehorse and Department funding to support Tier 2 academic and Social-Emotional Learning interventions including: PAWS, MAT and Social Stencil, Mini and MacLit and targeted numeracy intervention support.

Other highlights from the school year

The Marrung; Aboriginal Education Plan 2016–2026 has ensured that our Koorie families have the doors held wide open to all learning and development services. Our school hosted a 'Campfire Day' where students participated in mixed year level groups to explore our Indigenous culture and community. Koorie families in the community and our KESO were invited to come participate in storytelling and deep listening.

The School Fair and Art Show were held over a weekend in March and were both tremendous successes, from both community and financial perspectives. Attendance at both events was outstanding - a real highlight of the year and massive credit to a small army of volunteers, led by an extraordinary committee.

2023 also saw choir and robotics groups within the community, presenting and performing at local childcare, kindergarten and aged-care facilities throughout the year.

Financial performance

The school finished the calendar year with around \$30,000 more in our accounts than we began 2023 with. The 2023 Cash Budget was more or less expended as planned, with the major exception being around \$100,000 of locally raised funds that were intended for use on a new playground, which has been carried into the 2024 Cash Budget.

Some large expenditure items in 2024 included \$31,000 being spent on new network infrastructure and servers; a new drainage system was installed on the oval at a cost of just over \$22,000; \$12,000 was spent on new or previously leased iPads; just over \$6,000 was spent on refurbishing the floor of the gym.

2023 featured our School Fair as a major source of fundraising, finishing with a profit of more than \$30,000. This money was invested in a solar panel system at a cost of around \$34,000. The annual Art Show raised more than \$8,000 which was reinvested into our art programs and to fund our Artist-in-Residence program.

PFA and within-school fundraisers resulted in a further \$20,000. Around \$2000 of this was donated to charitable causes with the remainder going towards the playground project referenced above.

Although funding was allocated in 2022, 2023 also saw delivery of the replaced deck and revamped entrance between the Junior School Building and the Administration Building. This project was fully funded and delivered by the Victorian School Building Authority (VSBA).

Professional arborists were employed to audit and rectify issues with trees around the school, with the full \$30,000 cost reimbursed through the VSBA Safe Tree Program.

For more detailed information regarding our school please visit our website at
www.robmacps.vic.gov.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 334 students were enrolled at this school in 2023, 166 female and 168 male.

26 percent of students had English as an additional language and 1 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).

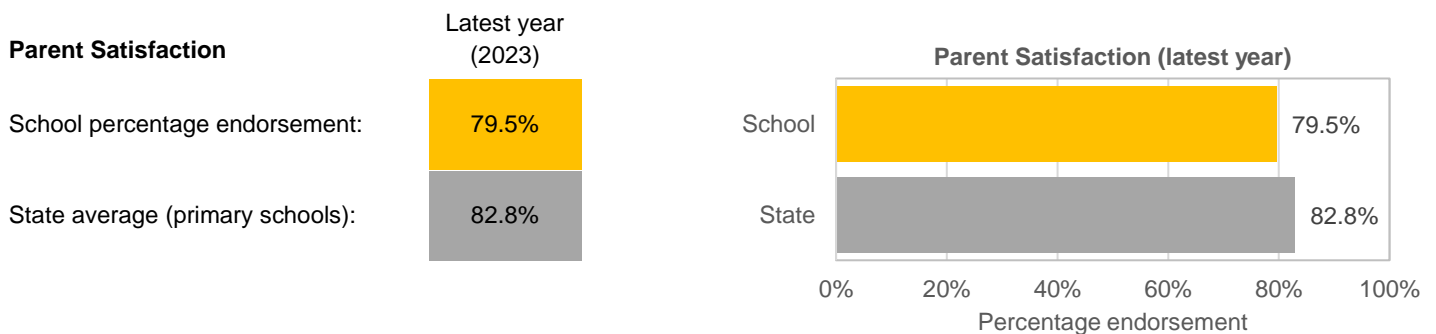
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

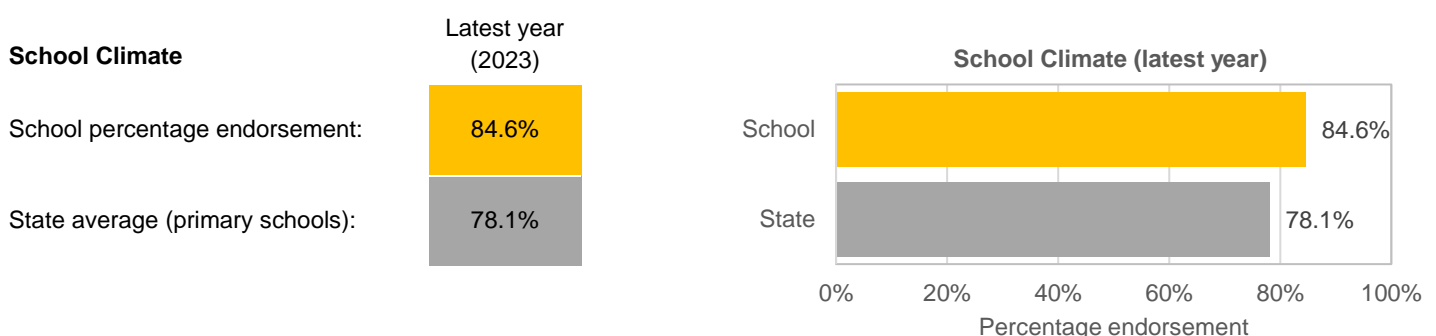


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

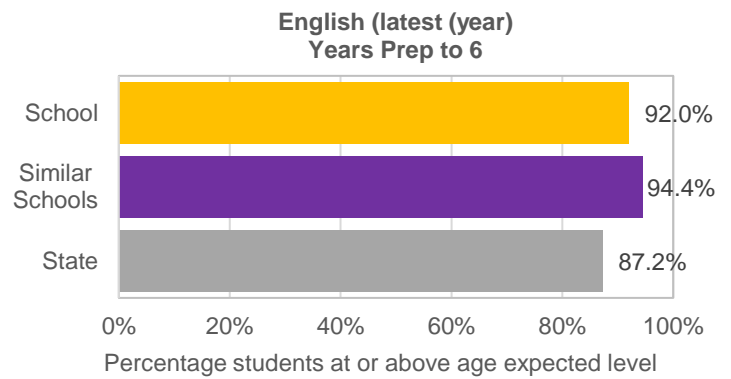
92.0%

Similar Schools average:

94.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

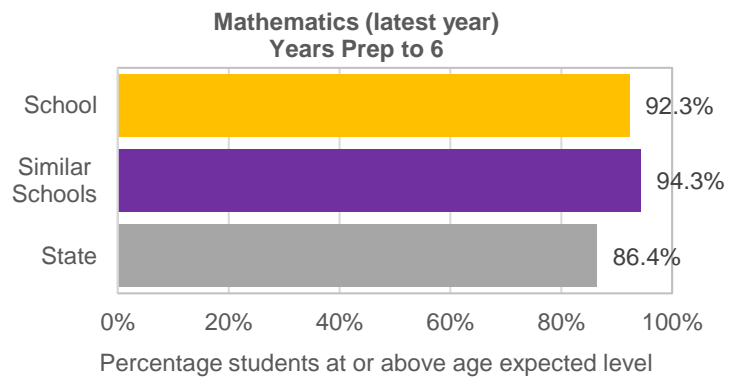
92.3%

Similar Schools average:

94.3%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

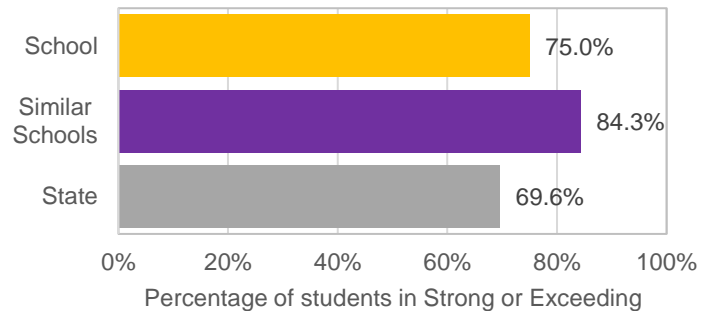
Similar Schools average:

84.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.6%

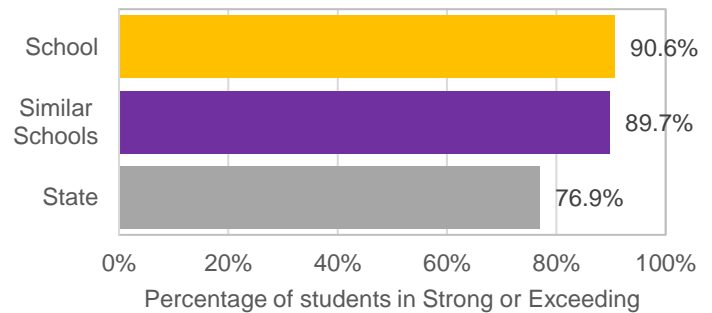
Similar Schools average:

89.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.3%

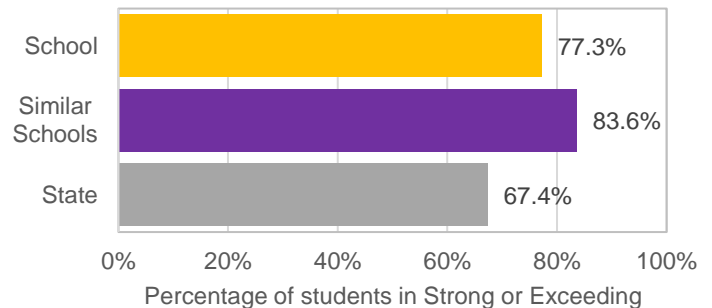
Similar Schools average:

83.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.6%

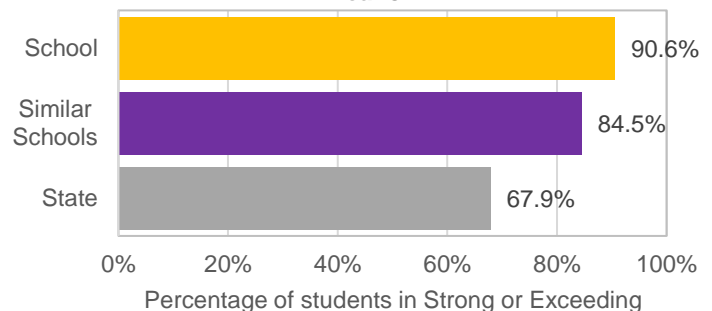
Similar Schools average:

84.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

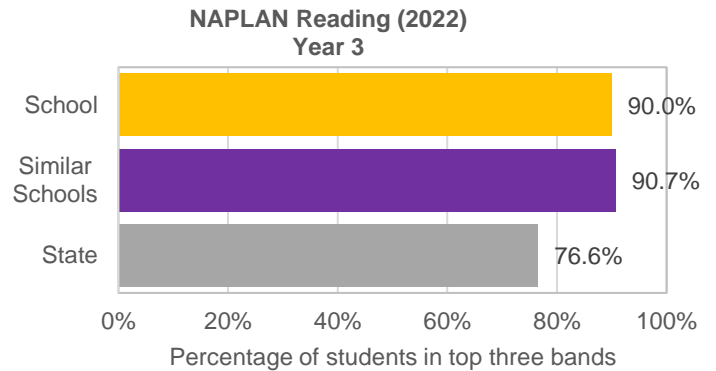
90.0%

Similar Schools average:

90.7%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

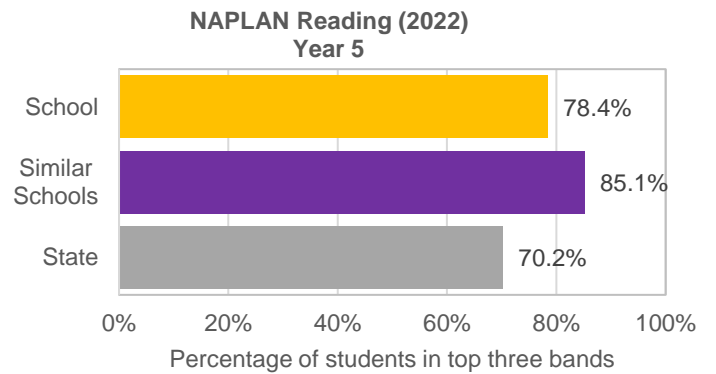
78.4%

Similar Schools average:

85.1%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

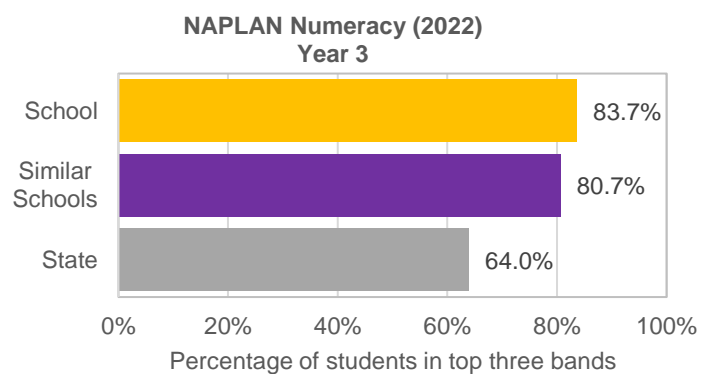
83.7%

Similar Schools average:

80.7%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

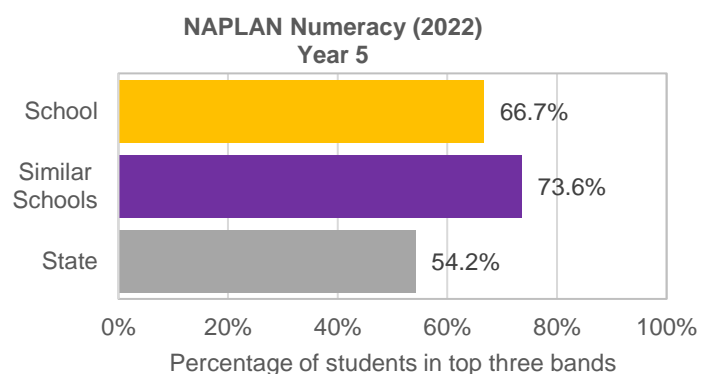
66.7%

Similar Schools average:

73.6%

State average:

54.2%



WELLBEING

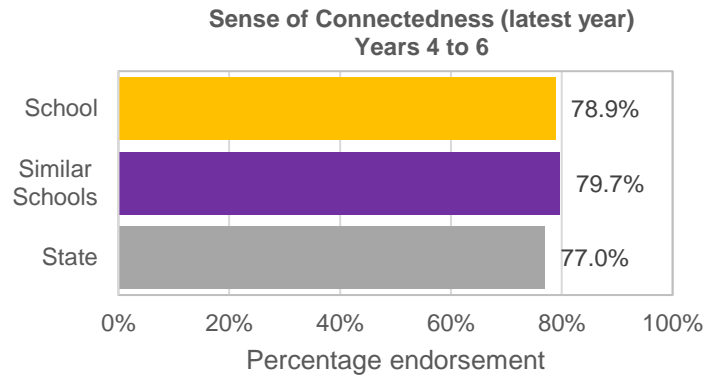
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	78.9%	79.9%
Similar Schools average:	79.7%	80.4%
State average:	77.0%	78.5%

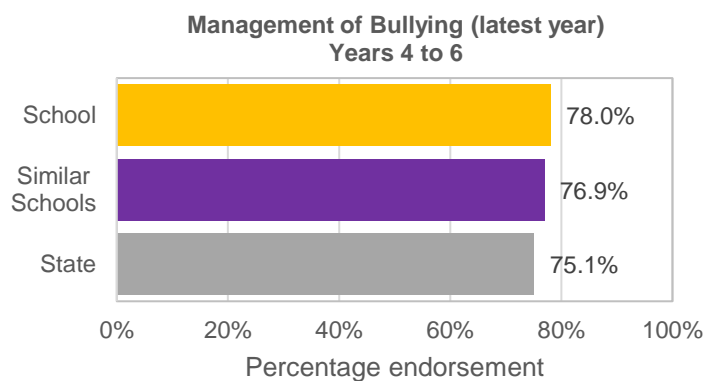


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	78.0%	82.7%
Similar Schools average:	76.9%	77.9%
State average:	75.1%	76.9%



ENGAGEMENT

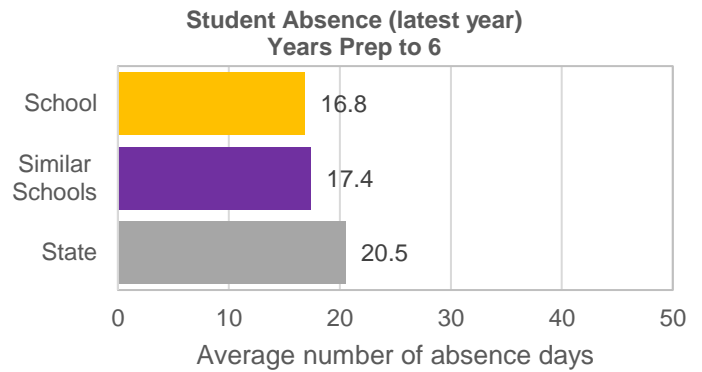
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	16.8	15.0
Similar Schools average:	17.4	14.4
State average:	20.5	18.1



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 (2023):	92%	92%	93%	92%	90%	92%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,037,552
Government Provided DET Grants	\$372,748
Government Grants Commonwealth	\$20,345
Government Grants State	\$2,955
Revenue Other	\$41,578
Locally Raised Funds	\$544,829
Capital Grants	\$0
Total Operating Revenue	\$4,020,006

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,255
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,255

Expenditure	Actual
Student Resource Package ²	\$2,909,109
Adjustments	\$0
Books & Publications	\$15,820
Camps/Excursions/Activities	\$128,301
Communication Costs	\$3,053
Consumables	\$75,857
Miscellaneous Expense ³	\$6,533
Professional Development	\$9,431
Equipment/Maintenance/Hire	\$84,585
Property Services	\$109,097
Salaries & Allowances ⁴	\$280,848
Support Services	\$43,647
Trading & Fundraising	\$80,552
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,490
Total Operating Expenditure	\$3,781,323
Net Operating Surplus/-Deficit	\$238,684
Asset Acquisitions	\$38,750

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$477,931
Official Account	\$21,526
Other Accounts	\$77,835
Total Funds Available	\$577,292

Financial Commitments	Actual
Operating Reserve	\$128,784
Other Recurrent Expenditure	\$45,013
Provision Accounts	\$9,533
Funds Received in Advance	\$21,856
School Based Programs	\$151,251
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$36,342
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$25,000
Capital - Buildings/Grounds > 12 months	\$21,000
Maintenance - Buildings/Grounds > 12 months	\$133,216
Total Financial Commitments	\$576,995

All funds received from the Department of Education, 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.