

# 2022 Annual Report to the School Community

School Name: Templestowe College (8823)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 31 March 2023 at 03:18 PM by Peter Ellis (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 26 April 2023 at 04:46 PM by Claire O'Sullivan (School Council President)

# How to read the Annual Report

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## 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.

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## 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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- 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)

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### 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.

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### 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.

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### 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

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## School context

In 2022 Templestowe College, or TC as it is known, undertook its review of the strategic plan for the period 2018-2021 which also included the process for developing the new strategic plan for 2022-2025. The school vision for this strategic plan in 2022 was “to co-create high quality learning experiences within an inclusive and supportive community”. In 2022, our diverse, yet inclusive community, numbered just over 1200 students. This enrolment was a slight drop to that in 2021, but this was intentional as the school enrolled a small cohort at Year 7 as we looked to support students after the 2 years of lockdowns previously. We are a proudly diverse community including a reduced (due to COVID travel restrictions) yet active cohort of 17 International students. The number of students with disabilities was 36. The school continues to carefully manage the number of enrolments, with demand for places at the school continuing to far exceed spaces available.

For 2022, TC had 78 equivalent full time teaching staff and 41 equivalent full time educational support staff, of which 1 are Aboriginal or Torres Strait Islander. Of these staff, 13 were new in 2022.

TC is located 17 km east from the centre of Melbourne, on 6.5 ha of land. The site incorporates significant green space, including a well-developed permaculture garden. The majority of the buildings are 45 years old, but are generally in a good state of repair. Facilities include a recently renovated Arts and Science wings, a recently built Performing Arts Centre and several sporting spaces (both indoors and outdoors). In 2022 a host of minor projects were undertaken, such as fixing roofs throughout the school, additional meeting rooms being built, major repainting and recarpeting of classrooms and admin area and the continual beautification of outside areas of the school. Planning also occurred for large scale projects to take place in 2023.

Over the past ten years, TC has introduced major educational innovations, such as the removal of Year levels, all students having their own Individualised Learning Plan (ILP), students having choice of over 150 electives and moving to a dress code rather than a uniform. The school has a focus on supporting students to become self regulating learners who are able to follow their own pathway that is relevant to them as individuals. TC is able to support all students to follow their pathway, whether it be an ATAR based pathway or a non ATAR pathway including non scored VCE, VCAL (VM from 2023) or alternative tertiary entry. These innovations have led to a large amount of interest from educators, both within Australia and overseas, which have led to TC running its own staff professional development sessions for those external to the school.

In 2022 TC created its new Strategic Plan, titled "TC: The Next Level". The new Strategic Plan focuses on the school purpose of "To challenge the status quo, so that everyone is empowered to learn". Much of the year was spent in the review process and then developing the Strategic plan. The implementation began in 2022 as staff built capabilities around a new assessment framework consisting of the Expanded Measures of Success (EMS) and the Empowered Learner Framework (ELF) as the school developed its planned implementation of FISO 2.0. The school also spent considerable time planning for, and then implementing, the new VGSA to ensure that the new working conditions of staff at the school were met, whilst ensuring that learning outcomes for students would not be diminished.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

TC is a school that prides itself on every student having the opportunity to have advocacy over their own educational journey. Achievement is demonstrated in multiple ways and determined by individuals in relation to their own journey, with 100% of students above Entry level having an Individualised Learning Plan. Teacher judgments determined through assessment against Victorian Curriculum levels, take place twice each year. PAT-R testing is a common format used to identify and support individual progress in Literacy and our Maths Pathways program data guides our Numeracy Program.

In 2022 we worked with identified students on a spelling mastery program to develop key competencies. Based on feedback from our school review, 2022 saw our Maths teachers revert to a more traditional approach in reporting their teacher judgements against the Victorian Curriculum. This change in reporting has seen our teacher judgement data more closely align with similar and like schools. Students on our Program for Students with a Disability (PSD) set and worked toward their learning goals. The percentage of our students in Years 7-10 judged by their teachers to be above or at the expected standard for reading was well above the state average and for mathematics they are above the state average. The percentage of our students in the top 3 bands of achievement on NAPLAN in the Year 9 test was significantly above the state average but below similar schools. This is an area of focus for the coming years.

TC's parent community support the use of additional mechanisms used by the school for feedback, such as a Work and Study Habits Index (WASHI), including a measure for progress relative to self, that is completed twice each term. TC offers multiple

pathways for students in their learning, however the most common pathway is still the VCE. Another option in 2022 was VCAL and we saw continued high numbers of students being offered employment at the conclusion of their VCAL certification. 2022 saw our VCE results mean score at the state average of 28.9 a slight drop measured against 2021. The school continues to support students to demonstrate growth attainment for those students engaged in achieving a Study Score and subsequent ATAR beyond the measure of a study score. Given the focus upon self-regulation and student-led learning, virtually all graduates transition successfully into tertiary education or into employment and remain in first choice courses throughout. A very high number of students access post-Year 12 learning and employment-based opportunities.

## Wellbeing

Whole-school Wellbeing aligns with the core values and philosophy of TC where we foster student, family, staff and community wellbeing. Policies such as 'Yes is the Default' and the 'One Person Policy' drives all that we do. Student wellbeing is supported through a Community Mentor who the student sees twice weekly, a Community Director and two Community Leaders who work with the student throughout their time at the College, and Specialist Wellbeing Services for more targeted support. The Principal Team support these teams as well as staff wellbeing and work actively with students and their families.

2022 saw TC staff and students back onsite together for a full school year and this was reflected positively in our data. Motivation and interest, sense of connectedness, and student voice and agency increased and continued to be well above state and similar schools. 2022 gave TC the opportunity to not only support students with Tier 3 one on one support, but to also continue to develop our Tier 1 and 2 strategies with long term preventative and small group targeted approaches, led by our Mental Health Practitioner. Sexual Education workshops, devised from whole-school community input was delivered to Entry through to FLE3 students in age-appropriate modules. Other Tier 1 and 2 programs included Raise, Queer Club, a variety of parenting workshops and presentations to the whole school on vaping.

Student voice and agency continued to be an integral part of our college culture with three School Captains being appointed, along with Community Leaders and Sport Leaders. These students were able to take an active role in leading community events as well as making decisions about the direction of the college. Subject selection was driven by student choice. Our Learning Supports program, focusing on our PSD funded students and students with additional needs, continued to develop with a Leading Teacher overseeing the area. Staff Professional Development included a range of expert speakers helping to upskill staff in areas of neurodiversity, mental health and learning needs.

## Engagement

2022 data showed that TC students' feelings toward safety and connectedness at school continued to be well above the state and similar schools. This has been reflected in an increased uptake in school activities, and attendance at Community events. We have maintained a busy calendar for Community events available to students during school time and after hours, including over 25 lunchtime and afterschool clubs, a junior and senior formal, Deb ball, breakfast club, movie night, careers expo, subject expo, numerous cross-curricular camps, Entry Camp and Grad Camp, Stage Dive sessions, and a variety of competitive Community Cup events.

2022 also saw the implementation of Community Integrated Learning (CIL) – an integrated whole school initiative targeting creativity, connection and community. Each term saw a different 'theme' being celebrated as a focus both in class and more broadly in whole school events. The themes were decided in consultation with students, staff and families and culminated in a week of sharing and celebrating the experiences that were created. Community Integrated Learning has enabled us to continue working towards two of our strategic plan goals of 'increasing opportunities for collaborative learning' and 'increasing the opportunities for connectedness at a range of levels within the school and wider community'. Our student retention rate from Year 7 to Year 10 was 84.3%, which remains above state average and those of similar schools. This reflects students' feeling of connectedness to the school and their peers, and their willingness to fully embrace the culture of TC. Data shows an average of 84% attendance across the school. Attendance processes and communications continue to be refined as the school evolves. The school is committed to continue increasing this attendance by frequent student consultation on whole-school initiatives, student-led subject selection, an increased focus on individual senior pathways, and up-to-date individualised learning plans for all students.

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## Financial performance

Templestowe College maintained a sound financial position throughout 2022. Funds from the SRP were used to provide quality educational programs for all students, and a further \$275,000 was received in parent voluntary contributions to help support the curriculum, wellbeing services, IT support, tutoring, VET and the college's animals program. Funds were also used to maintain the

school facilities which included 12 new ovens to support the Food Tech subject additional outdoor sports spaces. \$13,000 was received from DE to create gender inclusive toilets, and \$14,000 to support the Teaching Excellence Program. The college also received \$180,000 in VET material reimbursements, allowing a large portion of students the opportunity to undertake vocational education.

The college saw an increase in international student numbers and facility hire of the sports stadium and classrooms, two major streams of revenue that were negatively impacted in previous years by the COVID pandemic. The college also received \$50,000 from the DE to support the international student program.

The college ended with a Student Resource Package deficit of \$121,381, however this was due to salaries for programs such as MYLNS, student excellence and CEF being paid out from the credit budget when funds were received in the college's cash budget. The college was successful in gaining the following grants in 2022:

- Bendigo Bank Community Grant - \$5,000, used to support the student-led connect TV program.
- Festivals and Events Grant - \$22,000, to support community integrated learning projects in 2022-23
- Northeast Link Grants x2 - \$75,500 for a sensory bird aviary, and \$4,910 to support the College's permaculture program.
- Landcare Grant - \$3,506 to improve the college grounds.

All funds have been expended in line with DET policy and requirements. The college is in a strong position to fund future projects to further enhance the learning environment and support the school community.

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

**<https://www.tc.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 1189 students were enrolled at this school in 2022, 541 female and 648 male.

7 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).

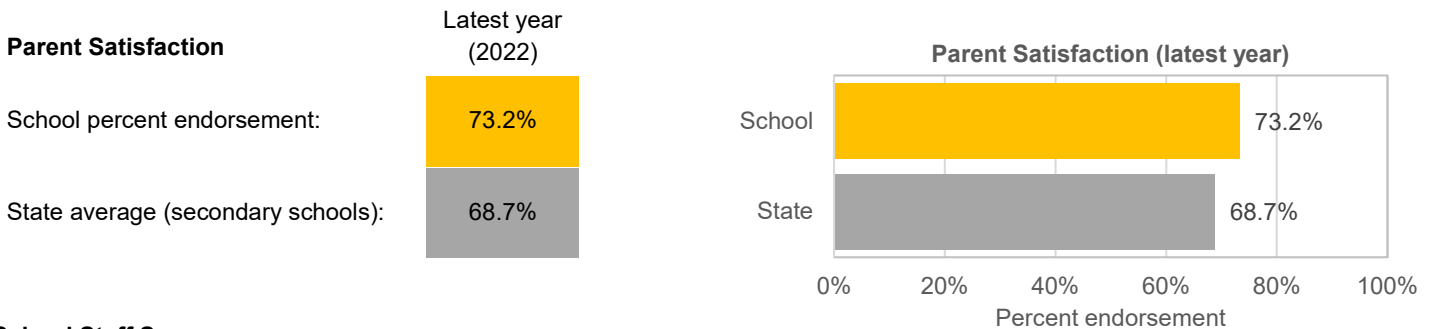
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The 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.

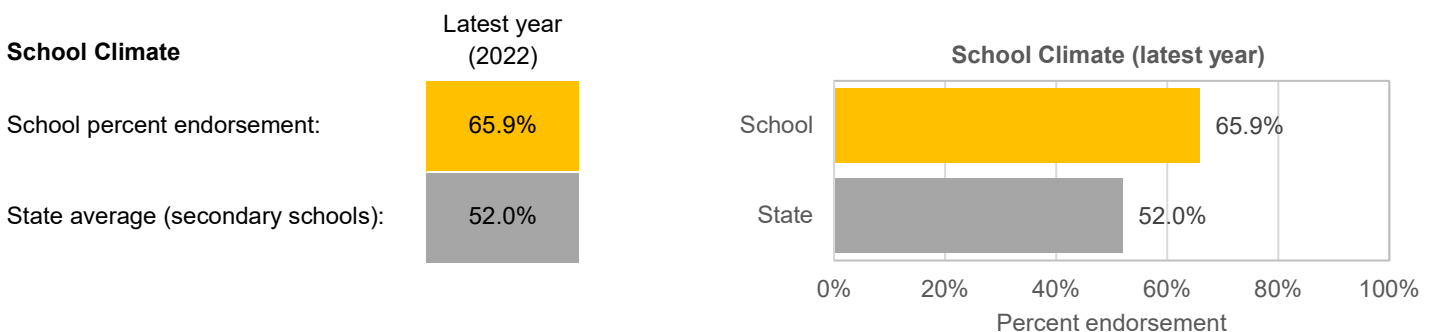


### School Staff Survey

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 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

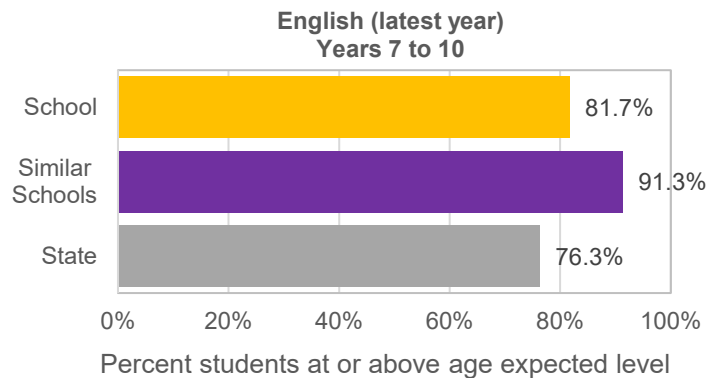
81.7%

Similar Schools average:

91.3%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

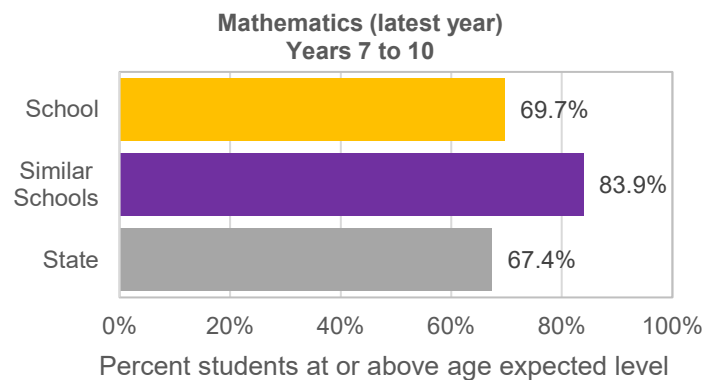
69.7%

Similar Schools average:

83.9%

State average:

67.4%





## 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.

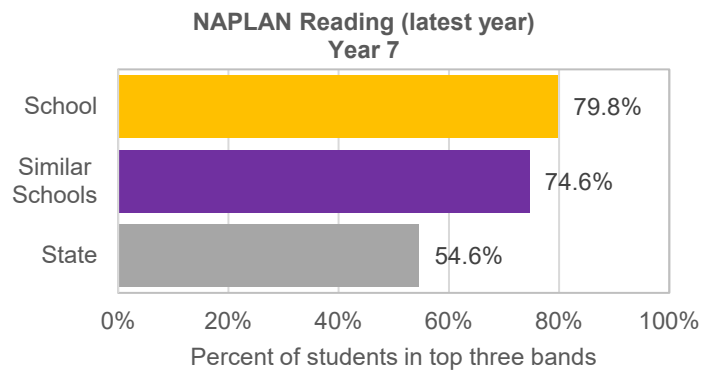
### NAPLAN

Percentage of students in the 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.

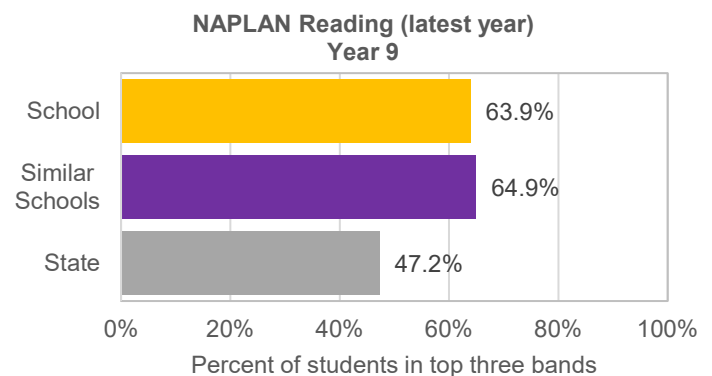
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.8%	73.7%
Similar Schools average:	74.6%	75.1%
State average:	54.6%	55.3%



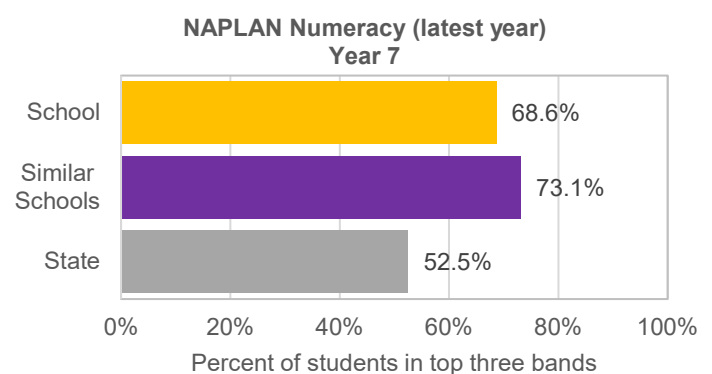
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.9%	60.8%
Similar Schools average:	64.9%	64.0%
State average:	47.2%	46.0%



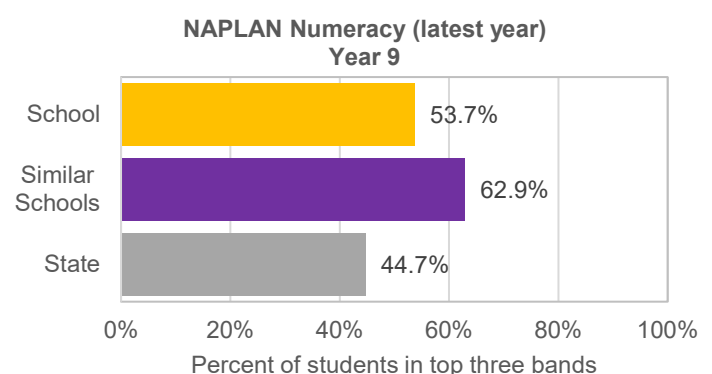
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.6%	65.0%
Similar Schools average:	73.1%	74.7%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.7%	54.7%
Similar Schools average:	62.9%	64.6%
State average:	44.7%	45.6%



## 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.*

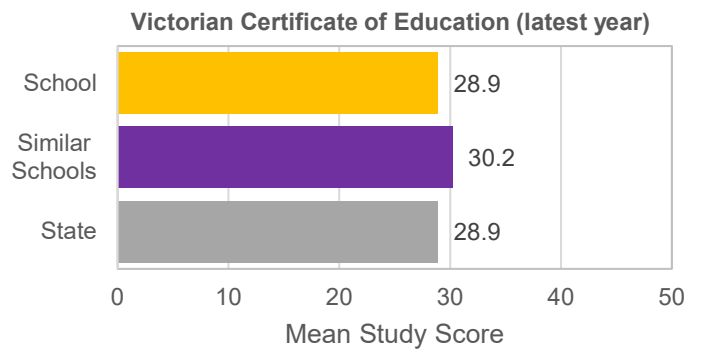
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	28.9	29.3
Similar Schools average:	30.2	30.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

22%

VET units of competence satisfactorily completed in 2022:

72%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

94%

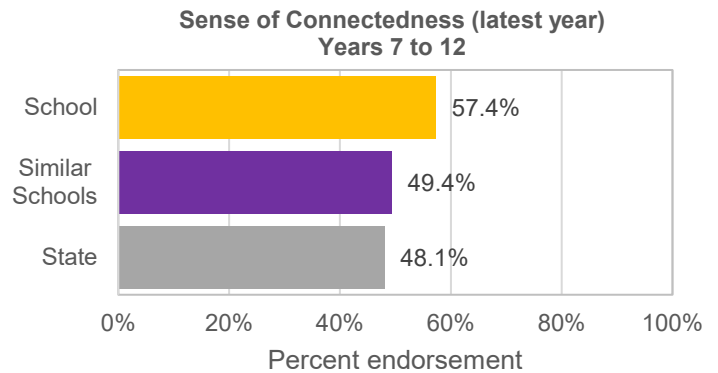
## WELLBEING

**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).

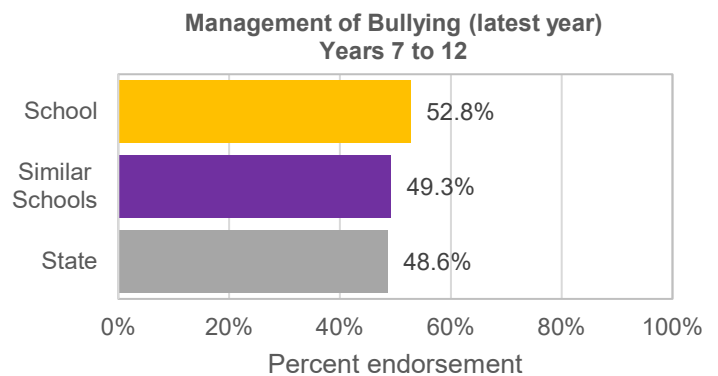
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	57.4%	62.6%
Similar Schools average:	49.4%	53.5%
State average:	48.1%	52.5%



### 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 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	52.8%	59.3%
Similar Schools average:	49.3%	54.4%
State average:	48.6%	54.0%



## ENGAGEMENT

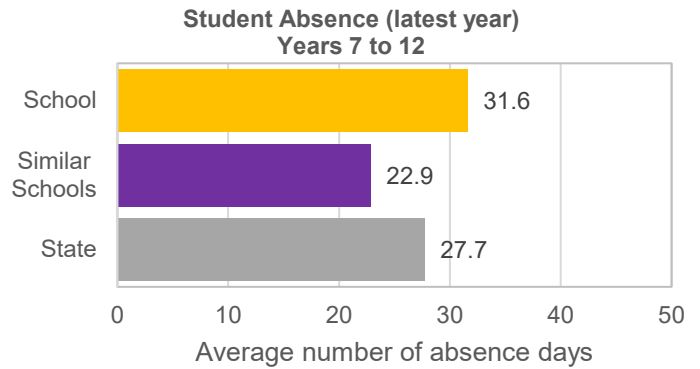
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	31.6	26.5
Similar Schools average:	22.9	17.0
State average:	27.7	21.8



### Attendance Rate (latest year)

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

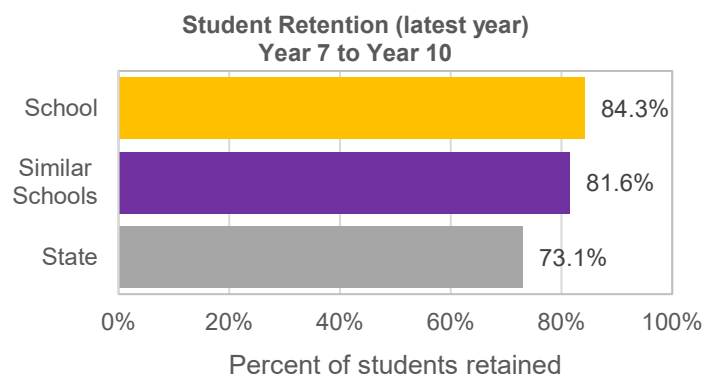
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	84%	83%	82%	84%	88%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	84.3%	76.2%
Similar Schools average:	81.6%	80.6%
State average:	73.1%	73.0%



## ENGAGEMENT (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.

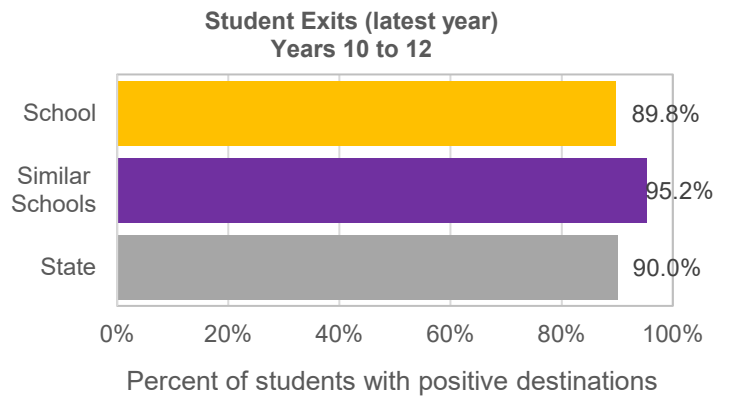
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	89.8%	88.0%
Similar Schools average:	95.2%	96.0%
State average:	90.0%	89.3%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$12,687,874
Government Provided DET Grants	\$1,784,945
Government Grants Commonwealth	\$28,280
Government Grants State	\$0
Revenue Other	\$124,805
Locally Raised Funds	\$1,664,303
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,290,205</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$42,356
Equity (Catch Up)	\$47,945
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$90,300</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,808,241
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$407,270
Communication Costs	\$36,906
Consumables	\$258,339
Miscellaneous Expense <sup>3</sup>	\$150,887
Professional Development	\$123,132
Equipment/Maintenance/Hire	\$200,873
Property Services	\$205,728
Salaries & Allowances <sup>4</sup>	\$655,544
Support Services	\$1,107,460
Trading & Fundraising	\$157,588
Motor Vehicle Expenses	\$51,027
Travel & Subsistence	\$83
Utilities	\$196,091
<b>Total Operating Expenditure</b>	<b>\$16,359,170</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$68,964)</b>
<b>Asset Acquisitions</b>	<b>\$19,755</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$304,542
Official Account	\$141,120
Other Accounts	\$16,556
<b>Total Funds Available</b>	<b>\$462,218</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$462,218
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$74,292
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,038
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$567,548</b>

*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.*