

2020 Annual Report to The School Community



School Name: Barton Primary School (5560)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 29 April 2021 at 01:28 PM by Andrew Felsing (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2021 at 04:20 PM by Amy Bland (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Barton Primary School is a PPP (Public/Private Partnerships) school that opened on the first day of the 2017 school year. It is situated in the growth corridor of South East Melbourne in the City of Casey, 5km from the main street of Cranbourne.

The school entered its fourth year with 547 students and by the end of the year had 700 students. Our staff had an EFT of 51. This was broken up into 46.2 Teacher class, 3.0 Principal Class, 7.32 ES Integration, 5.0 ES Administration. Our projected growth is to be approximately 700 students in 2020 and the school is anticipated to grow to 1000+ within 3-5 years. The proportion of our student population that learnt English as an Additional Language (EAL) was 49.90%.

As a school, our vision is 'to prepare each of our students for success in their ever changing future by providing them with the necessary skills, knowledge and general capabilities'. There are high expectations for all members of our school community, as we aspire to our values of Optimism, Success, Respect and Determination.

Barton Primary School will continue to promote community involvement in its school programs by encouraging parental involvement across many aspects of the school, when COVID restrictions permit. Hence, during 2020 our usual community events such as Mothers' Day and Fathers' Day breakfasts were cancelled. It will also continue to be a safe, attractive and stimulating environment for the children and families who attend. Barton Primary School has been designed to support a contemporary pedagogical approach and to foster the development of a strong community with a focus on providing an environment that encourages students to engage with and take ownership of their learning. Twenty-first Century learning is underpinned by teaching practices, methods and spaces that are engaging and motivating. The school has well established outdoor spaces that include playgrounds, sports courts, a large oval and paved surfaces. In addition the school is situated adjacent to a regional sports complex. At Barton Primary School our spaces complement current and evolving pedagogical practices and provide a conducive environment for creative and energised learners and teachers.

Barton Primary School implements the Victorian Curriculum with the over-arching drivers in delivering the curriculum being personalising learning and ensuring all learning is purposeful. The school has employed an English Learning Specialist, Maths Learning Specialist and Digital Technologies Learning Specialist, who work alongside staff in leading school improvement in their respective areas. A continued focus on professional learning and leadership development amongst staff has ensured that there is a consistent pedagogical approach that is used across the school.

Barton Primary School follows the Victorian Curriculum. We offer a complete curriculum with the exception of Languages-Spanish. Our Spanish program was delivered by a team of suitably qualified Spanish teachers. Through the PPP arrangement, we are partners with CERES and as such have implemented an Environmental Education program. This is highly regarded and has been staffed accordingly. In addition to this, we have implemented specialist teaching areas of Physical Education, Music and Visual Arts program. These are all staffed by specialist teachers. Students utilise a range of digital technologies to support their learning across the curriculum including:

- a 1:1 laptop program in grades 4, 5 and 6
- a combination of iPads and laptops in grade 3
- a 1:2 iPad program throughout the rest of the school, large touchscreen monitors in all learning hubs and robotics.

Due to the high EAL component of our student enrolment we have implemented a well-researched EAL program and employed staff to deliver it. Our SFO was 0.4526 and the SFOE: 0.3703.

We also have a Before and After School Care Program, as well as a School Holiday Program, all managed and operated by the YMCA. The YMCA also coordinate third-party and community of our facilities, which during 2020 was suspended due to COVID19.

Framework for Improving Student Outcomes (FISO)

Over the course of the 2020 school year, the focus through the 2020 Annual Implementation Plan, was to develop a series of targets based on the dimensions of Excellence in Teaching and Learning and Professional Leadership as part of the FISO model. These Priority Areas and initiatives are detailed in our 2020 Annual Implementation Plan (AIP). To meet each Improvement Initiative the following Key Improvement Strategies were implemented:

Building Practice Excellence

- Embed structures and practices to enable an agreed and consistent approach to the teaching of literacy and numeracy.
- Build teacher capacity to incorporate learner agency into everyday practice.
-

Evaluating impact on learning

- Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating literacy and numeracy curriculum that targets each student’s point of need.

Curriculum planning and assessment

- Embed a teaching and learning model consistently across the school
- Establish and embed structures and practices to personalise learning that supports the needs of all current and future students
- Develop, document and implement a whole school strategy to improve student voice, learner agency and student leadership

Empowering students and building school pride

- Build teacher knowledge to activate student voice and agency to establish an authentic learning partnership throughout the school, which develops independent and self-regulating learners

In Term 4, after Remote and Flexible Learning ended and students were able to return to face-face-to learning, the Department of Education and Training (DET) set learning priorities which superseded the above priorities. The priorities were focussed on student wellbeing and engagement.

Achievement

A continued focus on professional learning and leadership development amongst staff has ensured that we have continued to build a consistent pedagogical approach that is used across the school. This along with a thorough and consistent assessment schedule, collaborative planning and regular moderation against the Victorian Curriculum has ensured the school has maintained like results when compared to similar schools.

The 2020 academic year was a very challenging one for all teaching, non-teaching staff, students and their families. Remote and Flexible Learning took place in Terms 2 and 3. Both of these online learning platforms were modified with Term 3 giving the students and staff more of a face-to-face explicit teaching model, which was delivered via Zoom. The school focused on English and Mathematics as the priority areas. Teaching staff downloaded home learning tasks onto applications such as SeeSaw, Mathletics, and Reading Eggs.

Due to COVID-19 there was no NAPLAN assessment, therefore, the goals were not able to be met.

Reading

- Staff used The Victorian Curriculum (VicCurric) to inform workshop groupings with Fountas and Pinnell (reading assessment approach) as a support to inform student growth. Change in approach occurred through teachers becoming more familiar with content of the Victorian Curriculum.
- Jolly Phonics (systemic synthetic approach to teaching phonics and reading) was introduced in to the Prep-Grade 1 reading classrooms in 2020. Staff have attended professional learning in the Jolly Phonics program.
- All staff have completed 25 hours of Jolly Phonics professional development

Writing

- Grade 1, 2 and 3 commenced implementation of Jolly Grammar (part of the Jolly Phonics approach) with enthusiasm, however, it was not fully embedded due to COVID19.
- Staff are more confident and feel more effective in the teaching of literacy using Jolly Phonics/Grammar
- Teams in Grades 4-6 implemented SMART Spelling program. This program was to be evaluated at the end of the school year
- All teams measured student learning growth by comparing writing samples from the beginning of the year to those of the end of the year

Speaking & Listening

- English Professional Learning was delivered throughout the year has all incorporated Speaking & Listening understandings and links.
- All staff highlighted Speaking & Listening strategies/tools throughout weekly work programs.
- English Curriculum Leader attended the English Community of Practice COP (focus on vocabulary) to determine different ways to support staff in the best practice teaching of literacy. - A handbook of best practice was developed and implemented in 2020
- Members of the English Curriculum Team have been attending the EAL Community of Practice.

Maths

- Teachers have undertaken a survey about collaborative planning and the incorporation of the maths proficiency strands to determine future professional development needs.
- George Booker's text book - 'Likely Difficulties' has been added to our planning documents.
- The Assessment schedule was reviewed in 2020
- Mathematics certificates were celebrated weekly in the classroom and at assembly (virtual or face-to-face).
- Mathematics Curriculum Companion was introduced to teams and used during planning.
- Increase of resources (students & teacher) to allow for quality hands on learning experiences.

- Continuum Tracker, as part of Sentral was used to reflect ongoing student assessment. This is accessible to all parents.

Achievement Data:

The percentage of students at Barton Primary School working at or above age expected standards in English was 84.9% which was higher than similar schools (83.1%), however, slightly lower than the State average (86.3%). In Mathematics the percentage of students working at or above age expected standards was 83.4% which was also higher than similar schools (81.3%) and slightly lower than the State average (85.2%)

Parent Survey: 85% of parents reported that additional reading sessions supported their child during Remote and Flexible Learning

Engagement

We tracked student attendance using a third party program – Sentral. Teachers record attendance twice daily. Families are able to access this to advise of absence reasons. Letters are sent home regularly requesting explanations for unexplained absences. Overall, our attendance average of 14.5 days absent, was less than similar schools (16.3 days) but slightly above the median of all Victorian Government Primary Schools (13.8%). If a child’s attendance falls below 80%, the family is contacted, further work is done with the family to support the student to improve attendance. In 2020 all year levels demonstrated at or above 90% overall attendance with an average of 92.7%. Years 5 were our highest cohort attendance rates at 94.0% attendance, while Year 1 was the lowest cohort with 90% attendance.

At Barton PS we believe that excellence in teaching and learning augers well for improving and maintaining high attendance rates. We see teaching and learning strategies as integral in creating purposeful learning opportunities for all students. Maintaining a consistent approach to curriculum planning based on researched best practice and providing an assessment model that is real and ongoing assists in the engagement of all students. Clear Learning Intentions and Success Criteria ensure students are engaged and are being taught at their point of need, as

determined by the data collected and analysed regularly through the PLTs.

Throughout the 2020 year the school was able to partially achieve the goal to develop whole-school understanding of student voice and learner agency due to the COVID19 pandemic resulting in the Victorian school system being transferred to a Remote and Flexible Learning model.

Staff encouraged student voice when face-to-face schooling resumed in Term 4 by allowing student choice in classroom projects in Inquiry, as well as in specific tasks in Mathematics and English sessions. In Specialist classes, students were able to make decisions about their learning in collaboration with their teacher around what and how they learn and how their learning is assessed.

The focus of delivering content through explicit instruction and developing consistent planning documentation school wide was a priority at Barton Primary School in Term 4. Emphasis was placed on ensuring our students maintain the same levels of learning growth across the school.

Wellbeing

Wellbeing of staff, students and the community was of high priority. Due to COVID19 restriction our usual opportunities for parent and community connections, for example Harmony Day, Open mornings and weekly Assemblies were cancelled. Our usual community relationships such as Mayonne-bulluk kindergarten, local government secondary schools and the City of Casey to establish strong relationships as both the school and community grows suffered due to COVID.

Due to the COVID19 pandemic the Attitudes to School survey was not completed, which made it difficult to track Sense of Connectedness or the Management of Bullying outcomes for student wellbeing at Barton Primary School and to compare it with other schools.

The school offers wellbeing programs such as 'Reaching for the Barton Star'. This helped to provide opportunities for students to stay connected and engaged. We had a dedicated staff member to oversee the student wellbeing program and protocols. This was key in ensuring the best programs and supports were in place at Barton Primary School. Positive teacher/student relationships are valued and fostered and are extremely important to us. The school has positive relationships with outside agencies to ensure students have access to required services.

Remote Learning survey data (developed by our Wellbeing team) was used to improve the teaching and learning outcomes in Remote and Flexible Learning #2 and facilitate student well-being:

In Class Meetings-

Preps: 84% happy, 12% neutral, 4% sad

Grade 1: 62% happy, 11% neutral, 3% sad (24% no response)

Grade 2: 61% happy, 26%, 13% sad

- Student agency was evident through the Student Representative Council (SRC) with Fun Friday initiatives and virtual dress up days
- Well-being activities were planned by PLTs in Remote learning and facilitated on Fridays in the Explicit teaching session
- Throughout Remote Learning #2 Well-being recognition awards were presented and students acknowledged at 'virtual assembly'
- Reaching for the Barton Star (RFBS) program was revised and modified to support a return to school, with a strong focus on student well-being and engagement
- RFBS program was planned for the first 3 weeks of Term 4, with weekly focussed sessions to focus on student well-being with personal capabilities driving the curriculum
- Staff have been encouraged by the Well-being curriculum Team and Principal Team to utilise outdoor learning and learning spaces as a priority in the return to school to increase engagement

The 2020 COVID19 pandemic severely impacted our teaching and learning program which had a significantly negative effect on our staff, which resulted in a School percent endorsement of 58.1% compared with our 2019 data of 77.9%. Our Parent satisfaction percentage was 71.1% which was below the State average of 81.2%.

Pleasingly though, 85% of parents reported that additional reading sessions supported their child during Remote and Flexible Learning

Financial performance and position

This was our fourth year as a school and we maintained a healthy financial position. We carried forward a surplus from 2019 which was committed to cover our lease payments for IT devices for future years, purchase additional resources required due to our increasing enrolment numbers and offset the increment creep for our less experienced teachers as they become more experienced.

Our main focus for 2020 was to ensure our programs were adequately resourced in particular our IT, English and Maths programs. Whilst a portion of the year was spent learning remotely due to COVID-19, we ensured we had the appropriate resources to run successful programs onsite and remotely. We received equity funding which enabled us to further enhance our Wellbeing Program and employ a speech pathologist to support our students.

For more detailed information regarding our school please visit our website at
www.bartonps.vic.edu.au

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 700 students were enrolled at this school in 2020, 351 female and 349 male.

50 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

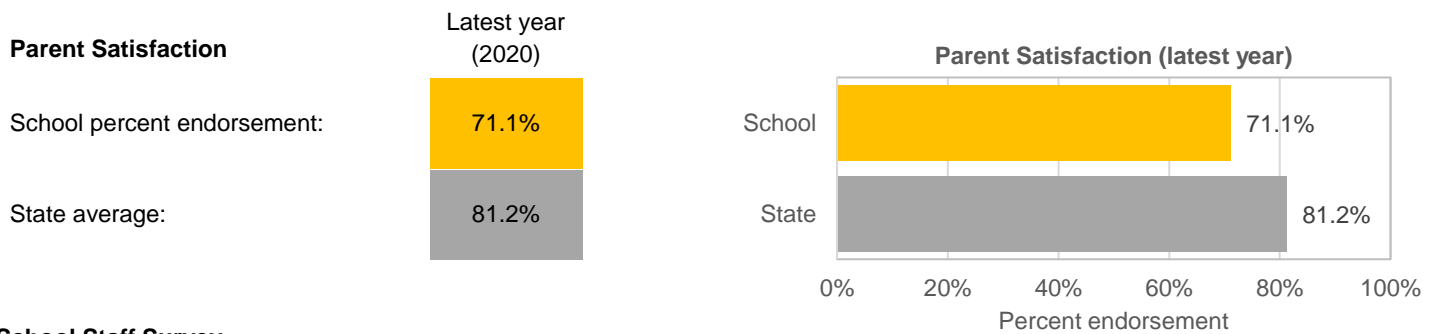
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

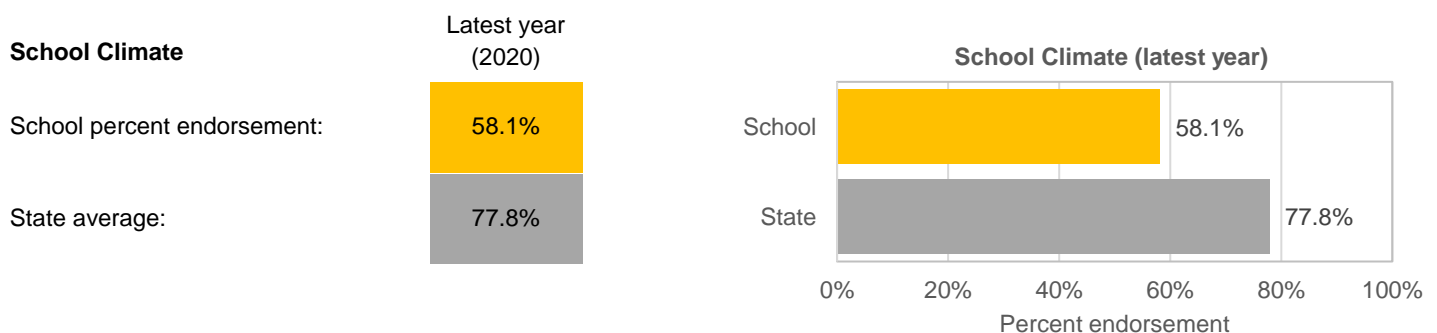


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

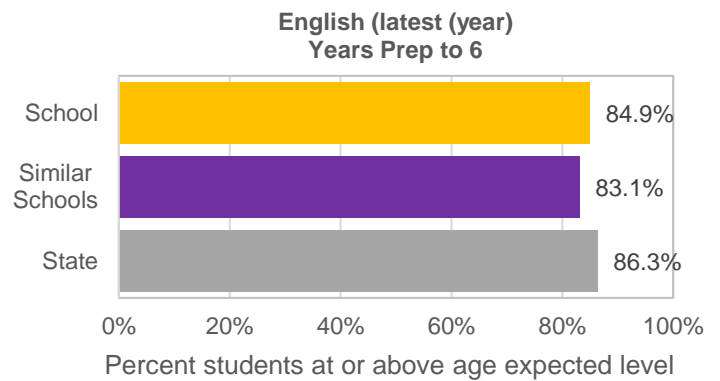
84.9%

Similar Schools average:

83.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

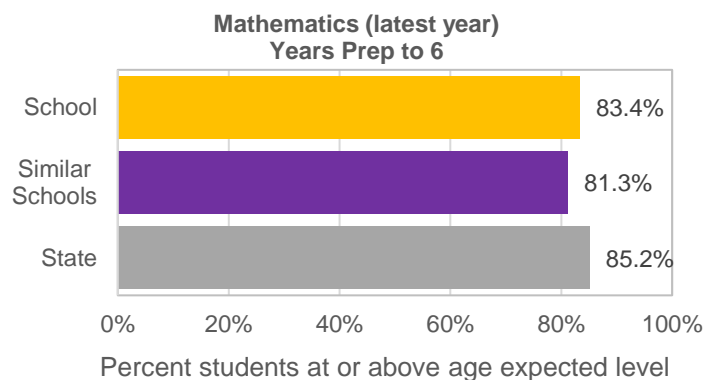
83.4%

Similar Schools average:

81.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

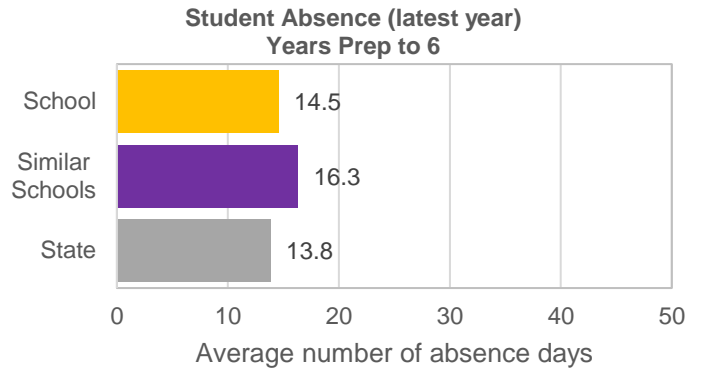
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.5	15.6
Similar Schools average:	16.3	17.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	90%	93%	93%	93%	94%	93%

WELLBEING

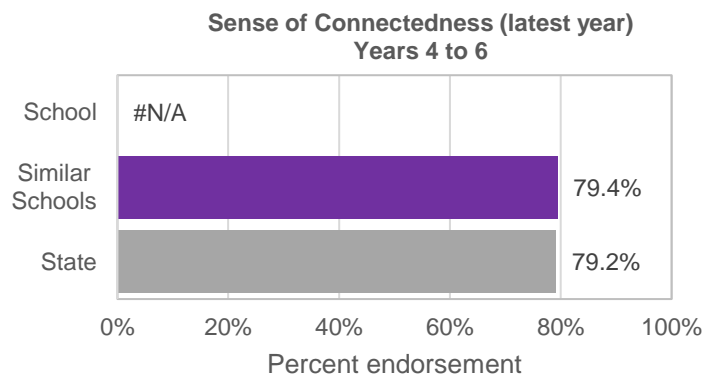
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	84.6%
Similar Schools average:	79.4%	81.3%
State average:	79.2%	81.0%



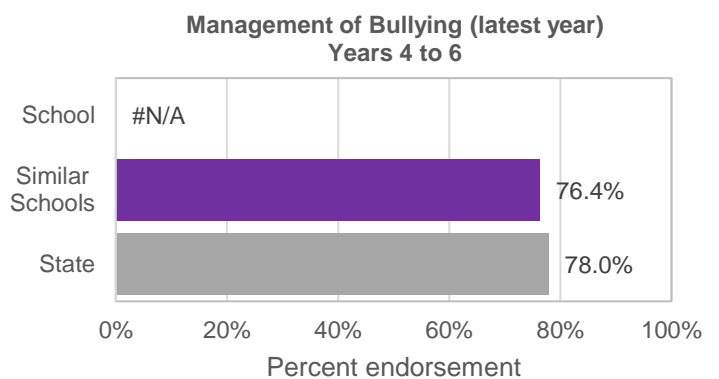
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.7%
Similar Schools average:	76.4%	79.0%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$6,482,685
Government Provided DET Grants	\$647,106
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$35,781
Locally Raised Funds	\$166,502
Capital Grants	NDA
Total Operating Revenue	\$7,332,074

Equity ¹	Actual
Equity (Social Disadvantage)	\$77,522
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$77,522

Expenditure	Actual
Student Resource Package ²	\$5,051,096
Adjustments	NDA
Books & Publications	\$23,389
Camps/Excursions/Activities	\$13,845
Communication Costs	\$6,540
Consumables	\$156,264
Miscellaneous Expense ³	\$15,964
Professional Development	\$34,109
Equipment/Maintenance/Hire	\$270,934
Property Services	\$1,424
Salaries & Allowances ⁴	NDA
Support Services	\$203,236
Trading & Fundraising	\$8,488
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$135
Utilities	\$72,990
Total Operating Expenditure	\$5,858,414
Net Operating Surplus/-Deficit	\$1,473,660
Asset Acquisitions	NDA

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$266,443
Official Account	\$39,934
Other Accounts	NDA
Total Funds Available	\$306,377

Financial Commitments	Actual
Operating Reserve	\$134,339
Other Recurrent Expenditure	\$14,805
Provision Accounts	NDA
Funds Received in Advance	\$107,499
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$306,642

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.