

# 2020 Annual Report to The School Community



School Name: Blackburn Lake Primary School (4860)



- 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 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 17 March 2021 at 12:42 PM by Loisia Steed (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 30 April 2021 at 05:38 PM by Jason Martin (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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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 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)

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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. 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.

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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 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

Blackburn Lake Primary School (BLPS) values excellence and continuous student improvement. We aim to develop self-regulated, critical and creative learners who strive for high standards in all their endeavours.

The school's strong commitment to whole school teaching and learning practices and the use of High Impact Teaching Strategies (HITS) supports our culture of ongoing student improvement and the high standards the school achieves in Literacy and Numeracy. Research based teaching and learning practices having a direct impact on student achievement, engagement and motivation for learning.

Our TRRAC values: Thinking, Respect, Responsibility and Attitude are central to the school's priority of educating the whole child and are central to a positive school culture.

Furthermore, the school's code of conduct: Everyone at Blackburn Lake has the right to learn, the right to be treated with respect, the right to be part of a responsible learning community, the right to 'have a go' and the right to feel safe and cared for by others underpins an education that balances the academic, social and emotional growth for all BLPS students.

In 2020, 27.5 equivalent full time teaching staff, 6.5 Educational Support Staff and 2 principal class supported 521 students.

With 174 students speaking a language other than English and 1 Indigenous student we endeavour to honour diversity and a shared sense of belonging and respect; supported through Cultural Diversity studies, communication to parents in their first language, the flying of the Aboriginal and Torres Strait Island Flags and the Acknowledgement to Country.

Additional learning opportunities exist through the school's specialist programs, Visual and Performing Arts, LOTE and Physical and Sport Education. A range of additional and extra-curricular opportunities including STEAM, Maths Olympiad, private instrumental lessons, musical productions, swimming, camping programs, sporting clinics, Wise Ones, and lunch-time clubs such as choir, dance, coding, science and games also enhance student learning programs.

The School Council and its sub-committees ensure that parents' views are regularly represented and expressed through an organised, cohesive and focused body. School policies are developed through the vehicle of the Council ensuring that they represent both the spirit and the culture of the school and its community.

Located in Melbourne's eastern suburbs, approximately 15 kilometres from the city centre, Blackburn Lake is situated next to the Blackburn Lake Sanctuary. The school has been recognised as a 'Land for Wildlife' property, in view of its unique setting and in recognition of the school's commitment to the maintenance of the school as a haven for indigenous flora and fauna.

### Framework for Improving Student Outcomes (FISO)

Blackburn Lake Primary engaged staff as coaches to support classroom observations, feedback and unit planning in Mathematics in Term 1 and Term 4 - modified in Term 2 and Term 3 due to Covid-19.

During 2019, BLPS formed a 'FISO Network' in partnership with Antonio Park, Mulgrave, Mont Albert and Orchard Grove Primary Schools, working together to build teacher capacity and practice excellence in the delivery of Mathematics in order to improve differentiation and student engagement. This work extended into 2020, however progress was limited as a result of the impacts of Covid-19 and whilst the schools continued to share improvements and work informally, we were unable to complete our shared curriculum day which was to drive the majority of our work in 2020.

Throughout the remote learning period staff established strong routines for collaboration. Weekly PLC meetings continued and an additional remote and flexible learning management team was established to plan remote teaching and learning processes and expectations for staff, students and parents. During this period there was a constant review of strategies and technological platforms supporting students' progress with ongoing professional learning for staff on WebEx and Google suite. Middle leadership staff engaged in Community of Practice online forums, which then provided opportunities for further rich PLC conversation. With the unexpected Remote and Flexible Learning period, our middle leaders led the school strongly during this period.

Throughout Term 2 and 3, teachers engaged in additional professional learning opportunities related to Digital Learning and Literacy. The latter, supporting the development of active independent readers in the remote learning classroom. The Bastow course 'Leading Literacy' has been the foundation of this professional learning.

A second Learning Specialist was employed to support the school's development in Student Empowerment and established and emerging technologies. PMSS Specialists supported teacher learning, planning and assessment in Mathematics in Term 4 with weekly in-classroom coaching sessions that focused on lesson delivery and question modeling and provided opportunities for team teaching and peer observation. Specialists worked with PLC's at the 1 and 2 level specifically in Term 4 to build their capacity to plan, teach and assess student learning in Mathematics which had a positive impact on student engagement and learning and teacher professional learning.

### Achievement

Due to Covid-19 Naplan tests were not undertake in 2020.

Teacher Judgement of student achievement shows that the percentage of students at or above expected standards in English to be 96.9%, above similar schools' average of 95% and state schools' average of 86.3%.

With strong practices already in place across all year levels in Reading and Writing, through the remote and flexible leaning period the school implemented the use of on-line reading resoures to continue to support student achievement. Staff continued to conduct Guided Reading and Literature Study sessions via WebEx, with some students provided with additional support and individual tutoring during this period as well.

The introduction of Fountus and Pinnell testing and reading materials assisted in accurate data collection in reading during the 2020 period.

In Mathematics, Teacher Judgement of student achievement shows that 95.5% of students sat at or above expected standards. This is above similar schools' average of 94.8% and state schools' average of 85.2%.

Throughout 2021, Blackburn Lake will continue to focus on and drive research based best practise teaching and learning in Mathematics. We will continue to enhance the improvement culture and staff collaborative practices in planning and assessing in Mathematics.

In 2021 the Mathematics Strategic Improvement Team will focus on shifting mathematics planning to a 'unit' based approach that connects concepts/ideas. This will be done through the development of 'units' of teaching at each year level that are planned and developed around connected concepts and the Big Ideas in Mathematics. Staff will adopt a new Mathematics planning template and develop year level scope and sequence documentation. The development of 'Fast Fact' Assessments at each year level based around the BLPS 'Fast Fact Scope & Sequence' will be trialled and rolled out in Term 3 as part of our endeavour to improve fundamental mathematical knowledge in our students.

With the unexpected change into Remote Learning in 2020, we were forced to tweak the focus of our priorities in Term 2 and 3. Surprisingly, this change assisted year levels to focus on targeted HITS strategies: Structuring lessons, Worked examples, Explicit teaching, Multiple Exposures and Collaborative Learning. Remote learning particularly highlighted the need for clear structured lessons and explicit instruction and worked examples. Interestingly, in an effort

to understand where the children 'where at' in their learning, metacognition was also a major focus. Feedback from both parents and students during this time assisted staff in coherently organising teaching and learning sequences and incorporating clear steps and transitions between lessons. Creating online videos during remote learning provided staff with the opportunity model and show students what to do and how to do it, with a high level of teacher-student interaction via the Google platform evident. As staff and students moved back into the on-site learning space they had better insight as to the importance of these HITS strategies which we expect will set us up strongly for 2021.

In 2021 the Student Empowerment SIT will work towards refining the understanding of mindset, critical and creative thinking and metacognition. Both the school's self-evaluation and past student opinion data highlight the need to continue to develop staff and student understanding in the areas of Student Voice, Agency and dispositions.

### Engagement

We recognise that engagement is also linked to wellbeing. All students are encouraged to take risks with their leaning in an environment where a sense of belonging and connectedness is created. Teachers aim to provide a supportive and caring environment and cultivate a sense of belonging and a learning environment that supports students to flourish.

Blackburn Lake's learning programs cater for a diverse range of students. Individual Learning Plans support student needs as does the resource allocation and implementation of Literacy intervention programs; Reading Recovery and Toe-by-Toe, as well as the school's Quicksmart Maths program.

Our goal is that every child will experience success and confidence through participation in curriculum and extra – curricular clubs and activities – in turn resulting in higher levels of engagement. Student voice is encouraged through formal leadership positions, junior school council and activities such as class discussions and student forums.

Whilst many of the school's extra- curricular activities were postponed throughout the Covid-19 period, staff provided multiple occasions and happenings to engage students. These included, but were not limited to, themed and celebratory WebEx's, an on-line disco, skits and songs and dress up days. Interestingly, feedback from senior parents during their child's remote learning period suggested students had a greater understanding of independence and self-regulated learning as provided by the remote curriculum opportunities.

In 2021, PLC's aim to provide an engaging learning environment through peer collaboration and an application of critical and creative capabilities and higher order thinking maps. We aim to further create a learning environment driven by curiosity and foster an environment where learning is about taking risks and is a lifelong adventure. We believe students will exceed the teacher's expectations!

Our commitment to both internal and external staff professional development is a significant strategy in the improvement of classroom instruction and pedagogy. It is also the vehicle for creating consistency of practice and where research based teaching and learning models and student engagement are explored.

A four year average of average of 12.2 number of days absent for students, is comparable to similar schools (12.5) and below the state average of 15.3. A collective effort by all staff is made to promote punctuality. Staff diligently follow up unexplained absences with the Compass parent portal. Common reasons given for non-attendance include family holidays and illness. Family and student support including additional support staff and access to professional services are arranged for any child who struggles with ongoing school attendance.

### Wellbeing

Blackburn Lake Primary School recognises the value of student voice and input. Through Student School Council we empower students to contribute to community-based endeavours, providing a voice that enables students to have an

input into the school. Students regularly meet to share concerns and to develop fundraising opportunities, drawing on ideas from students across the school. Along with the Year 5 / 6 leadership program, students are provided the opportunity to develop essential leadership skills.

At Blackburn Lake we aim to facilitate and embed leadership skills into the day to day happenings of school life. We believe, leadership in its simplest terms is 'taking the responsibility for making a positive difference in our world and other people's lives.'

Student safety and wellbeing is supported by classroom and yard protocols which are reinforced by our school's values: Thinking, Respect, Responsibility, Attitude and Caring. Our TRRAC values are highly valued and regarded as part of our school culture.

Our successful 'Linking TRRAC's' and 'TRRAC into Transition' programs focus on the school's values and aim to build strong classroom communities and peer connectedness. Crucial for student success.

Blackburn Lake utilises a number of wellbeing programs to support student wellbeing. Across all year levels the school aims to promote a culture of respect, resilience and self-confidence through participation in whole school buddy and peer support programs as well as Bounce-Back, circle-time and pro-social initiatives such as M-Power Girls and Rev'd Up Boys Club.

Throughout the Remote Learning period the school modified the delivery of its wellbeing and leadership programs. Student leaders assisted with themed on line assemblies and sharing of photographs, whilst staff promoted student connectedness through online virtual camps, online story times, on line trivia's including the masked dancer, virtual excursions and student learning development opportunities such as Project Rocket.

Whilst the school did not undertake the SATSS during 2020 period, BLPS independently conducted the ACER Social, Emotional and Wellbeing survey for years 3-6. Although we could not utilise the data within the classroom, staff referred to the data to sequence wellbeing sessions during the remote learning period.

Additionally, remote learning parent handbooks, a parent support webpage and ongoing Covid-19 communication, via the parent portal, provided continual support for parents. To gauge an understanding of community wellbeing we conducted mid-year parent opinion questionnaires, responding to feedback by making changes to the remote learning platform for easier access.

## Financial performance and position

The Financial Report uses an Operating Reserve of \$120,177 but the school's Final Budget Operating Reserve was \$185,380. Blackburn Lake ended the year with a significant surplus of \$297,216 above the school's Operating Reserve of \$185,380. This surplus was largely made up of committed funds for: future expenditure on building and ground maintenance and school projects, the purchase of ICT equipment, a carry forward of the Service Charge for excursions and an underspend in identified curriculum areas both due to COVID, and monies held on behalf of the Parents Association.

Despite Covid-19, 2020 was a busy year for expenditure with respect to school projects. There was the completion of the Inclusive Play Space (IPS) and adjoining Civil Works to which the school made a substantial financial contribution on top of a DET grant. Additional playground works were the construction of a cubby, rotunda, two tepees, Australian animal totems, rural fence, two drinking fountains a second sandpit and landscaping including rocks, gravelled pathways and garden beds.

Four withdrawal rooms were constructed at the north and south ends of the DJ Centre Gym foyer in Term 4.

Late in 2020 the school was notified that it had been successful in receiving a Minor Capital Works Grant of \$350,000 for the development in 2021 of the space between the Multi-purpose room and the Prep classrooms.

Due to Covid-19 there was almost no Parents Association fundraising, including Canteen. Uniform sales were

understandably down. Happily, Parent Contributions remained high in line with previous years.

**For more detailed information regarding our school please visit our website at**  
<https://www.blps.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 522 students were enrolled at this school in 2020, 272 female and 250 male.

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

### Overall Socio-Economic Profile

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

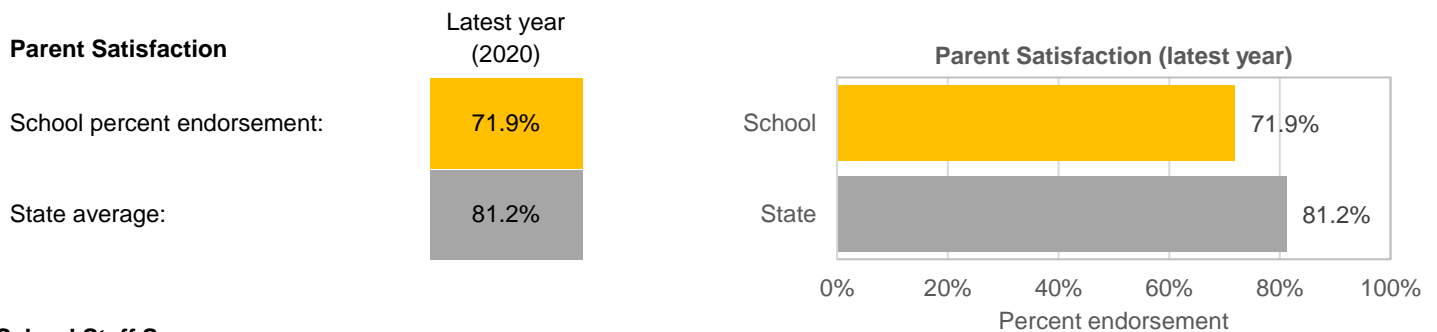
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

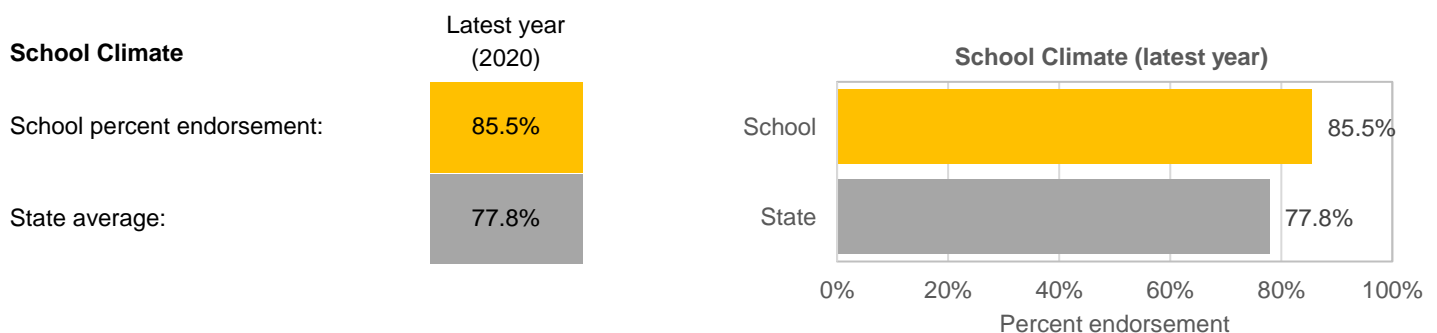


### School Staff Survey

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:

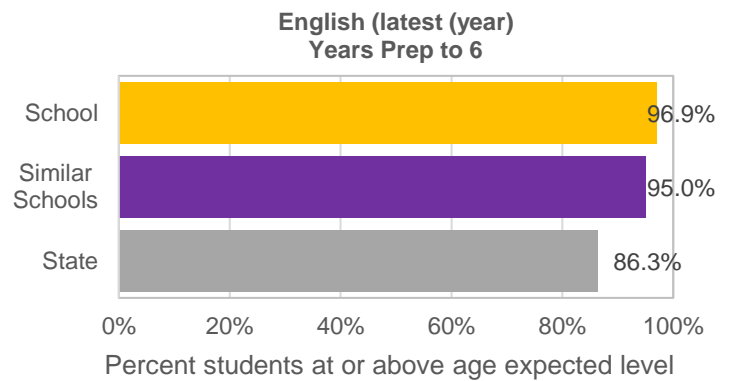
96.9%

Similar Schools average:

95.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

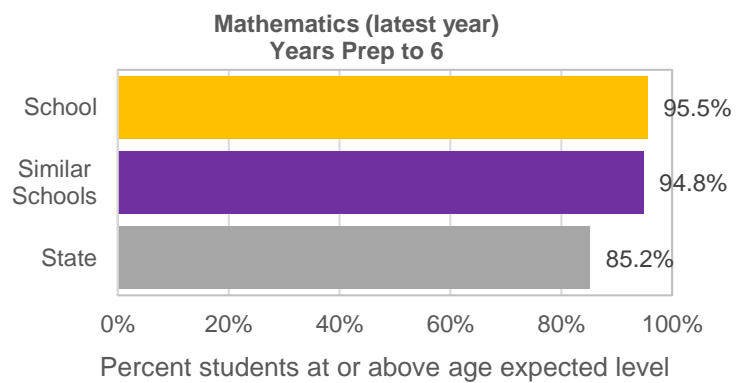
95.5%

Similar Schools average:

94.8%

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

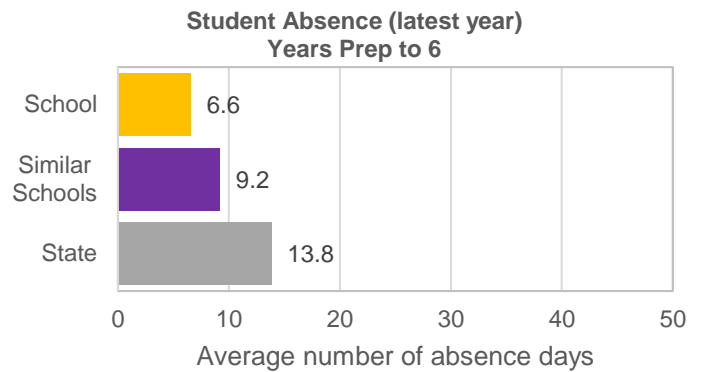
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	6.6	12.2
Similar Schools average:	9.2	12.5
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):	96%	96%	97%	96%	96%	98%	97%

## WELLBEING

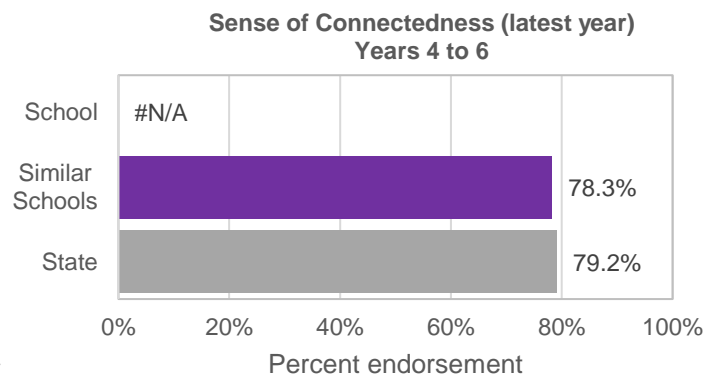
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	85.4%
Similar Schools average:	78.3%	80.1%
State average:	79.2%	81.0%



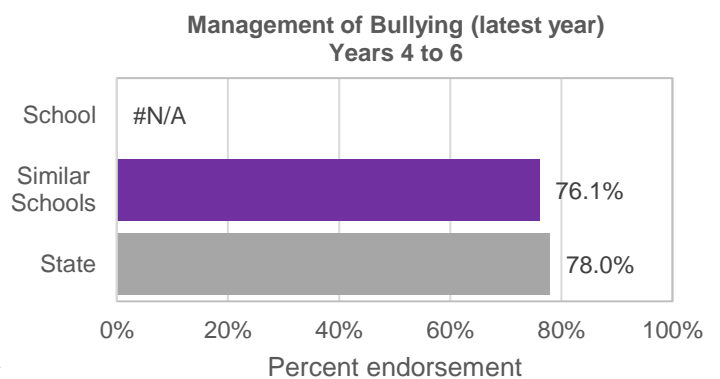
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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	86.5%
Similar Schools average:	76.1%	78.7%
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	\$4,110,290
Government Provided DET Grants	\$916,934
Government Grants Commonwealth	\$3,400
Government Grants State	\$0
Revenue Other	\$9,449
Locally Raised Funds	\$377,697
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,417,771</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,019
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$6,019</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,748,354
Adjustments	NDA
Books & Publications	\$2,432
Camps/Excursions/Activities	\$17,269
Communication Costs	\$6,680
Consumables	\$179,093
Miscellaneous Expense <sup>3</sup>	\$48,431
Professional Development	\$12,513
Equipment/Maintenance/Hire	\$111,437
Property Services	\$502,693
Salaries & Allowances <sup>4</sup>	\$223,183
Support Services	\$10,909
Trading & Fundraising	\$61,862
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$42,476
<b>Total Operating Expenditure</b>	<b>\$4,967,334</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$450,436</b>
<b>Asset Acquisitions</b>	<b>\$106,426</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 01 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$471,152
Official Account	\$11,393
Other Accounts	\$51
<b>Total Funds Available</b>	<b>\$482,596</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$120,771
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$44,241
School Based Programs	\$34,756
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$41,805
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$45,065
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$112,396
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$399,034</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.*