

2017 Annual Report to the School Community



School Name: Brentwood Secondary College

School Number: 7647



- 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 Regulation 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 2017 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 23 April 2018 at 09:30 PM by John Ballagh (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 April 2018 at 05:29 PM by Kerry Whitehand (School Council President)



About Our School

School Context

Brentwood Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and to pursue excellence. A learning community is a place where everyone is learning, both independently and together, and where everyone is continually striving to improve. Our guiding philosophy is the belief that all students learn best when they are happy, healthy and resilient.

Our purpose is to ensure that every student is provided with every opportunity to achieve their potential. A Brentwood education will provide every student with the opportunity to develop their talents, to nurture a passion and to grow in confidence about their future. Every student will be supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff.

Brentwood Secondary College is a co-educational school located in the eastern Melbourne suburb of Glen Waverley. The socio-economic profile of the school is classified as high. The 2017 enrolment was 1551 students plus 35 International Students. The total enrolment has been increasing over recent years. The number of equivalent full time staff employed was 133. This equates to 4 principal class officers, 103.5 teachers and 25.45 education support staff.

The Junior School curriculum at Year 7 integrates the study of English (or EAL), Humanities and ICT in a program that is called Thinking, Learning and Creativity (or TLC). Mathematics, Science, Health/PE, Languages (German or Japanese) and The Arts (Art and Music) are taught as stand-alone subjects. A Curriculum Enrichment Program is offered to those students who demonstrate academic skills above those of their peer group. There are two Enrichment classes at Year 7, Year 8 and Year 9; one that studies German and the other Japanese. The Year 8 curriculum includes the study of English (or EAL), Mathematics, Humanities, Science, Health/PE, Languages and Technology (Food Tech and Information Tech). At Year 9 the core curriculum is reduced to English, Mathematics, Humanities and Science thus allowing for the introduction of a range of specialised elective units. This model promotes personalised learning pathways in preparation for senior school. The senior school curriculum provides opportunities for advanced placement in VCE subjects and university enhancement studies.

A secure education or training pathway beyond Brentwood is a priority for all students. There is a strong commitment to pastoral care and the extra-curricular program promotes high levels of participation. Student leadership opportunities are spread across a broad range of activities and services. The Brentwood culture is one of learning, leadership and high expectations for every member of our community.

Framework for Improving Student Outcomes (FISO)

In 2017 the College completed a peer review which resulted in a new strategic plan for the 2018 to 2021 period. This process identified two areas for the College to further develop on:

1. To improve student achievement through improved teaching and learning
2. To improve the positive climate for learning.

In 2018 the College will continue to focus on the FISO initiatives of Building Practice Excellence, Empowering Students and Building School Pride to achieve growth in these two goals. This will build on the successful actions of the 2017 Annual Implementation Plan. These include:

1. Developing a shared instructional model and a curriculum design template for all teachers to utilize.
2. Initiating a structured feedback process with a student voice feedback survey and peer observation framework.
3. Beginning the development of a Brentwood Learner Model.
4. Benchmarking student literacy skills across the curriculum and providing staff with professional development on integrating these specifically into the curriculum.
5. Initiating a one to one tablet notebook program for students in Years 7 – 10.

Achievement

A focus for 2017 was to further enhance student learning by establishing a Brentwood instructional model known as 'GROWTH'. This has provided a consistent framework for teachers to use in further developing their professional practice and supporting student achievement. The College has also sought to find the best possible professional learning partners for teachers and leaders at the school This has resulted in Brentwood being selected for the University of Melbourne Network of Schools which will support student achievement in future years.

In 2017 The percentage of students in years 7 to 10 working at or above age expected standards in English is greater than the median result for all Victorian government schools and in the top 20% of schools, which is a similar result to comparable schools. The percentage of students in years 7 to 10 working at or above age expected standards in Mathematics is greater than the median result for all Victorian government schools and in the top 20% of schools, which is a similar result to comparable schools.



The percentage of students in the top three bands of testing in NAPLAN for reading at year 7 is above the state median and in the top 20% of schools. The percentage of students in the top three bands of testing in NAPLAN for numeracy at year 7 is above the state median and in the top 20% of schools. The percentage of students in the top three bands of testing in NAPLAN for reading at year 9 is above the state median and in the top 20% of schools. The percentage of students in the top three bands of testing in NAPLAN for numeracy at year 9 is above the state median and in the top 20% of schools.

The percentage of students demonstrating a medium or high NAPLAN learning gain from year 7 to 9 is as follows: Reading – 84%, Numeracy – 79%, Writing – 79%, Spelling – 81%, Grammar and Punctuation – 79%.

The mean study score from all VCE subjects is greater than the median study score for Victorian government schools and is in the top 20% of schools. The mean study score from all VCE subjects is similar to comparable schools. The percentage of students who satisfactorily completed the VCE was 100%.

Engagement

The average days absent per full time equivalent student was less than the median for all Victorian government schools. This result is in the lowest 20% of all Victorian government schools and is less than the four-year average. The attendance rate for each year level was as follows, Year 7 - 94%, Year 8 - 92%, Year 9 - 91%, Year 10 - 92%, Year 11 - 94% and Year 12 - 95%. This attendance rate is similar to comparable schools.

Student attendance is recorded for each lesson by class teachers using an online information management system, Compass. Attendance is also monitored by the year level Student Managers and the Heads of School. Parents are also able to monitor attendance using the Compass portal. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday.

Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health issues. The Student Wellbeing Team also co-ordinate an Outreach Program for students who, for whatever reason, are finding it difficult to attend school on a regular basis. The very precise online monitoring of attendance by both teachers and parents has no doubt contributed to the high student attendance rate. However, it is perhaps the enhanced outreach work undertaken by the Student Wellbeing Team that has had the greatest impact.

The percentage of students who remain at Brentwood from Year 7 through to Year 10 is greater than the median for all Victorian government schools. This retention rate is similar to comparable schools. 96.4% of students exiting from senior school continue with further studies at university or TAFE or begin full-time employment. This result is greater than the median for all Victorian government schools and is similar to comparable schools.

The comprehensive pathways program at Brentwood includes extensive careers and course counselling for all senior school students. All students in Years 9 to 12 complete, or update, a Careers Action Plan and the annual Careers Expo provides valuable pathways information for students. The Year 9 Pathways Program culminates in an intensive three day careers program that supports students in thinking about their pathway in senior school and beyond. The transition from Junior School to Senior School includes parent and student interviews that are focused on course counselling, academic progress and futures thinking. Students in Year 8 also complete a Careers Action Plan. The goal of our transition and pathways strategies is to encourage all students to develop a growth mindset and, as articulated in our vision, to provide every student with the opportunity to grow in confidence about their future. A secure education, training or employment pathway beyond Brentwood is a priority for all students.

Wellbeing

The Attitudes to School Survey average score for the 'connectedness to school' variable is higher than the median for all Victorian government schools and is similar to comparable schools. The Attitudes to School Survey average score for the 'student perceptions of safety' variable is greater than the median for all Victorian government schools and is also similar to comparable schools.

Improving student engagement with the learning culture continued to be a focus in 2017 with the College introducing a new wellbeing program at Year 7 where a resilience worker was placed into Year 7 homegroups. Creating a classroom environment that explicitly builds the capacity of students to be disciplined, reflective and resilient learners will continue to be promoted. Teachers will be encouraged to further develop the role of student voice in learning by extending opportunities for student feedback and student choice in the classroom.

Student wellbeing is a precursor to learning and, consistent with our vision for happy, healthy, resilient students. Pastoral care continues to be a focus. The Student Wellbeing Team continues to provide care and support for students in need. The introduction of a Parents Support team further enhances the relationships with our parent body. Support for the work of classroom teachers, Heads of Faculty, Student Managers and Heads of School remains a priority of the Wellbeing Team.



A breadth of co-curricular and student leadership opportunities continue to be offered to enhance students' connectedness to school and to build their sense of belonging. We will continue to promote and celebrate student participation, leadership and service to the community.

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



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1589 students were enrolled at this school in 2017, 751 female and 838 male.</p> <p>31 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">Grammar and Punctuation</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">Grammar and Punctuation</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 100% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 2% VET units of competence satisfactorily completed in 2017: 57% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 25%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	91 %	92 %	94 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	91 %	92 %	94 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

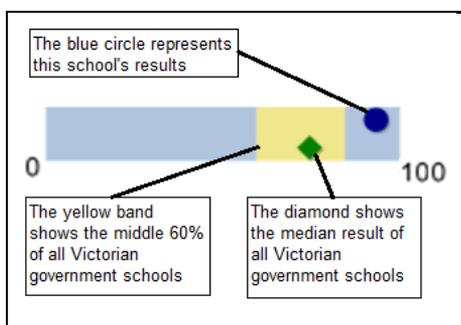
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

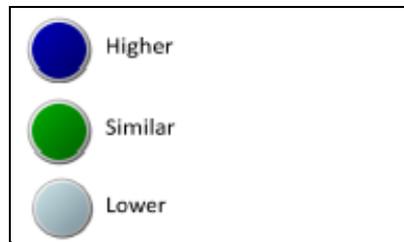


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

The Operating Statement Summary for the year ending 31 December 2017 indicates a Total Operating Revenue of \$16,815,729 and the Total Operating Expenditure of \$16,191,938. This indicates a Net Operating Surplus of \$623,791. The surplus funds relate to asset/equipment replacement in the next 12 months and school council savings towards a major capital project.

Grants received include equity funding \$102,812, language and learning difficulties funding \$38,373 and school maintenance grant \$137,000 for junior school toilets and C & G block upgrade.

Projects completed in 2017 include the internal and external college lighting upgrade to LED \$117,000, C & G Block and junior school toilets \$140,000, replacement and upgrade of all college locks, \$40,000, new bike shed and provision for extra bikes \$15,000, college entrance upgrade and extra first aid room \$100,000, installation of security cameras \$60,000, installation of new projectors \$60,000, purchase of new admin and library photocopiers \$18,000, and purchase and installation of extra air conditioners \$15,000.

Asset acquisitions include security cameras, projectors, locks, bike shed, college entrance upgrade, extra first aid room, air conditioners and photocopiers.

The Financial position as at 31 December 2017 was as follows: Total Funds Available \$1,848,658 and Total Financial Commitments \$1,858,658. The strong financial position is a reflection of the ongoing support of our School Council and parent community.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$12,945,442	High Yield Investment Account	\$1,522,500
Government Provided DET Grants	\$1,692,748	Official Account	\$61,363
Government Grants Commonwealth	\$42,326	Other Accounts	\$264,795
Government Grants State	\$22,137	Total Funds Available	\$1,848,658
Revenue Other	\$42,724		
Locally Raised Funds	\$2,070,352		
Total Operating Revenue	\$16,815,729		
Equity¹			
Equity (Social Disadvantage)	\$62,005		
Equity (Catch Up)	\$40,808		
Equity Total	\$102,813		
Expenditure		Financial Commitments	
Student Resource Package ²	\$12,900,784	Operating Reserve	\$519,742
Books & Publications	\$21,969	Asset/Equipment Replacement < 12 months	\$184,095
Communication Costs	\$30,042	Capital - Buildings/Grounds incl SMS<12 months	\$285,000
Consumables	\$364,384	Beneficiary/Memorial Accounts	\$500
Miscellaneous Expense ³	\$1,178,090	Revenue Received in Advance	\$473,819
Professional Development	\$77,423	School Based Programs	\$5,350
Property and Equipment Services	\$779,185	Provision Accounts	\$13,966
Salaries & Allowances ⁴	\$592,210	Other recurrent expenditure	\$6,770
Trading & Fundraising	\$157,779	Asset/Equipment Replacement > 12 months	\$41,901
Travel & Subsistence	\$1,077	Capital - Buildings/Grounds incl SMS>12 months	\$317,515
Utilities	\$88,994	Total Financial Commitments	\$1,848,658
Total Operating Expenditure	\$16,191,938		



Net Operating Surplus/-Deficit	\$623,791
Asset Acquisitions	\$475,074

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.