

2020 Annual Report to The School Community



School Name: Wangaratta High School (8425)



WANGARATTA
HIGH SCHOOL

- 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 20 April 2021 at 12:47 PM by Michelle Bootes (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 10 May 2021 at 08:24 PM by Deborah Fisher (School Council President)

How to read the Annual Report

What's changed in 2020?

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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary 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
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

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

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

The vision for Wangaratta High School is to empower all students to grow academically, socially and emotionally, through the provision of an outstanding learning environment built on high expectations for success that will enable all students, with support, to experience quality teaching within a positive climate for learning. Our graduates will be independent, lifelong learners who are equipped to make a positive impact on the world around them.

Wangaratta High School is located in the North Eastern region of Victoria, approximately 250 kilometers north east of Melbourne. Wangaratta High School is the only government secondary provider and is one of four government schools in the Wangaratta area. Wangaratta High School opened in 1909.

In 2020 Wangaratta High School supported 642 students in Years 7-12 to improve and enhance their learning, as they worked towards achieving learning growth, high levels of achievement and for our senior students pathways beyond school. Our students were supported by a team of 69.54EFT staff, including 50 teaching staff, 16.5 education support staff and 3 Principal Class employees.

The school facilities include a flexible learning centre, senior building, gymnasium, performance hub and specialist and multipurpose learning spaces. The grounds include basketball and netball courts, an oval and both active and passive play spaces.

Wangaratta High School provides a Year 7 to 10 program based on the Victorian Curriculum frameworks and a senior year program through Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and a range of options from Vocational Education and Training (VET). The High School offers Language Other Than English (LOTE) through Italian.

Wangaratta High school provides a specialist instrumental music program, a select entry accelerated learning program (SEAL) and a wellbeing program supported by a social worker and youth worker.

Framework for Improving Student Outcomes (FISO)

In 2020 Wangaratta High School strategically narrowed it's focus to ensure that school improvement areas were restricted to what matters most. As a result of this two FISO areas were identified as the key improvement foci, Excellence in Teaching and Learning and a Positive Climate for Learning.

The work in Excellence in Teaching and Learning was strongly linked to the 2020-2023 Strategic Plan goal of maximising the learning growth for all students in Victorian Curriculum, VCAL and VCE. This was narrowed through a key improvement strategy that focused on all levels of the school building practice excellence in curriculum, assessment and pedagogy. The specific actions, activities and milestones of this work then drilled deeper into developing, documenting and embedding whole school collaborative approaches to curriculum, planning and assessment through the Professional Learning Communities (PLC) journey, embedding an agreed Wangaratta High School Instructional Model which included evidence based High Impact Teaching (learning) Strategies and enhancing data collection, analysis and evaluation of student learning growth over time. Data literacy with work linked strongly to the Benalla Mansfield Wangaratta Network critical friend, Lyn Sharratt and her school improvement initiatives.

The school continued to work on a Positive Climate for Learning, supporting the Strategic Plan Wellbeing Goal of creating a safe, secure environment that fosters a positive climate for learning and teaching. This included a key

improvement strategy of creating an orderly learning environment which fosters a positive climate for learning and teaching. This then translated to focused school improvement work for staff around School Wide Positive Behaviour Supports (SWPBS), a Social and Personal Learning Program to improve the health, wellbeing and resilience of all students, developing and embedding opportunities for genuine student agency voice and agency, and student attendance.

Leadership Development also played a key role in 2020, using Vic Zbar's "Driving School Improvement". The focus being Zbar's four pre-conditions for school improvement:

- Strong leadership that is shared
- High expectation & teacher efficacy
- Orderly Learning Environment
- Focus on what matters most

An external coach worked with the Leadership Team to build leadership capacity to speak with one voice around WHS Strategic Priorities, and to map Leadership progress against the strategic priorities throughout the year.

Achievement

Some students responded well to self-directed and project-based learning tasks using Google Classroom during the remote learning period. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. However, a constant issue during remote learning was to ensure that all students had devices at home they could use and internet connectivity for students who live in remote rural settings. On average we had around 30-40 students attend onsite learning during remote learning.

In 2020 the Learning Culture at Wangaratta High School continued to develop and transform. This was enabled by a leadership team with a whole school focus on developing a culture focused on a positive climate for learning. This was evidenced by feedback in staff, student and parent focus groups.

The whole school focus on PLCs was supporting consistent teaching and learning practices throughout learning areas. All key stakeholders outlined that the schools focus on a collaboratively designed curriculum based on student learning needs had strengthened learning growth for many students.

The schools focus on collaborative planning had supported the development and implementation of a guaranteed and viable curriculum at Wangaratta High School. This was enabled by the schools supports and structures that established dedicated PLC meetings. Staff highlighted the collaborative approach to planning had strengthened their teaching practice, consistency through learning areas and the mapping of learning programs according to the curriculum guidelines. Staff also identified that there had been an increase in the sharing of practice of informal and formal feedback within learning areas.

The allocation of human resources including the Assistant Principal, Learning Specialists and opportunities for coaching had supported an enhanced culture. The school leadership team could articulate how the professional learning program was clearly aligned to the school's identified improvement strategies and a School Improvement Team (SIT) had also continued in 2020.

Student achievement at Wangaratta High School is measured through a range of variables and takes into account that both student learning growth and student achievement levels matter. The school examines teacher judgements, NAPLAN data and VCE/VCAL and VET data to obtain a realistic understanding of their success and the achievement and growth levels of students. In 2020 there was no NAPLAN data. In 2020, PATM and PATR data was used to create data walls for student learning growth.

In Years 7-10 Teacher Judgements and NAPLAN performance are the two key measures reported on by the Department of Education and Training, specifically in the areas of English and Mathematics.

In 2020 teacher judgements for students in Years 7-10 for English indicated that 44.9% of our students were working at or above the age expected level, this is considerably below the state mean of 75.8% of students working at or above

the age expected level.

In the area of Mathematics at Year 7-10, teacher judgements indicated that 68.2% of students were achieving at or above the age expected level in mathematics, this is above the state mean of 66.3% of students.

In 2020, 92% of students studying VCE Unit 3/4 subjects at Wangaratta High School satisfactorily completed their VCE. Many students decided to do an unscored VCE due to poor mental health during remote learning. The Mean Study Score for our students was 26.7, slightly below the state median of 28.8 and our 4 year average of 27.3. The maximum student study score is 50 and when compared to schools with a similar student demographic Wangaratta High School is performing above those other schools. In 2020, 24% of Year 12 students undertook at least one Vocational Education and Training (VET) unit of competence. 60% of VET units of competence undertaken in 2020 were completed successfully. In 2020 Victorian Certificate of Applied Learning (VCAL) courses were offered to students at Foundation, Intermediate and Senior level, with 55% of VCAL credits being satisfactorily completed.

Engagement

A focus on a positive climate for learning and lifting expectations to enhance the culture of achievement at Wangaratta High School continued to evolve in 2020. The school had focused on lifting the High School culture through symbolic upgrades to the facilities and focusing staff collaborative time on learning and teaching. This key achievement was evidenced by feedback in staff, student and parent focus groups in 2020. The Student Attitudes to School Survey results mostly displayed an increase in positive endorsement of all factors providing an overall improvement in positive climate for learning.

A structured student leadership council was in operation throughout 2020. Students describe student leaders as symbolic leaders representing the school at public forums and in 2020 they had an impact on school culture playing a key role in the Year 6 to 7 transition program.

The High School has documented processes for the establishment of Individual Learning Plans and student management and engagement structures across the school.

Student attendance at school continues to be a challenge for the High School despite a tiered system of supports to encourage high rates of attendance. The average number of school days per student, across Year 7-12 in 2020 was 34.4%. This figure is well above the state median of 17.8 days and our student attendance is below that of students in similar schools. Student attendance at Year 11 is the strongest, with the average attendance rate being 86%, this is followed at Year 12 with an attendance rate of 85% and Year 7 and 8 of 84%. Our lowest attending cohorts being Year 9 (77%) and Year 10 (79%). I question the accuracy of this data because there were many issues around students being able to record their attendance during remote learning.

Student retention at school can reflect student engagement levels with their school and their learning. At Wangaratta High School in 2020 the retention rate or the percentage of Year 7 students who remain at school through to Year 10 was 71.3% in 2020. This is a slightly lower figure to schools with a similar student demographic and slightly above the State Median and our own 4 year average,

Student engagement at school often ensures that students have a pathway both through and beyond school. At Wangaratta High School we believe that we are successful if when students exit the school they have a pathway that includes an apprenticeship, TAFE Course, Work or University. In 2019, 74% of our students who exited the school in Year 10, 11 or 12 went on to further studies or full-time employment. This is significantly below the state median of 88.8% and the performance of schools similar to ours.

Wellbeing

A calm and orderly learning environment is evident across the school and positive relationships are highly valued. The success of the school's focus on engagement policies, programs and implementation was evident throughout Student Attitudes to School Survey results, student, staff and parent forums. The school has successfully adopted a Team Around the Learner (TAL) approach. The High School has documented processes for wellbeing of students and the support structures that can be accessed as part of this process.

Student Wellbeing is supported by a dedicated team within the school that includes an Assistant Principal (Positive Climate for Learning), Leading Teacher (Student Wellbeing and Inclusion), Social Worker, Counsellor and School Nurse. This team is ably supported by Year Level Leaders and Social and Personal Development teachers who both maintain strong links with our student cohort. Student wellbeing was supported during remote learning through calls to families when student absence in remote learning occurred. The Wellbeing Team also supported many families each week during remote learning by providing substantial food packages to families who were in need.

The annual Student Attitudes to School Survey contains two key measures of student wellbeing. The first measure is Student Connectedness, which recorded a 42.6% positive endorsement rate in 2020. This rate was below the state average of 59.9%. The other key measure found within the student survey is Management of Bullying. The school saw an decrease in positive responses for this variable of the survey, falling to 42.6% positive endorsement in 2020. This figure is significantly below the state average of 59.9%.

Financial performance and position

In 2020 Wangaratta High School continued to manage the effects of a declining student population, an enrolment trend that has been evident for the previous 10 years. This declining enrolment trend and experienced staff profile places fiscal challenges on the High School that have been managed by the careful use of credit and cash surpluses built up over previous years. In 2020 the staff profile was managed within the Student Resource Package provided by DET and this in turn will allow other funds to be utilised beyond 2020 for targetted improvement work that supports students learning, such as IT infrastructure and equipment.

Wangaratta High School has been in receipt of Equity Funding to support the Low-Median classification of the school community. In 2020 Equity Funding was utilised to deliver an evidence based literacy intervention program for students in Years 7 & 8, MacqLit. Funding was also used to enable the provision of a Social Worker and Leading Teacher to support the wellbeing of students, individual support for targeted low achieving students and increased educational support staff to support student attendance.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at http://www.whs.vic.edu.au/](http://www.whs.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 642 students were enrolled at this school in 2020, 324 female and 318 male.

2 percent of students had English as an additional language and 5 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.

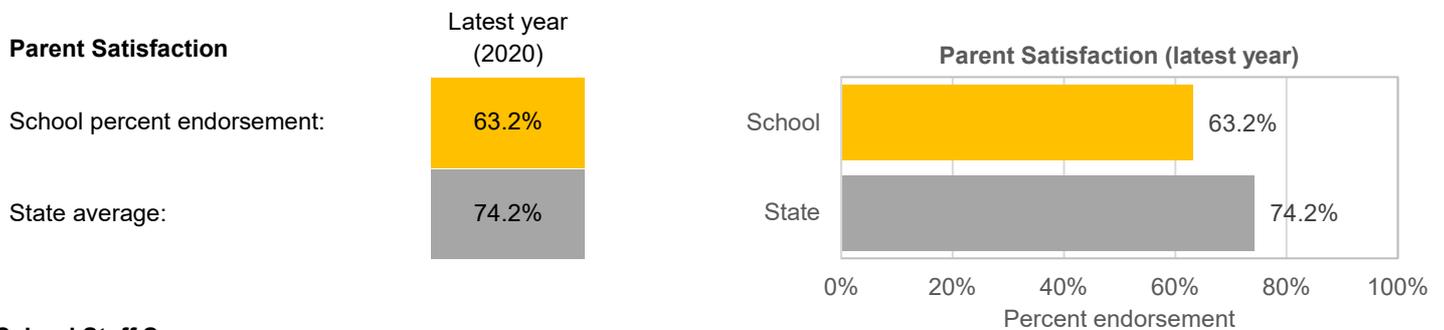
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

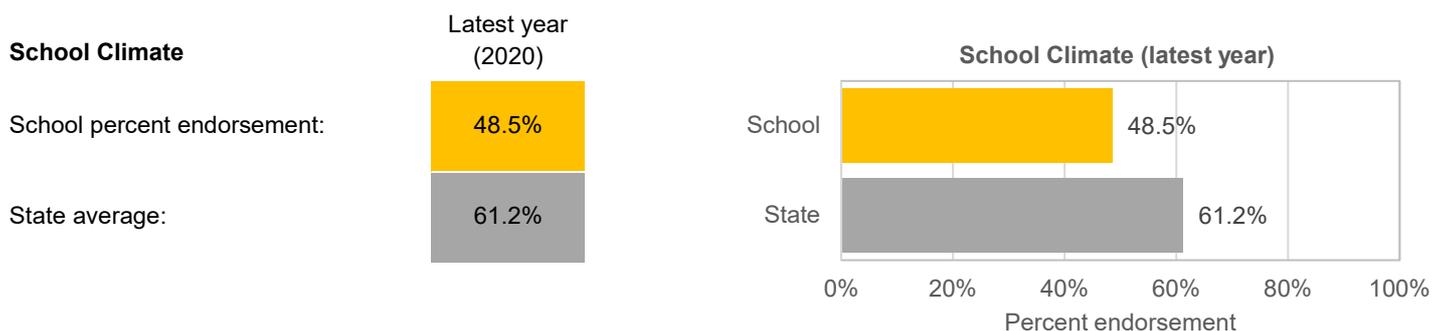


School Staff Survey

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 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

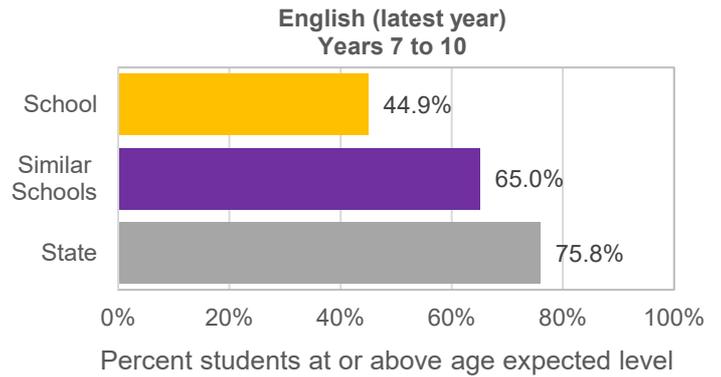
44.9%

Similar Schools average:

65.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

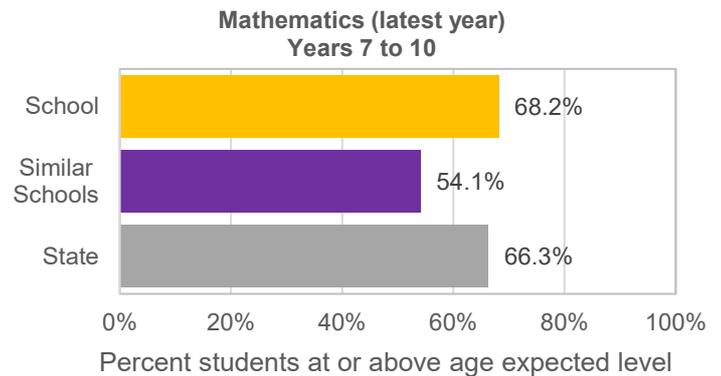
68.2%

Similar Schools average:

54.1%

State average:

66.3%



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.

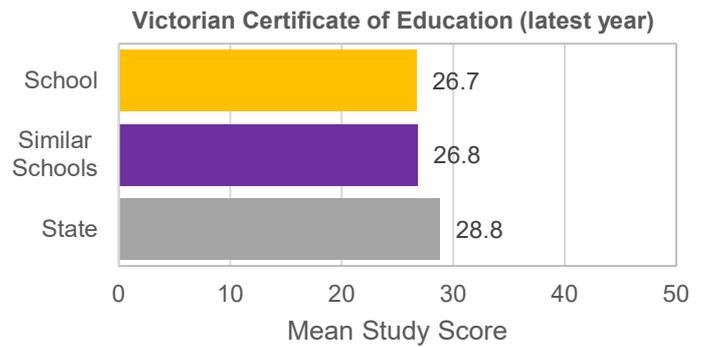
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	26.7	27.3
Similar Schools average:	26.8	26.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

92%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

24%

VET units of competence satisfactorily completed in 2020:

60%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

55%

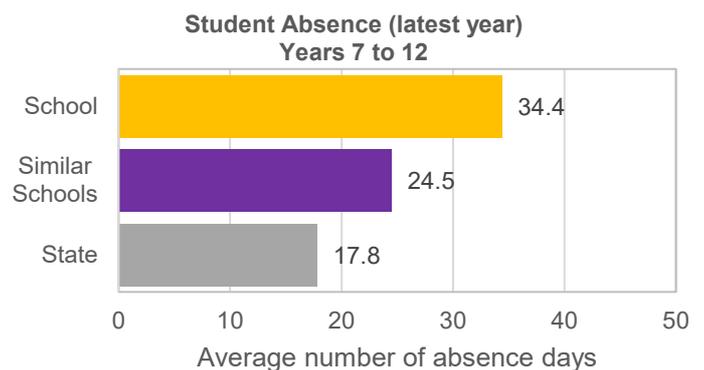
ENGAGEMENT

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 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	34.4	28.7
Similar Schools average:	24.5	24.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

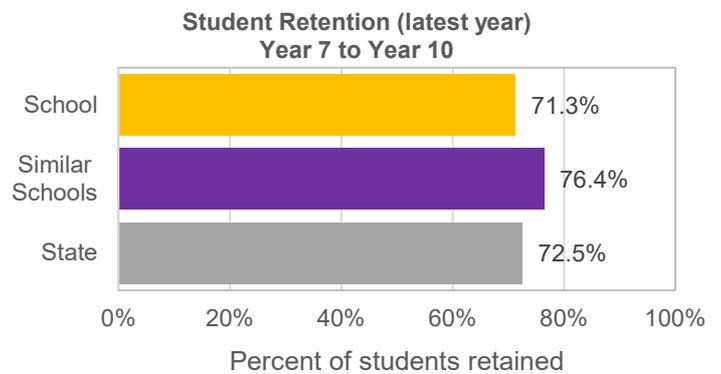
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	84%	84%	77%	79%	86%	85%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	71.3%	73.7%
Similar Schools average:	76.4%	76.5%
State average:	72.5%	72.9%



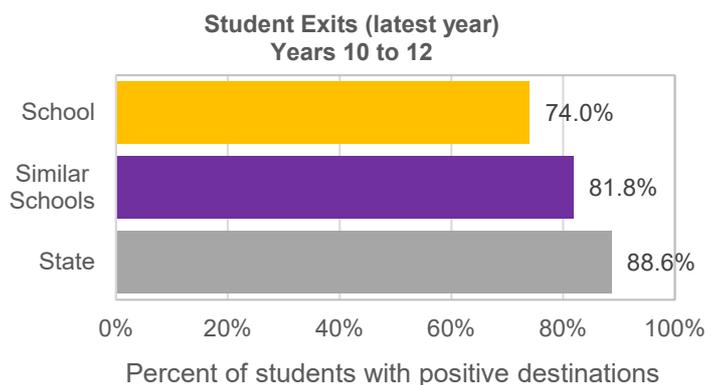
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	74.0%	82.2%
Similar Schools average:	81.8%	83.7%
State average:	88.6%	89.1%



WELLBEING

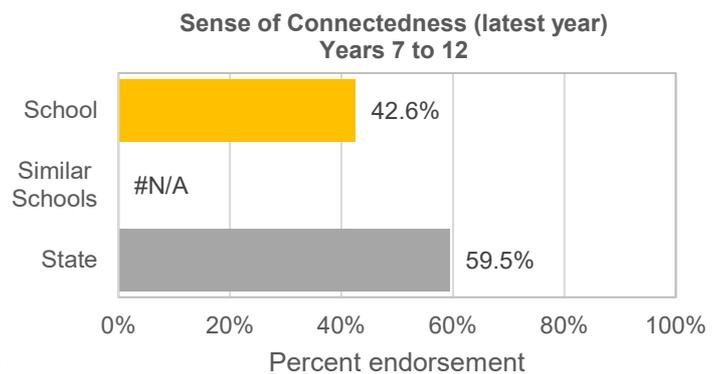
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	42.6%	43.2%
Similar Schools average:	NDP	49.2%
State average:	59.5%	55.3%



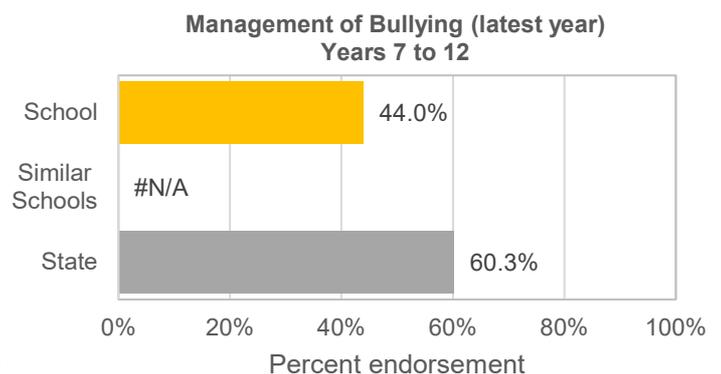
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	44.0%	44.1%
Similar Schools average:	NDP	52.5%
State average:	60.3%	57.9%



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	\$7,473,537
Government Provided DET Grants	\$1,736,697
Government Grants Commonwealth	NDA
Government Grants State	\$9,725
Revenue Other	\$44,188
Locally Raised Funds	\$208,693
Capital Grants	NDA
Total Operating Revenue	\$9,472,840

Equity ¹	Actual
Equity (Social Disadvantage)	\$469,091
Equity (Catch Up)	\$45,880
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$514,971

Expenditure	Actual
Student Resource Package ²	\$7,300,999
Adjustments	NDA
Books & Publications	\$1,712
Camps/Excursions/Activities	\$81,300
Communication Costs	\$17,808
Consumables	\$168,751
Miscellaneous Expense ³	\$90,509
Professional Development	\$13,419
Equipment/Maintenance/Hire	\$326,031
Property Services	\$260,971
Salaries & Allowances ⁴	\$259,377
Support Services	\$201,663
Trading & Fundraising	\$14,458
Motor Vehicle Expenses	\$3,859
Travel & Subsistence	\$16
Utilities	\$201,232
Total Operating Expenditure	\$8,942,107
Net Operating Surplus/-Deficit	\$530,733
Asset Acquisitions	\$117,698

(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	\$378,622
Official Account	\$89,452
Other Accounts	NDA
Total Funds Available	\$468,074

Financial Commitments	Actual
Operating Reserve	\$268,248
Other Recurrent Expenditure	\$37,202
Provision Accounts	NDA
Funds Received in Advance	NDA
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	NDA
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	\$305,431

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.