

2017 Annual Report to the School Community



School Name: Thomastown Secondary College

School Number: 8383

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Thomastown Secondary College has a unique and proud history. Designed in 1971 on a mini-school model with a strong focus on engagement and student voice, we have retained our core values while responding to the changing needs of our community and that of the broader society. Our motto "Individual Excellence" is embedded in our rich learning environment which values and supports diversity, excellence and teamwork. We foster a spirit of mutual respect and support, where every student is expected to strive to reach his or her potential. Students are empowered to build a solid foundation for the future by participating in social, intellectual, sporting and cultural activities. Our students are encouraged to participate in enrichment and extension programs. The College mission is to encourage students to develop strong social, emotional and academic skills, essential for all citizens in this global world.

Thomastown Secondary College was founded on the understanding that effective schools are centred on the individual student as a learner and as a person. Vertically structured curriculum and distinct teaching teams in each of the 7-10 mini-school allow enrichment at all year levels and in all learning areas. Underpinning this belief is the unique Home Group structure, which provides each student with the same teacher-mentor from Year 7 to Year 10. This program supports a dynamic partnership between student, Home Group teacher and parents and provides continuity and effective monitoring of the social, emotional and academic needs of our students. A separate senior mini-school encourages a more adult approach to learning.

Thomastown Secondary College's education offers exciting opportunities for students in Years 7-12. Students are drawn from a wide catchment area, however the majority come from the Lalor, Thomastown, Epping and Reservoir communities. In 2017 the overall student population was 588 with equal numbers of males and females. Both the Family Occupation (SFO) and School Family Occupation and Education (SFOE) are high and English is an additional language for 72% of our current enrolment. A staff of 53.3 EFT teachers including the Principal, 2 Assistant Principals, 4 Leading Teachers together with 17 support staff deliver an extensive curriculum and co-curriculum program.

The College offers a breadth of Pathways including VCE, VET and the flexibility to combine these with an extended workplace learning experience. The College has extended its arts, media and music, STEM and physical education programs and its central location in the Thomastown Precinct provides easy access to the twenty million dollar Recreation and Aquatic Centre adjacent to the College, the library and the additional local government facilities. Currently we celebrate the cultures of families from 30 different countries who speak over 40 different languages. This year the College added Japanese to the already extensive LOTE program bringing the number of languages offered to five. These are all delivered in the inviting and flexible learning spaces of our Language Centre providing further opportunities to acknowledge and strengthen our sense of community and continue to celebrate the richness of our cultural diversity. The Victorian School of Language shares our facilities and offer a broad range of languages on Saturday morning.

More specifically, the destinations data of students completing VCE illustrates that the size of the College enables our students to access a diverse range of career. A focus on success has resulted in 94.8% of our graduates of 2017 going onto further study or full time work. This is higher than the State median at 92.3 and the College has maintained this lead (and higher) over the past 4 years.

Our students are encouraged to set high expectations for themselves in all areas of their learning. The core value of Individual Excellence permeates all aspects of College life. It is included in individual goals, embedded in core learning strategies and is a focus in extra curriculum activities. In 2017 the College continues to embed the habits of Positive Mindset, encouraging all students to build their knowledge and understanding of how they can influence their own life experience and outcomes. We continue to build student and family understanding in this area while increasing leadership opportunities where exposure to both the corporate and commercial environments is offered at each year level.

The College continues to build on its extensive network of partnerships with industry, tertiary institutions and third party facilitators. We have a detailed STEM (Science, Technology, Engineering and Mathematics) calendar of events in partnership with Latrobe University, the University of Melbourne, Quantum, and GSTAT and are actively involved in the management of the Outer Northern Trade Training Centre. Our Arts program is recognised within the community and our students are regularly sort to present in other schools both State and Catholic.

During 2017 the College did not attract funding to further improve infrastructure however College funds were used to improve classroom facilities and complete further grounds work. We now have well integrated sport and physical education facilities offering a range of options for all students.



Framework for Improving Student Outcomes (FISO)

Data collected from the staff, parent and student surveys is positive and reflective of our supportive community. This satisfaction is reflected in our improved retention. Individual Excellence is the goal for all members of our community along with an expectation that this will come through critical reflection, hard work and continual improvement. This key goal of achieving Individual Excellence for all staff and students is pursued through building practice excellence for all, strengthening the College's learning culture, which expects continual growth, and by empowering each student to have greater influence on this learning environment.

More specifically the two FISO priorities which formed the College Focus for 2017 were:

Building practice excellence through

- Embedding teaching practices which support a College-wide pedagogical model
- Providing professional development which ensures learning progress is carefully monitored and enhanced through the use of rich data
- Encouraging the monitoring, assessment and reporting of the achievements of all students while supporting them to actively take responsibility for their own continual growth, and

Setting expectation and promoting inclusion through

- Implementing a Positive Culture and Behaviour program
- Increasing the level of student pride in Thomastown Secondary College and in themselves
- Further strengthening the links between the Home Group and family
- Providing additional leadership opportunities for students
- Providing increased opportunities for students to discuss concerns and recommendations

To achieve this we have ensured a considered approach to the distribution of resources to support these strategic directions, goals and improvement areas

Achievement

The College has a detailed curriculum framework at the domain, subject and class level. The College has provided a framework for professional development establishing a consistent pedagogical approach at all levels and across all domains. Peer observations are in place and will now become a tool to provide feedback to teachers on the progress each is making in embedding this pedagogical model. Feedback will also be used in the ongoing development and evaluation of individual performance, and development plans. The responsibility for individual excellence is seen now as both an individual and a collective responsibility.

As the staff profile rapidly changes it has become necessary to strengthen our induction processes further to insure that the knowledge and skills of more experienced teachers is shared and not lost. The unique structure of Unit teams has allowed the Performance and Development culture to embed quickly and naturally along with the existing shared responsibility for student progress over a sequential number of years. The move to shift the emphasis of peer observation to those goals identified in staff performance and development plans is seen as a way to strengthen staff support for each other while building practice excellence across the College.

Our VCE results outcomes continue to be close to that expected by both the College and the State. We do not stream students into programs at VCE and so do not offer a VCAL program. We do however offer an extensive VET program. All our students are given the opportunity to sit the VCE exams. Not excluding some students from this process has an impact on our median study school. We feel however the benefits of providing all students with equal access along with the variety of additional options provides an extremely supportive and empowering learning environment

In 2017 95% of students satisfactorily completed VCE. 98% of all students who applied to VTAC received a tertiary offer. 63% of these offer were for university places and 37% were offers for TAFE colleges. Of the 21 students who did not apply to go on to further studies, 7 took up apprenticeships, 1 enrolled at a private TAFE, 3 decided on an additional year of VCE, 1 went overseas, 8 are employed and 1 was looking for employment.

The percentage of students working at or above age expected standards in English and Mathematics has increased but Naplan data shows that students entering the College include fewer students in the top 3 bands for Reading and Numeracy while at the same time the percentage of students making high gain at Yr.9 has increased for Reading and Writing. To support this further the teacher/student ratio has been reduced to 1:10 in every Yr. 7/8 English class and in addition the Home Group program has adopted the Renaissance intense reading program in an attempt to close the gap in the first two years of secondary college

Engagement



While the College has a dedicated Wellbeing team, engagement is at the centre of all that we do. From the wide variety of extra curricular activities, Breakfast Club and Homework Club to the exciting range of ‘real life ‘ experiences with mentors and teachers from business, university and TAFE. The College engagement factors are extremely pleasing and both attendance and retention data has continued to climb. Our Students attitudes to School results show that students are well connected to both the College and their peers feel safe and have a high level of motivation to achieve. The school has chosen to focus further on this area to strengthen resilience and self-esteem through building positive thinking and greater individual responsibility. The introduction of student portfolios for all students and the explicit involvement of students in reporting to parents on individual progress is designed to encourage students to take greater responsibility of their own learning. The responsibility for individual excellence is seen now as both an individual and a collective responsibility.

The opportunities for student leadership have increased significantly and students understand and see that they have a real influence on outcomes at the College. They have been voting members of School Council for many years. The percentage of students from Years 10-12 going on to further studies or full-time employment is above the State median.

The College has built a number of strong relationships with external organisations. Our student participate in a growing number of mentoring programs offered by The Australian Business Community Network, the ITrack and scholarship program with The Smith Family, Astronomy Studies with the University of Melbourne and more recently introduced the Interfaith program with St Monica’s College and Al Siraat College.

Wellbeing

Investment in student wellbeing, attitudes to challenges and the development of personal strengths are critical, not just in equipping young people for a rewarding career but, in building a stronger, healthier society. The College is committed to continue educating students, parents and staff in both the strategies and the benefits of developing a positive mindset. The culture of Thomastown Secondary College has always placed the health and wellbeing of each student at the very centre and positive mindset supports our goal to enable healthy, resilient individuals. A student who is happy, safe, and free from stress is better equipped to achieve individual excellence. For that reason the College invests heavily in structures and processes designed to level the playing field and narrow the gap.

When looking across the many indicators of wellbeing, positive results can be found on several levels. Parent satisfaction is above State median while staff endorsement is above. The improvement between Yr. 7 performance and Yr. 9 performance in Reading and Numeracy in Naplan indicates a substantial impact by the program during 2017 and over time. Student retention is in line with schools of similar demographics and increasing while the long-term indicators of students moving onto tertiary study or employment remains higher.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 588 students were enrolled at this school in 2017, 271 female and 317 male.</p> <p>72 percent were EAL (English as an Additional Language) students and 2 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 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: ◆

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: 95% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 23% VET units of competence satisfactorily completed in 2017: 91% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 0%</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;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>89 %</td> <td>89 %</td> <td>89 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	89 %	89 %	89 %	92 %	92 %	<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>● Higher</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	89 %	89 %	89 %	92 %	92 %									
<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>● Similar</p> <p>● 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>● 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: ◆

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)

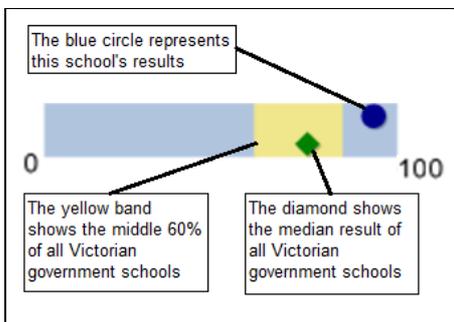
Engagement

- 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).

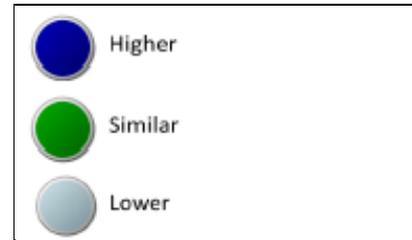


What does *School Comparison* refer to?

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

Thomastown Secondary College has recorded an operating surplus which includes money allocated for a gymnasium seating and upgrade that was deferred to 2018 and maintenance funding for laptops provided to all students, 2018 camps run in Semester 1 2018 and funding to replace the College bus. Equity money has been used to provide all students with a College laptop and the continued success of this program is evident by the number of students participating in the program. It has also been used to reduce the teacher/student ratio to 1:10 in all Yr. 7/8 English classes and this additional staffing will continue in 2018.

In 2017 we completed a number of projects including the upgrading of one mini-school, replacement of outdoor seating, new signage throughout the College, additional instruments in the music department and an additional sporting area.

The College will continue to allocate funding for our Strategic Goals and Priorities, and continually works to provide a productive and challenging learning environment for all students. The Bank Accounts were managed effectively, interest earned from Investment Accounts, commission, and other locally raised funds were used to supplement the overall budget. 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 College consistent with Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$6,774,963
Government Provided DET Grants	\$1,408,680
Government Grants Commonwealth	\$3,164
Government Grants State	\$20,666
Revenue Other	\$48,463
Locally Raised Funds	\$229,175
Total Operating Revenue	\$8,485,110

Equity ¹	
Equity (Social Disadvantage)	\$1,310,505
Equity (Catch Up)	\$91,716
Equity Total	\$1,402,221

Expenditure	
Student Resource Package ²	\$6,404,326
Books & Publications	\$10,278
Communication Costs	\$18,861
Consumables	\$156,566
Miscellaneous Expense ³	\$262,777
Professional Development	\$43,208
Property and Equipment Services	\$454,977
Salaries & Allowances ⁴	\$210,610
Trading & Fundraising	\$24,471
Travel & Subsistence	\$4,436
Utilities	\$82,826
Total Operating Expenditure	\$7,673,335

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$1,181,485
Official Account	\$49,232
Other Accounts	\$768,204
Total Funds Available	\$1,998,921

Financial Commitments	
Operating Reserve	\$199,874
Asset/Equipment Replacement < 12 months	\$330,000
Capital - Buildings/Grounds incl SMS<12 months	\$510,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$196,000
Beneficiary/Memorial Accounts	\$31,000
Revenue Receipted in Advance	\$102,000
School Based Programs	\$250,200
Provision Accounts	\$95,000
Other recurrent expenditure	\$85,300
Asset/Equipment Replacement > 12 months	\$9,548
Maintenance -Buildings/Grounds incl SMS>12 months	\$170,000
Total Financial Commitments	\$1,978,921



Net Operating Surplus/-Deficit	\$811,775
Asset Acquisitions	\$0

- (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.