

2016 Annual Report to the School Community



School Name: Sunbury Downs Secondary College

School Number: 8723



Name of School Principal:

Maria Oddo

Name of School Council President:

Stephanie Lillywhite

Date of Endorsement:

23 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Sunbury Downs College is a Year 7 to 12 co-educational Secondary College situated in the regional town of Sunbury. It is a growing co-educational secondary College with student enrolment numbers around 800.

We offer a rich program in an environment with strong student management, high expectations and educational outcomes.

The College regards itself as an academic school with a wide range of programs. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Arts/Technology, Performing Arts, Physical Education/Health and Languages (Italian). We also offer a wide range of VCE subjects including some VET studies and a structured rigorous VCAL program in Years 10-12.

The College is the only secondary school in the area that offers an Accelerated Curriculum & Enrichment (ACE) program for academically able students; extending students through a challenging curriculum including early commencement of VCE. The ACE program is a select entry course with enrolment from the feeder primary schools. The College is also an accredited International Student Program provider and has begun student enrolment intake in 2016. This program is in its infancy stage as the College works with the local community to engage in cultural immersion and understanding.

Sunbury Downs College offers a wide range of extra-curricular activities and an inter-school sporting program. There are year level and specialised camps and excursions, including an overseas Italian Study Tour. The College has a well-established student leadership program and also a house system with whole school carnivals for Athletics and Swimming. Sunbury Downs College offers instrumental music tuition and presents a highly acclaimed Musical Production, enabling students to excel in the Performing Arts in an environment that fosters participation, responsibility and teamwork outside the classroom.

Our College is proud to be in partnership with its community and organisations so as to offer and provide the very best for our students. Some of these partnerships include our feeder schools, local businesses and many universities including Melbourne University. In more recent times corporate partners such as the Beacon Foundation have extended their work into our classrooms. We acknowledge that it is the links with the outside world that extends the offerings for our students and community.

Framework for Improving Student Outcomes (FISO)

In 2016 the Sunbury Downs College Annual Implementation Plan listed the following two priorities:

- excellence in teaching and learning and
- community engagement in learning

These initiatives were focused on building practice excellence and communities.

The key improvement strategies for building practice excellence included-

- Create consistent practices in the delivery of curriculum to promote student achievement to best maximise outcomes
- Create a culture of team planning amongst teachers so the 'how to teach' is part of the professional learning growth
- Establish a consistent understanding of data informed practice including the use of assessment tools, moderation and differentiation
- Embed the PDP culture to ensure goals centre around common and best classroom practice

The key improvement strategies for building community engagement included-

- Engage parents in College life and provide opportunities for involvement
- Participate and contribute to system collaboration and leadership
- Engage in communicating and working with feeder schools to improve transition
- Establish routines or create purposeful collaborative time and structures for teachers to network and share their resources and practice beyond the College

Achievement

Sunbury Downs College has met the threshold performance standard for Learning Gain and also Academic Performance. When using teacher judgements related to student achievement the percentage of students in Years 7-10 are working at or above expected standards in Mathematics and English which is similar to the median of other Victorian schools.

Year 7 and 9 NAPLAN data is similar to other schools in Victoria.

According to the threshold data for NAPLAN reading analysis shows the school result as stronger than the median.

The data in the Later Years is very positive with VCE completion at 100%, VET 84% and VCAL 96%. This is an outstanding outcome for the College in its early introduction of VET studies and the Year 10-12 VCAL program. The College VCE results are higher than other Victorian schools when examining a four-year period 2013-2016. The VCE all study score is higher than the median for all government schools and is higher than the regional schools as well. The VCE all study score has been consistent for the last 3 years.



Further improvements will be achieved by:

- Introduction of a Scholars Program at Year 10
- Coaching and mentoring of staff
- Literacy Whole School Interventions
- Employment of Integration Coordinator
- Creation of a Numeracy Coordinator Position of Responsibility
- Increase in Leadership Team composition
- Audit of Year 9 Curriculum
- An Observation Culture

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Sunbury Downs College has similar data to other Victorian schools in relation to student absence, retention and pathways. In each year level 7-12 absence rates were at around 90% with Year 7, 9, 11 and 12 slightly higher. The College implementation of the Attendance Policy and Every Day Counts program was a positive contributor to ensuring attendance was at expected levels. The introduction of a Wellbeing Coordinator with a case management focus, particularly on school refusal was also a contributing positive factor to this data. The wide use of Student Support Group meetings and also increase in communication with families has been a contributor to this positive outcome.

Student retention has been a focus in the last year with curriculum provision, programs and in particular expansion of Later Years pathways. It is pleasing to acknowledge that the retention data for students who start at Year 7 and remain through to Year 10 is similar to other Victorian schools. The four-year trend shows a positive improvement in this area. The post compulsory follow up and work of the Student Services team is evident in this pleasing data. Also the continued investment into early commencement, VCAL, VET and bridging courses supports students to continue their studies and stay at school. The positive working relationships has supported some School Based Apprenticeships as well.

The College trialed a pilot MYCAL program at Year 8 to support students who were disengaged and also school refusing. This program provided valuable insight into how best to work with students with challenging behavior and learning difficulties. The College has also significantly improved the data related to students exiting to further studies and full time employment. The excellent VCE results have supported students to engage in universities throughout Victoria, with increased enrolments at Melbourne University each year.

The strong extra curricula program and implementation of new College values creates the links needed for some students to stay at school and commit to an appropriate program.

The further enhancement of the House and Production program will also assist in engaging students. The College has begun to work with Andrew Fuller-child clinical psychologist to examine how best to work on school connectedness and resilience. Staff professional learning on student management, differentiation, and supportive learning environments should assist in improving this data.

The use of student forums and getting Student Leaders active in hosting events and programs should also support students to be connected at school.

Further improvements will be achieved by:

- Beacon Foundation connections to create collaborative classrooms
- Team teaching
- Upgrades to classroom spaces
- 1:1 program
- ELearning Coordinator~ position of responsibility
- EAL support
- New Pedagogies for Deep Learning implementation
- Tutoring workshops
- Year 12 Mentor program-teacher and student
- Student Voice focus



Wellbeing

Student wellbeing data is similar to other Victorian Government schools. The College has well documented student management policies, structures and processes.

The College focuses on proactive measures to target the wellbeing of students in each of the Mini- Schools. Students are referred to expert staff for identified behavioral and wellbeing issues that are linked to student achievement. The seamless transition of students in each year level and across the Mini-Schools has been a priority. Close connections with feeder schools and supporting transition of new students has also been a strategy. Targeted Student Support Group meetings on attendance, achievement, wellbeing and engagement are undertaken to provide students with the necessary support for learning, successful transitions and pathways.

The College's Student Services Centre is comprised of highly qualified and equipped health, wellbeing and guidance officers, supporting students in a range of areas including: student wellbeing, achievement, socially responsible behaviour and careers action pathway planning.

Student wellbeing programs include: VCE Supportive Friends, Middle Years Cyber Safety, conflict resolution-resilience and a targeted wellbeing intervention programs for boys and girls.

There are strong connections between students, parents and staff ensuring quality feedback and common understandings. 'High Resolves', 'Safe Partying', 'Fit to Drive' and Anti-Bullying and Positive Relationships programs have also been used to deal with key wellbeing issues targeted at students' stages of learning.

This has been further supported with Parent Forums on important issues including 'how best to support your child to learn'.

The College continues to recognise the importance of positive connections between the family and College life.

Further improvements will be achieved by:

Employment of a Chaplain

Health Clinic –GP provision

Increase time fraction for a Careers Coordinator

Introduction of the Seasons program-grief and loss

For more detailed information regarding our school please visit our website at
[<http://www.sunburydowns.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 795 students were enrolled at this school in 2016, 373 female and 422 male. There were 3% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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 year levels: Result for this school: Median of all Victorian government secondary year levels:

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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>49%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>49%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>51%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>51%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	49%	15%	Numeracy	34%	49%	17%	Writing	17%	50%	33%	Spelling	24%	51%	25%	Grammar and Punctuation	30%	51%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 100% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 28% VET units of competence satisfactorily completed in 2016: 84% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 96%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>89 %</td> <td>91 %</td> <td>89 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	89 %	91 %	89 %	90 %	92 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	89 %	91 %	89 %	90 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (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 year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

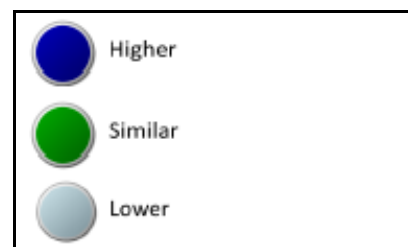
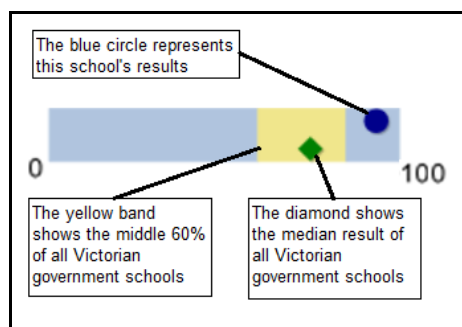
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

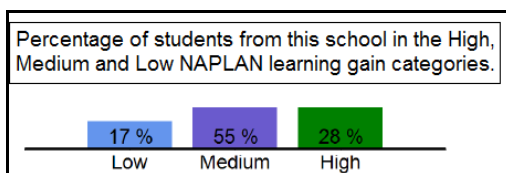
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

2016 Financial Performance and Position Commentary:

The table below indicates that the College was in surplus position for the 2016 year. This represents a good improvement on the previous year's result and a very large improvement from 2014. The difference is attributable to greatly improved efficiencies in expenditure management and resource allocation. Revenue increases were also stronger than expenditure increases.

College held funds were higher as at 31st December 2016 compared to at 31st December 2015. According to the data below total Funds Available at the end of the year was \$462,647. This represents a 79% increase on previous year's funds (\$258,924) and a 178% increase compared to 2014 results (\$166,357).

It is anticipated that the financial position of Sunbury Downs Secondary College for 2016 will continue to be favourable. Our student base is strong with a positive effect on the Student Resource Package. No significant self-funded building projects are planned to be undertaken in 2017. The College will continue to work on minor and medium sized projects in respect of facilities restoration and grounds beautification.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$6,803,528
Government Provided DET Grants	\$855,671
Government Grants Commonwealth	\$8,377
Government Grants State	\$4,297
Revenue Other	\$18,973
Locally Raised Funds	\$767,368
Total Operating Revenue	\$8,458,213

Expenditure	
Student Resource Package	\$6,661,771
Books & Publications	\$6,505
Communication Costs	\$37,714
Consumables	\$144,584
Miscellaneous Expense	\$428,740
Professional Development	\$42,112
Property and Equipment Services	\$440,820
Salaries & Allowances	\$160,317
Trading & Fundraising	\$16,980
Travel & Subsistence	\$2,668
Utilities	\$62,381
Total Operating Expenditure	\$8,004,592

Net Operating Surplus/-Deficit	\$453,622
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$322,354
Official Account	\$13,648
Other Accounts	\$126,645
Total Funds Available	\$462,647

Financial Commitments	
Operating Reserve	\$217,104
Asset/Equipment Replacement < 12 months	\$197,393
Revenue Received in Advance	\$48,150
Total Financial Commitments	\$462,647



Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.