

2023 Annual Report to the School Community

School Name: Buchan Primary School (1905)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2024 at 07:36 PM by Aidan Johnston (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2024 at 08:28 PM by Sophie Sandy (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

'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.

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 disabilities 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').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Established in 1877 amidst the picturesque landscapes of the Buchan Valley, Buchan Primary School is situated in the East Gippsland region of Victoria. Situated 55km north of Lakes Entrance and 75km east of Bairnsdale, our school basks in the natural splendour of its surroundings, with the renowned caves, limestone cliffs, and the meandering Snowy River defining the beauty of the township of Buchan.

With deep-rooted generational ties, our school is bolstered by unwavering support from a dedicated school council and engaged parents. Our overarching vision is to nurture the holistic development of every student, fostering a lifelong commitment to learning and empowering our students to realise their aspirations as global citizens. We are very fortunate that our school comprises of small class sizes, spacious grounds and classrooms, a modern uniform and 1:1 netbook. We offer a range of rich and engaging specialist subjects that allow our students to enjoy, share and experience creative and collaborative opportunities. These include specialist subjects like sporting schools (surfing, water safety, horse riding etc.), Physical Education, Resilience, Rights and Respectful Relationships (RRRR), STEM (Science, technology, engineering and mathematics), mindfulness, passion projects etc.

At the beginning of 2023, our school boasted an enrolment of 24 students from 16 families. The Junior School, encompassing Foundation (prep), Grade 1, and Grade 2, catered to 10 students. The Senior School, spanned Grade 3 to Grade 6 and consisted of 14 students. Our staff comprised of a full-time Acting Principal fulfilling both teaching (0.8) and administrative (0.2) duties, a full-time teacher (1.0), which changed three times throughout the year due to the workforce shortage, a part-time Business Manager (0.4), an Education Student Support Officer (0.7), a contracted speech pathologist, contracted lawn mowing person and a contracted cleaner.

A significant portion of our student cohort relies on the bus service, facilitating access from surrounding areas including Buchan South, Gelantipy, Butchers Ridge, and W Tree. At Buchan Primary School, we take pride in our commitment to nurturing each student's potential through a robust curriculum grounded in evidence-based instruction, known as the Science of Learning. Central to our educational philosophy is the cultivation of curiosity and forward-thinking, achieved through explicit direct instruction (EDI) and the integration of core knowledge units. Our passionate educators and support staff are dedicated to ensuring no student is left behind, equipping them with the skills, confidence, and worldly knowledge necessary to thrive in an ever-evolving global landscape.

Progress towards strategic goals, student outcomes and student engagement

Learning

In the beginning of 2023, we transitioned the entire school to Explicit Direct Instruction as our instructional model for teaching and learning, along with implementing a low variance curriculum. Our Year 5s were exposed to Explicit Direct Instruction as a pilot in 2022 and their reading NAPLAN data was quiet impressive, with 100% of our students finishing in the strong or exceeding proficiency, compared to our network schools that had 71% of students finishing in these two bands. More impressive was the fact that 75% of Year 5 students showed high growth when compared to their Year 3 results and 25% of students had medium growth. Conversely, only 33% of our Year 3 students finished in the strong or exceeding proficiency, compared to our network schools that had 61% of students finishing in these bands.

We collaborated with other Science of Learning schools and pooled resources to streamline curriculum planning, reducing the burden on teachers and affording them more time for implementation and student progress monitoring. Our Acting Principal and teacher worked closely together to scope and sequence units of work, with input from our Speech Pathologist, which yielded tangible improvements in learning outcomes.

Our contracted Speech Pathologist conducted comprehensive assessments to identify speech and language difficulties among our students. These assessments led to intervention plans tailored to each student's needs. Through one-on-one sessions and group activities, the speech pathologist worked with students to correct speech sound errors, improve articulation and enhance overall communication skills. Moreover, the speech pathologist was instrumental in upskilling our staff in literacy development. By sharing evidence-based strategies and best practices. Our Speech Pathologist helped empower our staff to create language-rich environments and effectively support students with speech and language challenges in the classroom. Additionally, we continued to employ a tutor in school who worked with students below the expected standard of achievement in literacy.

Buchan Primary School remains steadfast in its dedication to enhancing student achievement through:

- A resolute commitment to delivering a comprehensive curriculum aligned with the expectations outlined in the Victorian Curriculum.
- A new assessment schedule designed to optimize the utilization of data for instructional adaptations. This schedule ensures the suitability of collected data, guarantees comprehensive coverage of all essential aspects of student progress, establishes efficient monitoring procedures and employs reliable and valid measurements.
- A strategic focus among all staff members on professional development and the sharing of expertise within a nurturing environment.
- A steadfast commitment to fostering parental engagement and support within the school community, including actively seeking and incorporating feedback.

Wellbeing

Throughout 2023, Buchan Primary School continued its commitment to prioritising and offering a wide range of wellbeing activities and services to support our students, families and staff. Thanks to Foodbank, Buchan Primary School continued to make sure breakfast cereals and tinned food was available for all families to take home, with apples provided daily for students to eat. In addition, the school continued the engagement of our chaplain through an external agency, who visited the school and interacted with families and provided support with school and welfare-related matters. Acting as a crucial link, the school chaplain facilitated communication between teachers and parents as needed. Furthermore, our chaplain served as a valuable support resource for students, staff and parents.

The school maintained its collaboration with the Department of Education (DET) and external organisations to deliver consistent student wellbeing and mental health support. This included partnering with Student Support Services (SSS) and Gippsland Lakes Community Health (GLCH). GLCH ran Rock & Water as part of our resilience building program and we saw an enhancement in student's resilience skills, relationships, focus and determination. Furthermore, securing the services of a dedicated speech pathologist proved instrumental in fostering academic progress and enhancing communication abilities among our students, thereby bolstering their self-confidence.

In 2023, the Berry Street Educational Model was introduced, accompanied by comprehensive professional development for all staff. This initiative resulted in adaptations to our school's processes, practices, and structures. This effort will persist into 2024, as new staff members will undergo the same professional development.

Feedback from our students, gathered through the Attitudes to School Survey, underscores the success of how Buchan Primary School approaches wellbeing. Our results in 2022 were extremely impressive and more impressive is that these have been backed up in 2023. Specifically, our students have expressed a very strong sense of wellbeing and connectedness to Buchan Primary School (100% positive). These sentiments are significantly higher than those reported by students in similar schools and the state average. Moreover, our proactive measures in addressing negative behaviours have garnered praise, as students feel secure and safe at Buchan Primary School, with no students reporting incidents of bullying.

Engagement

The school has implemented extensive programs aimed at fostering student engagement. We provide a wide array of extracurricular activities to promote hands-on learning experiences. Moreover, various initiatives are in place to cultivate student leadership within the school community. These include programs such as Buddies, the Junior School Council, the appointment of school captains, student-led celebrations and commemorations like ANZAC Day and Remembrance Day services. Additionally, students actively participate in organising assemblies, parent-teacher conferences, the annual school concert and Grade 6 Graduation ceremonies. These programs and events play a pivotal role in fostering stability and a sense of belonging among our students. Our Behaviour management strategies are rooted in our school values "Be a Friend," "Be Kind," "Show Empathy," and "Show Respect," we consistently communicate these values to both families and students.

Despite our school's small size, we prioritise building strong relationships with our network schools, regularly participating in joint sporting events and collaborative activities. Our camps are particularly noteworthy, providing enriching experiences for our students. In 2023, Grade 3/4 students embarked on a 2-night, 3-day adventure camp at Karoonda Park, accompanied by peers from Swan Reach Primary School, Bruthen Primary School, Nungurner Primary School and Metung Primary School. Activities included challenging outdoor adventures like the flying fox, rock climbing, hut building and low ropes courses. Meanwhile, Grade 5/6 students visited Canberra alongside their friends from Swan Reach Primary School, Nungurner Primary School and Metung Primary School. This excursion included visits to significant landmarks, such as the Australian War Memorial and Parliament House. Additionally, our internal Grade 3-6 camp at Harrietteville was organised through the Positive Start Initiative, offering further opportunities for student enrichment.

In terms of attendance, our data for 2023 demonstrated notable improvement compared to the previous year. The average number

of absence days per student was 24.4 in 2022, which decreased to 19.4 in 2023, marking a 25.8% improvement. 38% of Buchan Primary School students missed 20 or more days, which closely aligns with both state and similar school averages. Furthermore, this data surpasses that of our network schools, where 42% of students missed 20 or more days. Survey data from our school community further highlights the effectiveness of our educational practices and community engagement efforts, our results showcase consistently high satisfaction levels across our Attitude to School and Parent Satisfaction Surveys:

Effective teaching practice for cognitive engagement - 100%,

Sense of connectedness for students - 100%;

Parent community engagement - 97%.

Teacher-student relations - 94%.

Financial performance

In 2023, our school's financial standing was bolstered by the robust management practices and protocols, including the presentation of financial reports and their deliberation at School Council meetings. Consequently, the school concluded the fiscal year with a net operating surplus of \$170,451.

Guided by the school's strategic plan and the 2023 Annual Implementation Plan, the School Council allocated funds to support essential school programs and priorities. This strategic allocation spanned various facets of the school environment aimed at enhancing the learning experience for students, as well as the physical environment. For instance, investments were made in the acquisition of new decodable take-home readers and a new rock embankment that serves to enhance the aesthetic appearance of the school grounds, while also reducing associated maintenance costs.

During the same year, the school secured funding for various programs, such as the Tutor Learning Initiative, which facilitated the retention of a tutor dedicated to supporting students falling below the expected level of achievement in literacy. The school was also successful in receiving funding for the National Student Wellbeing Program (NSWP), the school will receive more than \$80,000 from 2024-2027 to employ a Chaplain or Student Wellbeing Officer. Furthermore, School Council orchestrated several fundraisers, all of which yielded a net positive outcome.

For more detailed information regarding our school please visit our website at

<https://www.buchanps.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 2.0 (FISO 2.0).

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 24 students were enrolled at this school in 2023, 11 female and 13 male.

0 percent of students had English as an additional language and 0 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).

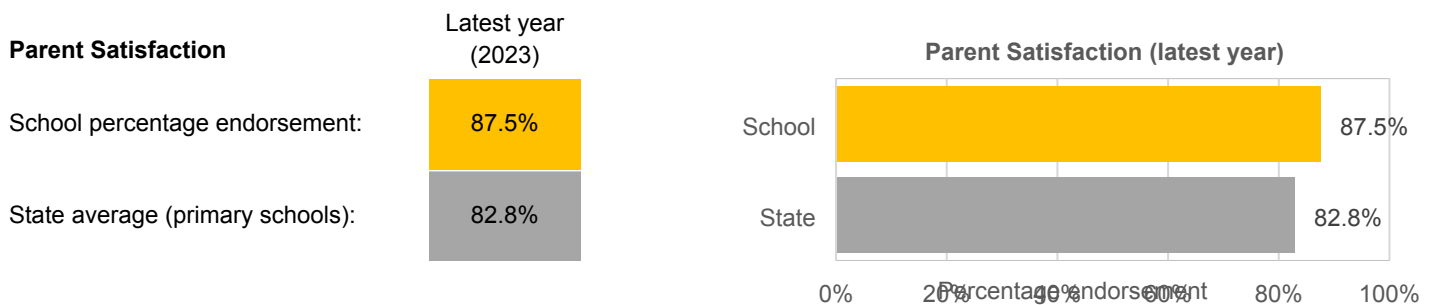
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

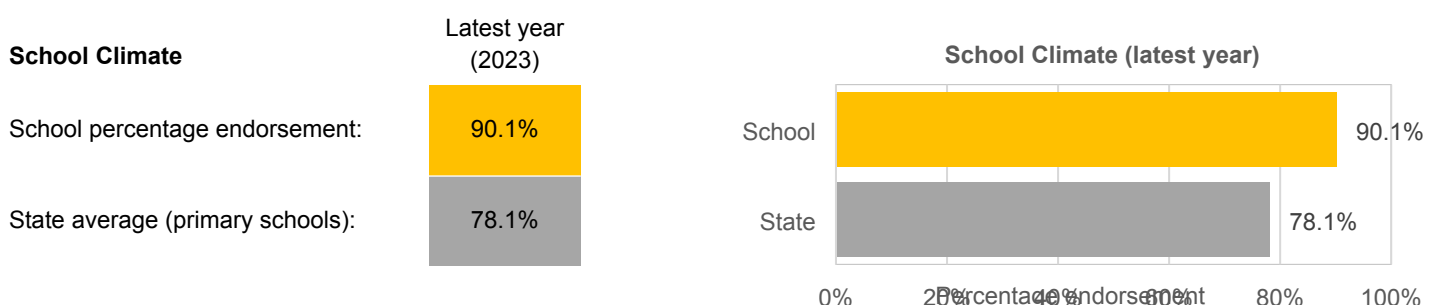


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

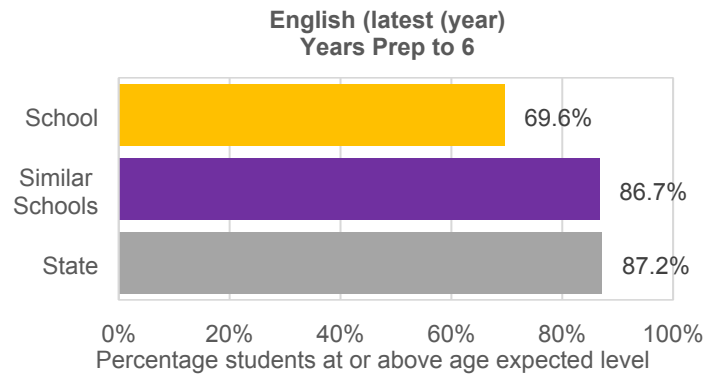
69.6%

Similar Schools average:

86.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

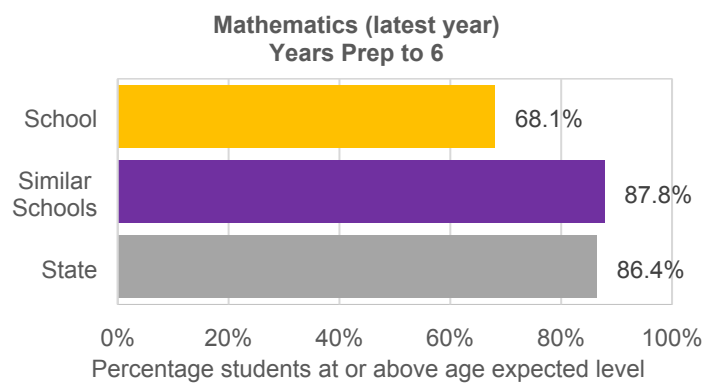
68.1%

Similar Schools average:

87.8%

State average:

86.4%



LEARNING (continued)

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.*

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

33.3%

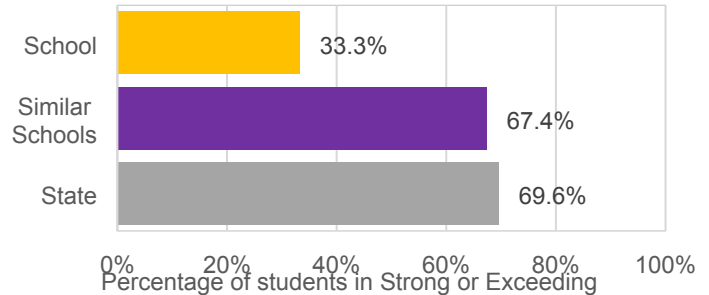
Similar Schools average:

67.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

100.0%

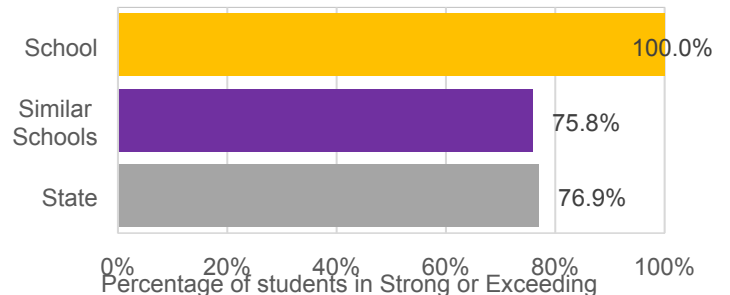
Similar Schools average:

75.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

66.7%

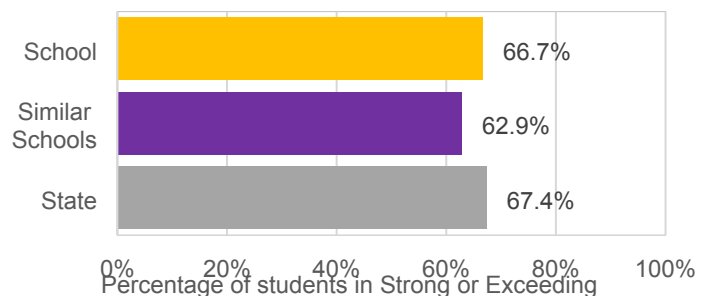
Similar Schools average:

62.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

50.0%

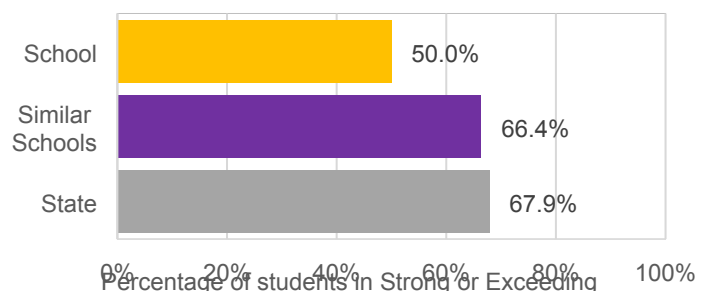
Similar Schools average:

66.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

NDP

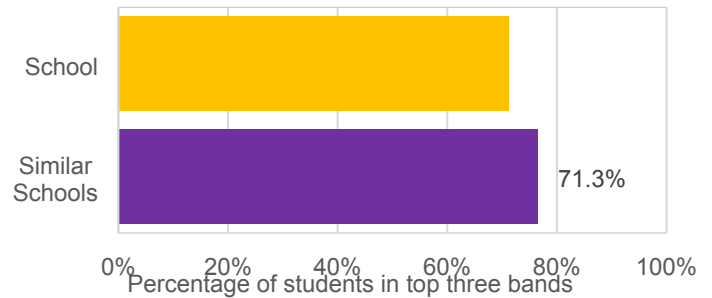
Similar Schools average:

71.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

NDP

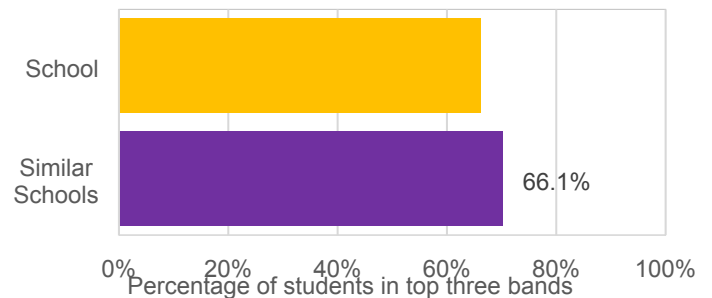
Similar Schools average:

66.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

NDP

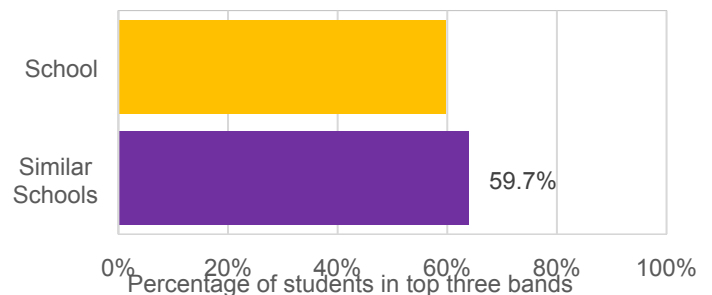
Similar Schools average:

59.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

NDP

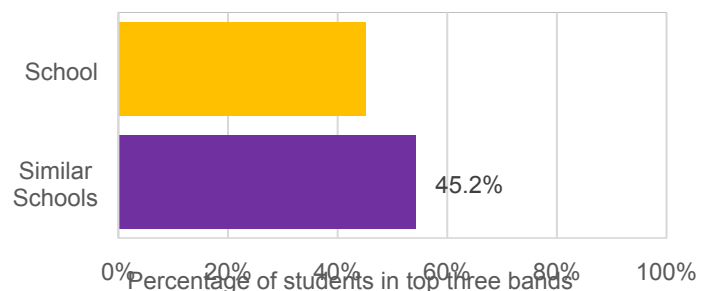
Similar Schools average:

45.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

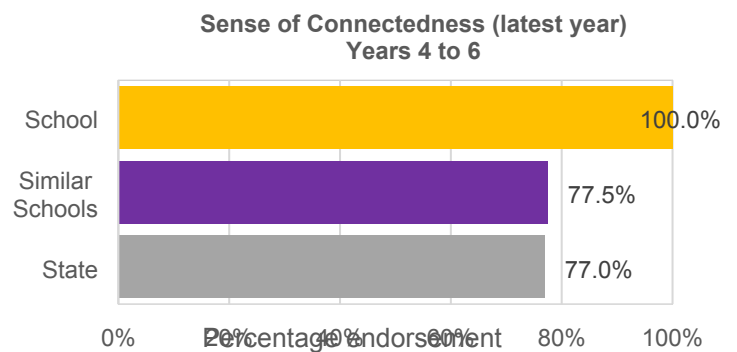
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	100.0%	90.3%
Similar Schools average:	77.5%	79.1%
State average:	77.0%	78.5%

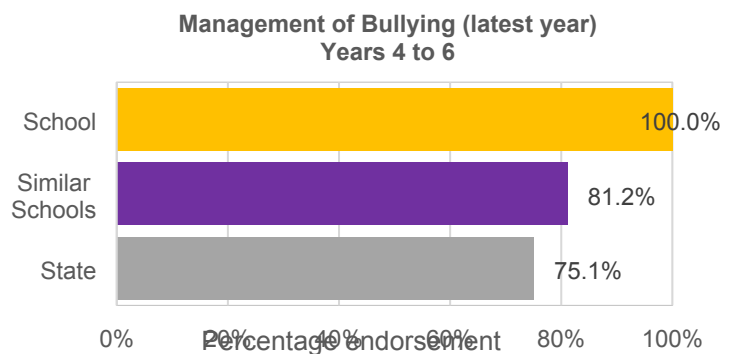


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	100.0%	94.9%
Similar Schools average:	81.2%	82.3%
State average:	75.1%	76.9%



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.

Student Absence Years Prep to 6

Latest year
(2023) 4-year
average

School average number of
absence days:

19.4 17.7

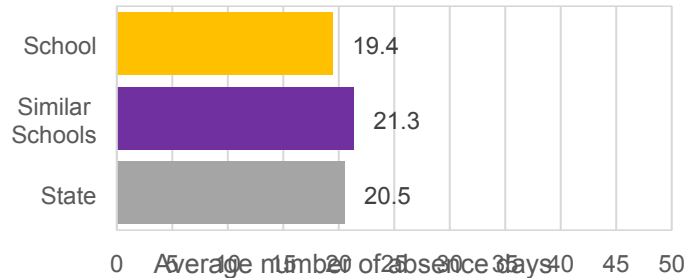
Similar Schools average:

21.3 18.4

State average:

20.5 18.1

Student Absence (latest year) Years Prep to 6



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	NDP	NDP	90%	NDP	91%	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$548,113
Government Provided DET Grants	\$167,210
Government Grants Commonwealth	\$82,358
Government Grants State	\$2,523
Revenue Other	\$11,316
Locally Raised Funds	\$19,228
Capital Grants	\$0
Total Operating Revenue	\$830,747

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,593
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,593

Expenditure	Actual
Student Resource Package ²	\$394,075
Adjustments	\$0
Books & Publications	\$128
Camps/Excursions/Activities	\$13,161
Communication Costs	\$1,413
Consumables	\$23,823
Miscellaneous Expense ³	\$85,224
Professional Development	\$3,393
Equipment/Maintenance/Hire	\$13,879
Property Services	\$31,515
Salaries & Allowances ⁴	\$52,567
Support Services	\$30,230
Trading & Fundraising	\$6,564
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$4,326
Total Operating Expenditure	\$660,296
Net Operating Surplus/-Deficit	\$170,451
Asset Acquisitions	\$0

(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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$300,765
Official Account	\$9,118
Other Accounts	\$0
Total Funds Available	\$309,884

Financial Commitments	Actual
Operating Reserve	\$41,449
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$160,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$247,449

All funds received from the Department of Education, 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.