

# 2020 Annual Report to The School Community



**School Name: Taylors Lakes Secondary College (8787)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 11 April 2021 at 03:13 PM by Danny Dedes (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 11 April 2021 at 08:34 PM by Paul Lorimer (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Taylors Lakes Secondary College is 22 km North West of central Melbourne. The final 2020 enrolment was 1436 students (Years 7-12) with reasonably equal numbers of students in each year level. 745 were female students and 691 were male students. 24% of students had English as an additional language and 1% were Aboriginal or Torres Strait Islander. This school has 130 equivalent full time staff: 4 Principal Class, 107 Equivalent Full Time Teachers and 24 Education Support Staff, although 152 staff worked at school in 2020. 2020 saw the full implementation of the new College uniform across Years 8 - 12.

The college aims to create a safe and inclusive community where all students and staff are supported to become active, engaged and confident 21st century learners in the pursuit of academic excellence and social and emotional growth. 2020 was the third year of the implementation of the new 2018-2021 Strategic Plan. Three goals are identified in the current plan in the areas of student achievement, engagement and wellbeing. This included delivering high quality curriculum, instruction and assessment to improve the growth and achievement of every student; creating a differentiated learning environment in which students are intellectually engaged and have an active voice and creating a culture in which the health and wellbeing of students is central to the learning success of students. Our strategic direction also highlights ongoing improvements in student achievement based on a focus on both literacy & numeracy alongside enhanced instructional practices for teachers' right across the curriculum and through all levels of schooling. VCE and VCAL improvement is also an ongoing focus. We do this work in a context of ensuring we provide a safe, secure and engaging environment for students. In 2020, the college continued to implement its revised student leadership structure aligning it to the College Strategic Plan, although a major focus centered around remote and flexible learning. A strong focus continued in professional learning in curriculum planning, instructional practice and coaching. Use of school data was also extended with the introduction of Pivot Surveys across the whole school. Our values include showing respect, commitment and safety. These values were refined by the school leadership team in line with the new educational directions and priorities of the college.

Our data shows continued high levels of student retention and students transitioning to further study and employment. VCE, VCAL and VET completion is very also high. Parent satisfaction was also higher than the state average and significant improvement was shown in the Staff Opinion Survey compared to previous years. Curriculum innovation work continued in 2020, with a main emphasis on instructional practice and curriculum design to support the Remote and Flexible Learning Model implemented by the College. A consistent moderation process was further documented and implemented in 2020. The college continued to participate in professional learning to grow with the use of student data to inform teacher practice as well as the use of online platforms (eg Microsoft Teams, WebEx, Compass). The college continued with the implementation of the BYOD program across the college with all levels now moving into this scheme. This allowed all students across the school to have access to a computer 24/7. Finally, further developing an effective Professional Learning Teams structure to promote teachers working collaboratively was a continued focus of the year with outstanding results. Staff would meet each week in their respective teams to plan, assess and moderate weekly learning tasks.

Physically the college facilities continued to be enhanced with the refurbishment of many of the classrooms across the school as well as the upgrade of the School Administration Area (staffroom, staff toilets, sickbay/first aid and finance/attendance offices). The school self funded the upgrade of the Administration Area. This refurbishment enabled us to opportunity to provide a physical learning environment that is clean, safe and conducive to learning to all staff and students. Finally, the College won the Teaching and Learning Excellence Award as part of the 'We are Brimbank' Awards.

### Framework for Improving Student Outcomes (FISO)

Excellence in teaching was selected as one of initiatives in 2020 from FISO, in consultation with the SEIL. This is due to the work already carried out and further direction needed in line with the school review process and the detailed key improvement strategies that have been developed by the college for 2018 - 2021 Strategic Plan. Although a number of

initiatives were continued to be explored, the establishment of a framework of expectations of all staff with a primary focus on classroom instruction and supporting this framework with appropriate and timely professional learning was a continued important focus for the college. The college also continued to spend a considerable amount of work in effective curriculum and planning with the introduction of a curriculum and assessment framework within each area of the school. This was supported by the introduction of an instructional model and a documented moderation process.

Professional Leadership was also selected as one of initiatives in 2020, in consultation with the SEIL, due to the recent change in personnel in all levels within the college, from Principal Class, Leading Teachers and Middle Management Leaders (Key Learning Area and Year Level Leaders). A continued priority in 2020 was the further implementation of effective teams and building the capacity of these leaders to drive school improvement. Finally, Positive Climate for Learning was the last area that school focused on with the review of students expectations, promotion of inclusion and student voice as well as building school pride. These will be further explored and implemented in 2021 as we transition back to on site learning.

### Achievement

The school faced significant challenges during 2020 due to the impact of COVID-19. As a result of mandatory school closure, the leadership team instigated and supported the use of Microsoft Teams as the school's key online platform in delivering remote learning across all year levels. The model adopted by the school ensured that students remained regularly connected to their teachers, peers and their learning. Weekly learning tasks were published at the beginning of each week for students to access on the school's Compass Learning Management System. Students regularly interacted with their teachers through online classes to receive further instruction, clarification, guidance and support in completing and submitting tasks. Students and parents received weekly feedback to ensure learning remained on track. In order to facilitate this model, staff met online weekly with each of their allocated Professional Learning Teams to collaborate, plan and monitor student learning outcomes. In 2021 we plan to incorporate this type of approach more fully into to our PLT structures.

NAPLAN tests were not conducted in 2020. Teacher judgement of student achievement in English recorded results just below the State average. In 2021 we plan to focus our Tutor Learning Initiative on supporting literacy standards across the school. Teacher judgement of student achievement in Maths recorded results well above the State average. These results were further complemented by our improvement in our overall VCE mean study score of 27.4 with notable gains in Further Mathematics, Mathematical Methods and Physics. There were a higher number of VCE students who received a study score of greater than 40 as well as two perfect VCE study scores of 50.

Both VCAL and VCE satisfactory completion rates remain high (99% and 97% respectively) as well as the student destination data. Tertiary placements continue to remain at a very high level. There were 18 PSD students in 2020, although the college supports close to 150 students who have been identified with learning needs. All students in PSD and Learning Support categories have shown continued achievement growth across all of their studies. Towards the end of 2020, the TLSC Learner Model was developed that fully incorporates the implementation of the school's approaches to instructional practice, social and emotional wellbeing and deep learning competencies.

### Engagement

COVID-19 certainly informed the way we tackled student engagement at the College in 2020. In these unprecedented times, we utilised an array of online platforms, most notably Microsoft Teams and Compass, to connect with our students.

Sub-School Teams led staff in documenting and reporting students' attendance and engagement with Remote and Flexible Learning. Sub-School Teams were tasked with the responsibility of responding to this data, checking in with and supporting students (and their families) who were not engaging, struggling or needed extra support or resources. Moreover, they used Compass data and teacher feedback to check in on students in general – in an academic and wellbeing capacity, and supported teaching staff to do the same. This model saw improved student attendance across all year levels with many students responding very well to remote and flexible learning. A number of re-engagement strategies were utilised in 2020 for those with low attendance, all of which prioritised working with students, their families and organisations to prioritise the wellbeing and connectedness of the student. In a bid to foster

connectedness (albeit from a distance), channels were also set up on Microsoft Teams for students to 'hang out' virtually and check in with their teachers, and face-to-face check ins were replaced with online ones.

An array of programs and initiatives were designed to support students and their engagement upon their return to face-to-face learning. Staff Organisational Duties were re-structured so as to provide students with opportunities to re-connect with their peers and teachers and support engagement. A range of clubs and programs ran every lunchtime in Term 4 – from Anime Club, to film Club, International Relations Club, Photoshop Club, Knitting Club, Origami, Dungeons and Dragons and lunchtime sports, each student was affording with many an experience to make their transition back to face-to-face schooling easier. Student Retention continues to remain strong as students transitioning in further study or full time employment.

**Wellbeing**

Early in the year we worked on refining our Homegroup program curriculum and on developing structures to ensure better tracking and communication of individual students amongst relevant staff. Term 1 we saw our first visit of the Dental Van, an initiative which allowed our students free access to a dental check up and minor dental work.

Due to the lockdown and remote learning period, we pivoted our focus to supporting members of our community facing a unique set of challenges. Whilst our most at need students continued to be supported online or face to face at the school, we developed targeted follow up processes to identify and support students who may be to seem disengaging or struggling during this period. We also ran targeted online wellbeing sessions for our staff and partnered with a department Psychologist to run an online webinar for parents to help them in assisting their children during the extended lockdown.

On return to school we ran designated wellbeing sessions for all of our students to help with their return to school with a focus on resilience, managing anxiety and their physical health along with help seeking strategies. Furthermore, we worked to put in place improved structures to support our families and students facing financial hardship with the resources they needed for school.

Members of our leadership team began development of the TLSC Learner model which would integrate our Wellbeing Model with the College's Curriculum and Instruction foci. This, placing the learner at its center ensures our students' wellbeing needs are central to the work we do moving forward. Investigation also occurred around the adoption of the Berry Street Education Model for staff professional learning, the pedagogical strategies of which incorporate trauma-informed teaching, positive education, and wellbeing practices. This will be rolled out to staff in 2021.

**Financial performance and position**

In 2020, the school's financial performance continued to be strong with careful and planning and precision. However, an overall slight staffing deficit was generated by the end of the school year and is contributed by a higher number of staff who are now classified at a more experienced level. The equity funds available have been used to support students with specific learning needs. This includes additional resources within Literacy and Numeracy as well as continued enhancement of group literacy and numeracy classes across the junior and middle sub-schools, including MYLNS. Staff Professional Development continues to be a strong focus for the college to support improvement in student outcomes and a major focus in 2020 was centered around online learning.

College Council has also approved a number of external community providers to hire school facilities outside of school hours with funds raised going back to the continual improvement of the learning environment at the school or other school programs to support student needs. However, funds received from external hiring of school facilities were very limited in 2020 due to the pandemic and lockdown requirements set by the State Government. In late 2020, the school also received additional funding to erect shade sails around the school, minor works funding to improve the school gymnasium as well receiving additional funding from the State Government to enhance the school oval facilities. Planning for the commencement for all of this work will begin in early 2021.

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.

**For more detailed information regarding our school please visit our website at [www.tlsc.vic.edu.au](http://www.tlsc.vic.edu.au)**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1441 students were enrolled at this school in 2020, 748 female and 693 male.

24 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

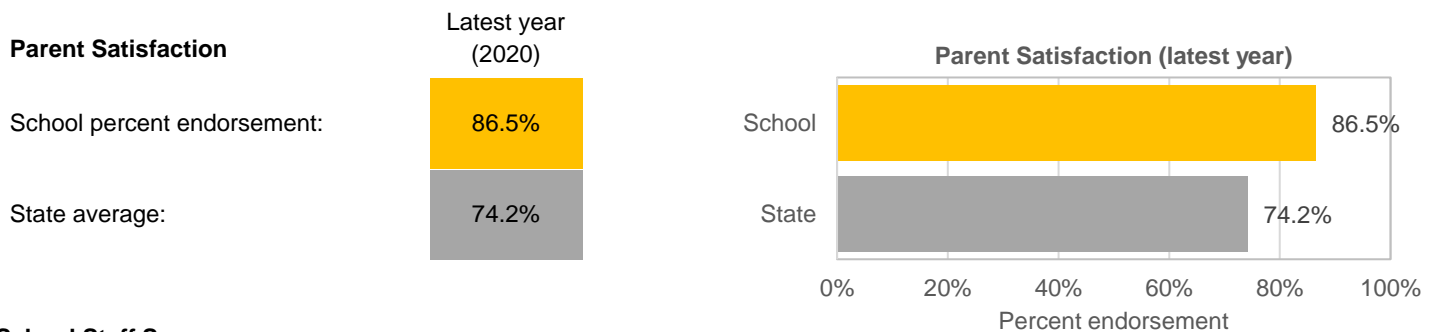
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

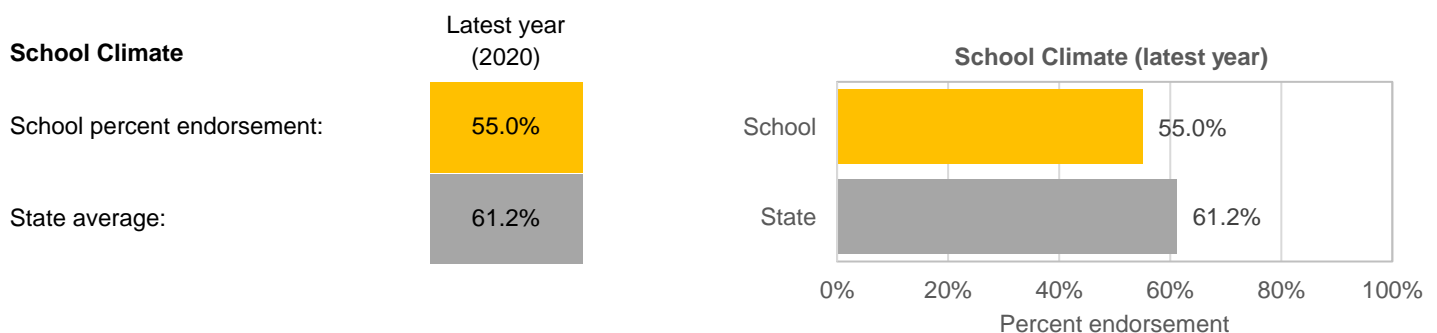


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

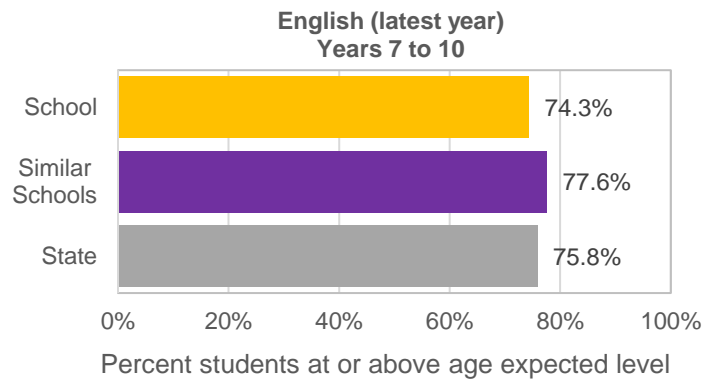
74.3%

Similar Schools average:

77.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

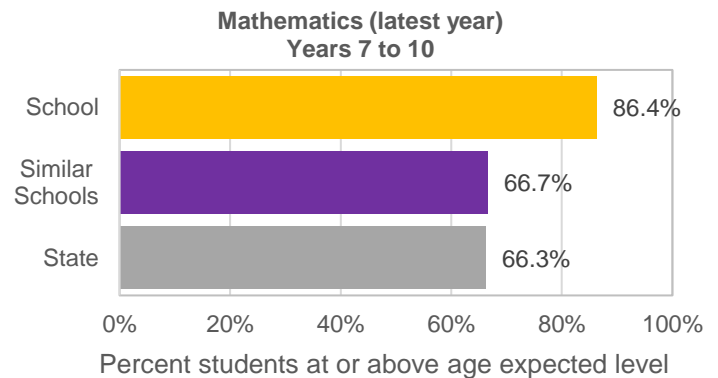
86.4%

Similar Schools average:

66.7%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

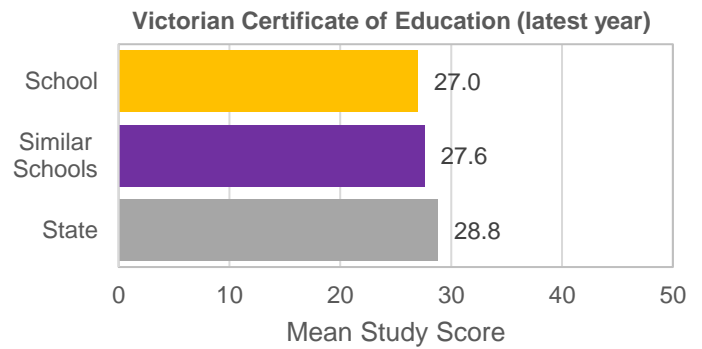
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	27.0	26.7
Similar Schools average:	27.6	27.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

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

27%

VET units of competence satisfactorily completed in 2020:

73%

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

97%

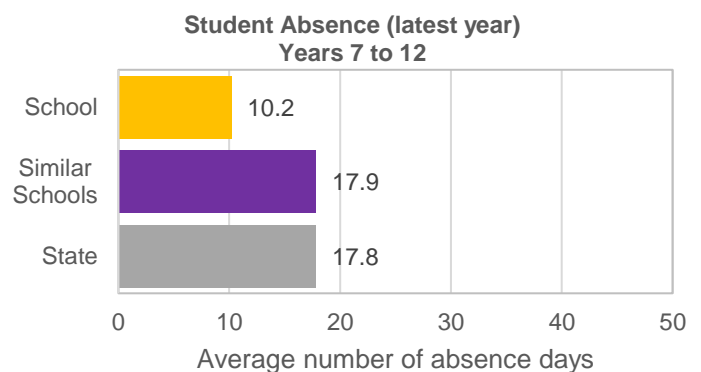
## ENGAGEMENT

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

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	10.2	19.0
Similar Schools average:	17.9	19.6
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

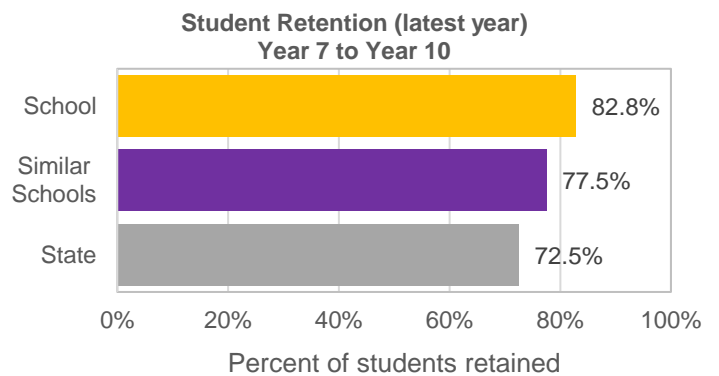
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	95%	93%	95%	95%	97%

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2020)	4-year average
School percent of students retained:	82.8%	84.7%
Similar Schools average:	77.5%	77.0%
State average:	72.5%	72.9%



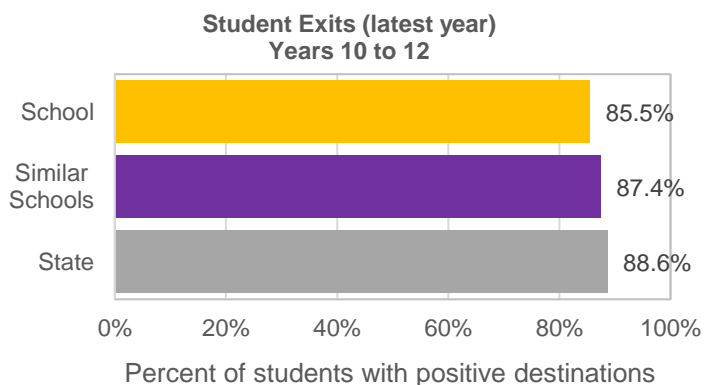
**Students exiting to further studies or full-time employment**

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

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

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	85.5%	87.3%
Similar Schools average:	87.4%	88.1%
State average:	88.6%	89.1%



## WELLBEING

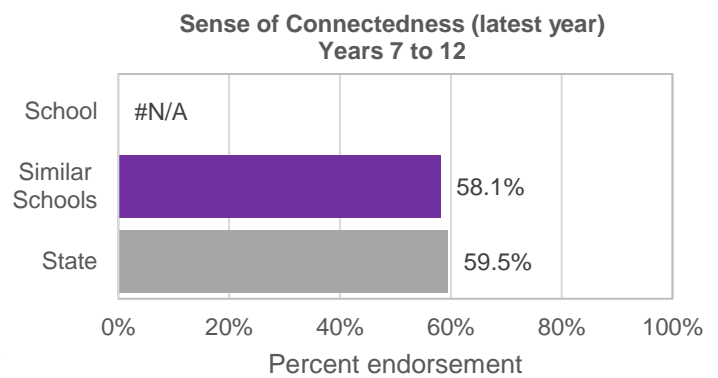
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	54.4%
Similar Schools average:	58.1%	52.3%
State average:	59.5%	55.3%



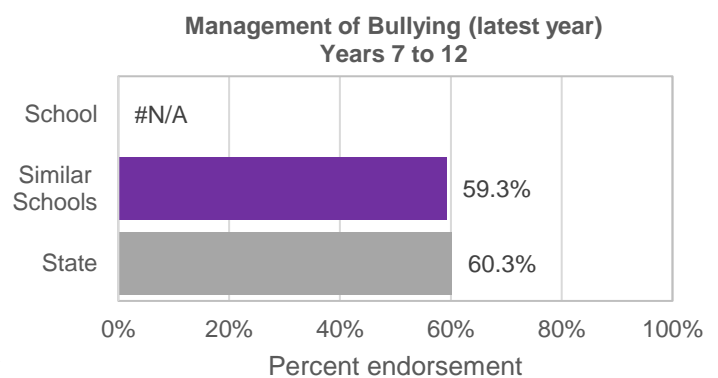
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	56.9%
Similar Schools average:	59.3%	56.1%
State average:	60.3%	57.9%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$13,970,120
Government Provided DET Grants	\$2,213,815
Government Grants Commonwealth	\$6,614
Government Grants State	\$49,125
Revenue Other	\$165,872
Locally Raised Funds	\$496,704
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$16,902,250</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$845,144
Equity (Catch Up)	\$94,233
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$939,377</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,055,537
Adjustments	NDA
Books & Publications	\$8,722
Camps/Excursions/Activities	\$132,725
Communication Costs	\$18,672
Consumables	\$278,005
Miscellaneous Expense <sup>3</sup>	\$266,879
Professional Development	\$22,712
Equipment/Maintenance/Hire	\$246,359
Property Services	\$464,485
Salaries & Allowances <sup>4</sup>	\$363,553
Support Services	\$354,040
Trading & Fundraising	\$8,974
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$126,958
<b>Total Operating Expenditure</b>	<b>\$16,347,621</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$554,629</b>
<b>Asset Acquisitions</b>	<b>\$132,746</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$2,417,372
Official Account	\$37,235
Other Accounts	\$52,500
<b>Total Funds Available</b>	<b>\$2,507,107</b>

Financial Commitments	Actual
Operating Reserve	\$313,037
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$443,362
School Based Programs	\$1,336,836
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$83,023
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$161,520
Maintenance - Buildings/Grounds < 12 months	\$164,283
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$2,502,061</b>

*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.*