

2023 Annual Report to the School Community

School Name: Thornbury High School (8797)



- 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 06 May 2024 at 03:29 PM by Lars Andersson (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 offline by School Council President and processed by Sophie Hoffman (SPOT Admin) on 19 June 2024 at 03:45 PM

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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- 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.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Thornbury High School is a co-educational secondary school situated approximately 8 kilometres to the north-east of Melbourne. The school champions innovation, inclusiveness and academic excellence. Through the extensive academic and extra-curricular programs THS aims to foster and inspire a new generation of respectful and resilient young people ready to face a rapidly-changing world.

The current enrolment of students is 1080 and the enrolment has continued to increase over the course of the past four years. Stages 1 and 2 of the School Facilities Masterplan were completed over the past few years, with a new Performing Arts and Sports Centre and a new STEAM Centre completed recently.

There are 59 First Nations students currently enrolled at THS.

A significant aspect of the school is the unique Languages program, which includes Italian, Italian Immersion and Greek, as well as Italian study tours and a student exchange program.

Progress towards strategic goals, student outcomes and student engagement

Learning

Students at THS continued thrive in 2023, and the mean study score from all VCE subjects of 30.9 was a product of a significant commitment to student learning from staff, students and parents.

Strong results in the 2023 NAPLAN tests indicated further a culture of high performance in Year 7 and 9 in Reading, Numeracy and Writing. 75% of Year 7 students achieved 'Strong' or 'Exceeding' results in Reading - marginally higher than similar schools and well above state averages. However, in Year 9 Numeracy only 62.5% of students achieved 'Strong' or 'Exceeding' results, which means the school has more work to do in 2024 and beyond on extending students in Mathematics.

Some of the goals in the School Strategic Plan were achieved and others were partially completed. A key driver of improved learning was the staff commitment to professional learning in Professional Learning Communities, organised at THS as Leading Teacher Teams in which all teachers chose improvement strategies with a focus on the first 10 minutes of each lesson. This resulted in a strong focus on entry routines, such as 'Do Now' activities, which prompted students to quickly settle into the learning in each lesson. This further reinforced the calm and orderly learning environment at THS. The focus on learning in Leading Teacher Teams will continue throughout 2024, with a particular focus on explicit instruction, which includes learning intentions, worked examples and modelling of skills.

An area for further learning and improvement is the development of greater consistency in teaching practice, to ensure that all students have the opportunity to excel in their learning at THS. The focus in the School Strategic Plan on implementing an instructional model at THS will be a key driver of strengthened teaching practice in 2024 and beyond.

Wellbeing

In 2023, 49.3% of THS students reported feeling a 'sense of connectedness' to the school. While this was higher than similar schools (at 40.9%) and the state average (45.3%), it is an important priority for the school to strengthen in the future. The departure of the previous substantive principal may have affected the sense of connectedness students felt to the school, as well as lingering effects of the post-Covid years.

THS has a zero-tolerance approach to bullying, and this is reflected in the fact that a higher proportion of THS students endorsed the school's management of bullying in 2023 in comparison to similar schools and the state average; however, compared to the four-year average at THS it is clear that the percentage of students who are positive about the management of bullying has gradually declined somewhat, so this is an important area to continue strengthening and resourcing for THS.

The PROSPER curriculum in Health is designed to support students to build resilience and wellbeing habits that help them thrive at THS and in life, and this is further enhanced in the Senior School PROSPER program which provides workshops for students in VCE. THS will continue to refine and implement this curriculum in 2024.

Engagement

The average THS student was absent for 23.7 days of the 2023 academic year, compared to 26 days in similar schools and 28.4 days in Victorian schools on average. Absences are increasing in Victorian schools, and THS is no exception to this. It is challenging for the school to support students' wellbeing and learning when they are absent from school, so our approach of appointing Student Engagement Officers who support our sub-school staff and our wellbeing staff will help us work with families to improve attendance at school in 2024. Similarly, our new Learning Support Leaders will work with teachers on making sure that we are making suitable adjustments to students with learning needs, so that students at THS have fewer barriers to learning in class. This should over time also improve attendance.

Attendance is strongest in Year 12 and weakest in Year 9, which helps to inform our responses to this issue.

Finally, our student retention of 77.3% (of students in Year 7 to continue at THS until the end of Year 10) is high and improving. This is a positive reflection of the work done by Year 7,8 and 9/10 sub-schools and teachers at THS to make sure that students feel engaged with school, and that they are surrounded by caring, passionate adults who support their learning and wellbeing at school.

Other highlights from the school year

A significant area of achievement for THS in 2023 was the completion and opening of the new, state-of-the-art STEAM Centre, which provides excellent learning facilities for students in Science, Food Technology, and Visual Arts and the opportunity to offer STEAM learning options at THS. Together with the Sports and Performing Arts Centre, this represents Stages 1 and 2 of the THS Masterplan for renewing the school facilities.

In 2023, students continued to thrive in Performing Arts, with a number of highly successful productions and performances over the course of the year. This included the Strawbale Concert in Term 1, the Shakespeare Fest, the Media/Theatre Studies production 'Rebound' and several other productions. Underpinning this rich program is the unique and inclusive Instrumental Music program which involves all Year 7 and 8 students at THS.

Students nominated as a highlight of 2023 the camps and excursions program at THS, including the Year 7 Camp, the Year 9 City School experience, and the Year 11 camp, as well as the rich variety of curriculum-based excursions in the different subject areas at THS.

Financial performance

In 2023, THS received \$12,137,889 as part of the Student Resource Package. Additional grants, revenue and locally raised funds made the total operating revenue \$14,566,348. In addition, equity funding of \$176,037 allowed the school to provide resources in support of students with social disadvantage or requiring catch-up funding. The Mental Health Fund and Menu allowed the school to resource Student Wellbeing with additional staffing. Locally raised funds of \$1,127,162 made a significant difference to the school's ability to support student learning programs. This continued support allows for the school to offer exceptional facilities, resources, and programs for our students.

The historical deficit of THS has gradually been reduced over several years; although significant expenditure increases from 2022 to 2023 including Communication costs, Consumables, Equipment/Maintenance/Hire, Property services, Support services and School Administration (Miscellaneous) expenses have contributed to the net operating deficit in 2023. It should be noted that Miscellaneous expenses include, Bank charges, internal transfers (school to school, school to DET), Advertising/Marketing, Insurance, Affiliations, First aid supplies, Remunerations, FBT liability and Fees & charges (total of \$360,251). The asset acquisitions for 2023 were to the value of \$237,371.

Maintenance of the large site continues to be a significant expenditure item for the school, Equipment/Maintenance/Hire is of the main increases in expenditure from 2022 to 2023 (increase of \$271,304). This increase would in part have been affected by the STEAM centre building project and some of this increase can be attributed to staff and students being back on-site full time after the impacts of Covid lockdowns that ended in 2021. Gardening and renewal of school grounds will be a priority in 2024.

THS have performed well from a financial perspective despite matters such as workforce challenges throughout 2023, changes to the parent payment policy and continuing impact of EBA implementation of TIL. We are hopeful we can continue to perform well in 2024. Overall THS managed finances in line with DET internal control processes and policies and the school is fortunate to have the support of School Council, Parents, Families and Staff, ensuring student learning, support and wellbeing are at the forefront of all our financial decisions.

For more detailed information regarding our school please visit our website at
<https://www.thornburyhs.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 1049 students were enrolled at this school in 2023, 485 female and 558 male.

18 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

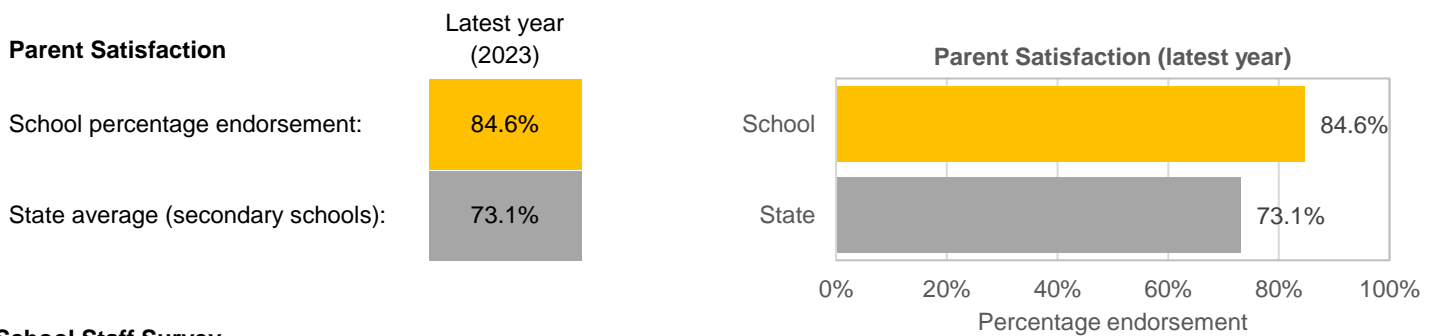
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

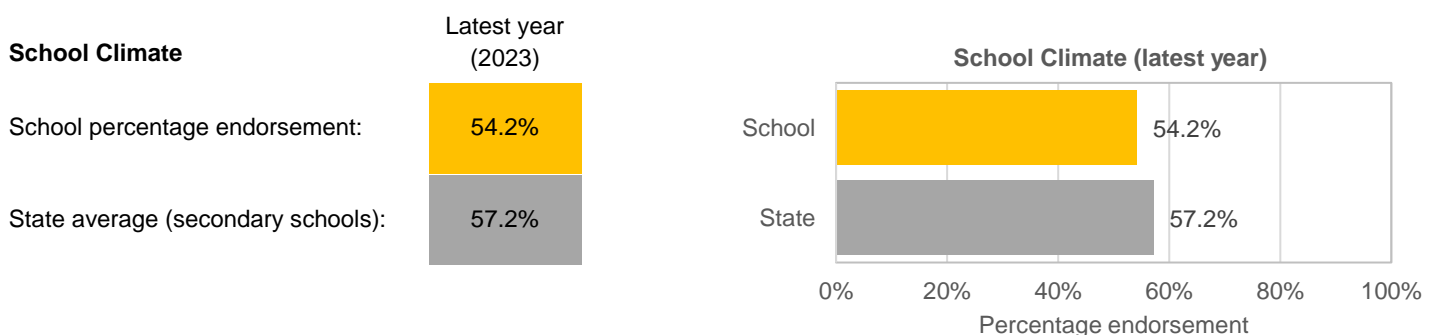


School Staff Survey

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

Percentage 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 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

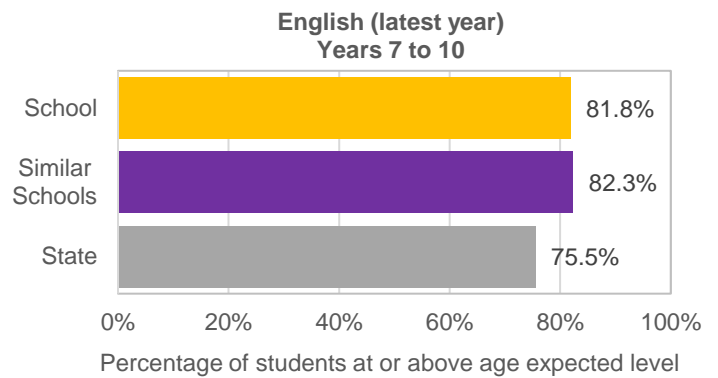
81.8%

Similar Schools average:

82.3%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

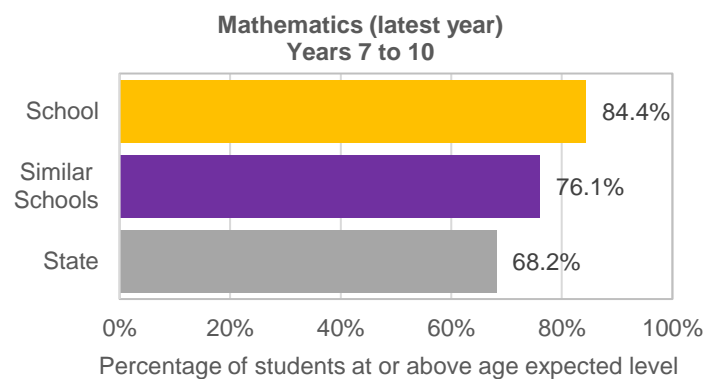
84.4%

Similar Schools average:

76.1%

State average:

68.2%



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 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

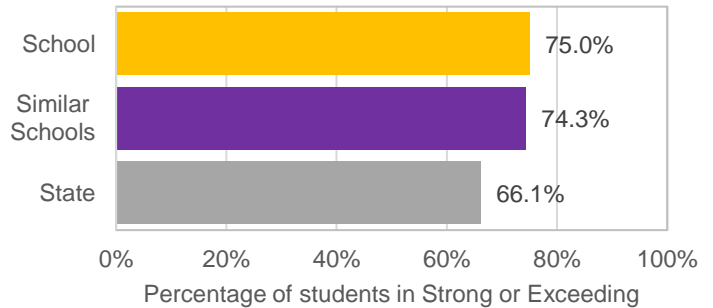
Similar Schools average:

74.3%

State average:

66.1%

**NAPLAN Reading (latest year)
Year 7**



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

66.3%

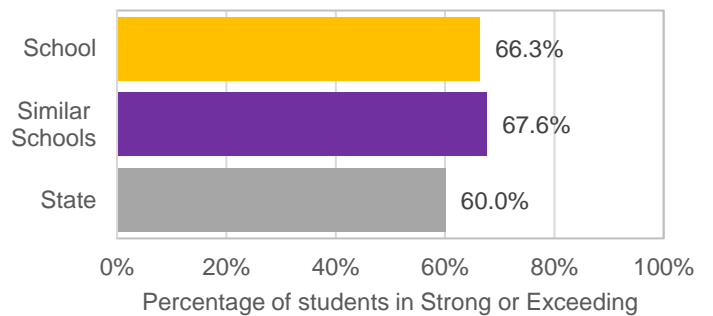
Similar Schools average:

67.6%

State average:

60.0%

**NAPLAN Reading (latest year)
Year 9**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

69.1%

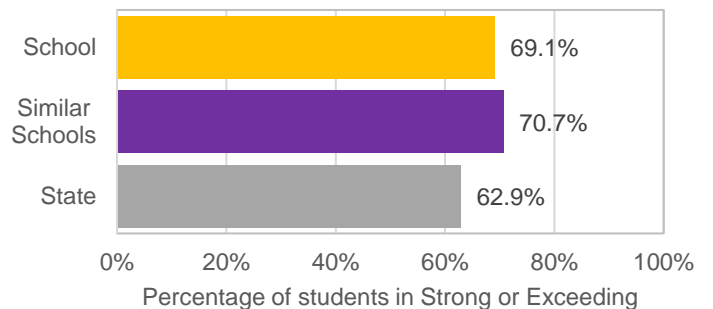
Similar Schools average:

70.7%

State average:

62.9%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

62.5%

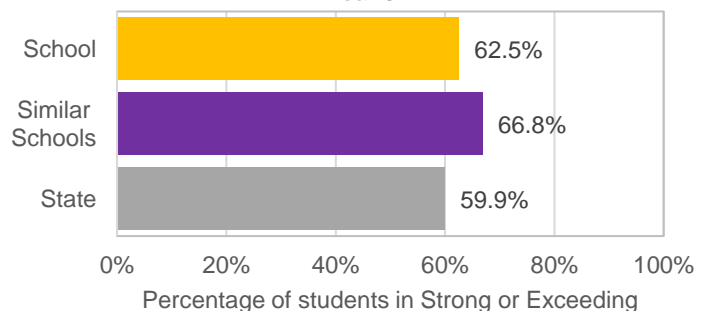
Similar Schools average:

66.8%

State average:

59.9%

**NAPLAN Numeracy (latest year)
Year 9**



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 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 7**

Latest year
(2022)

School percentage of students in the top three bands:

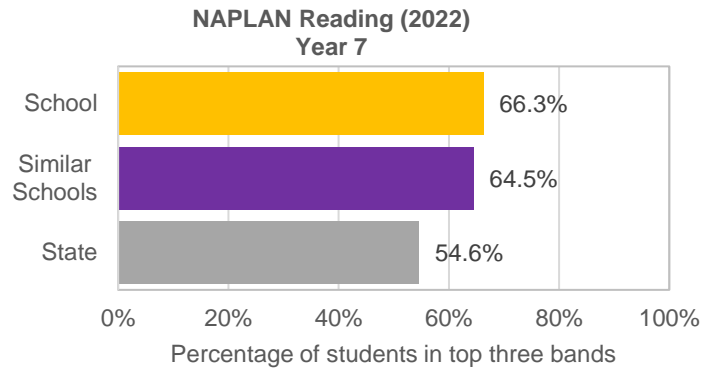
66.3%

Similar Schools average:

64.5%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

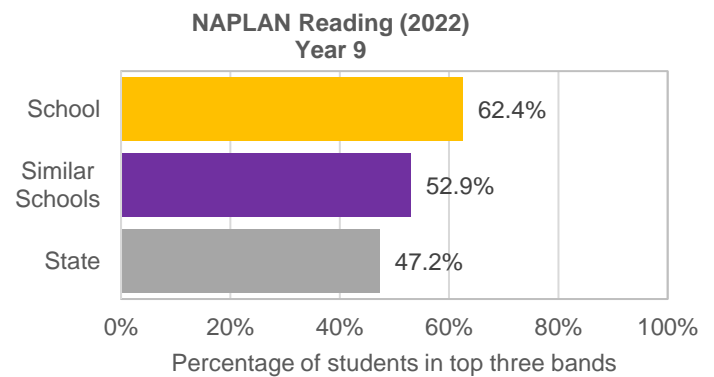
62.4%

Similar Schools average:

52.9%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

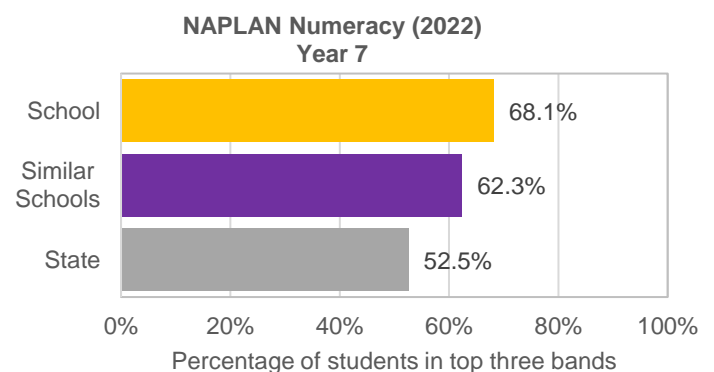
68.1%

Similar Schools average:

62.3%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

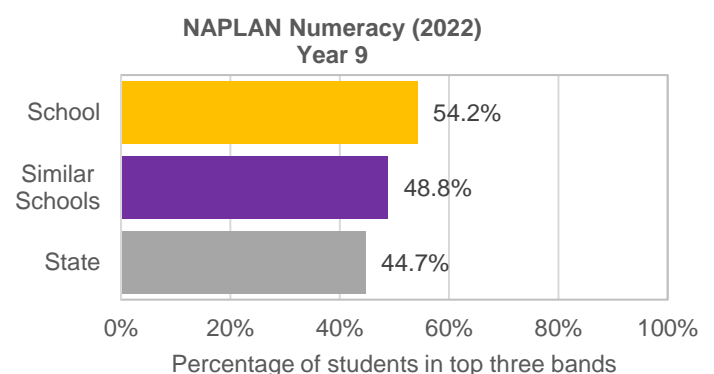
54.2%

Similar Schools average:

48.8%

State average:

44.7%



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.*

Victorian Senior Secondary Certificate

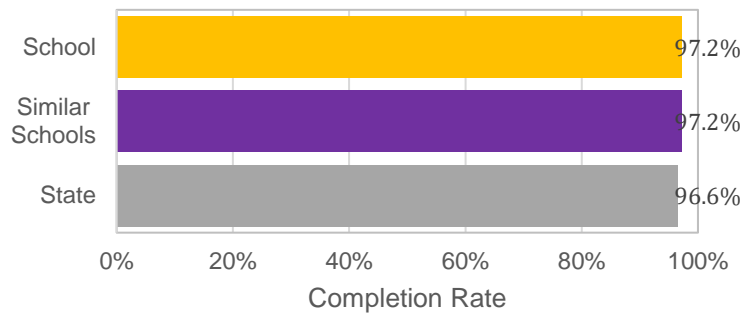
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	97.2%	98.1%
Similar Schools completion rate:	97.2%	97.7%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.9

Number of students awarded the VCE Vocational Major

10

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

20%

Percentage VET units of competence satisfactorily completed in 2023:

73%

WELLBEING

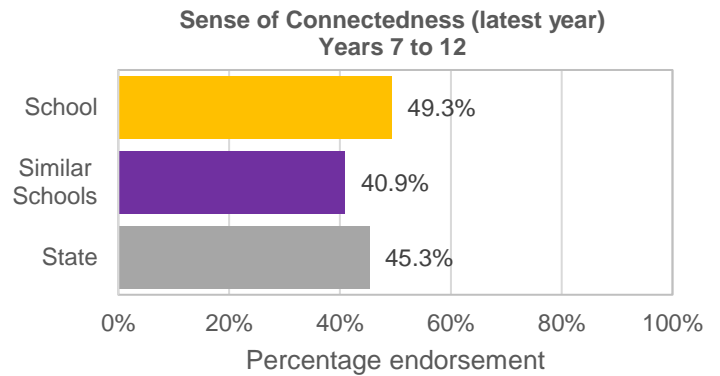
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	49.3%	54.2%
Similar Schools average:	40.9%	47.0%
State average:	45.3%	49.9%

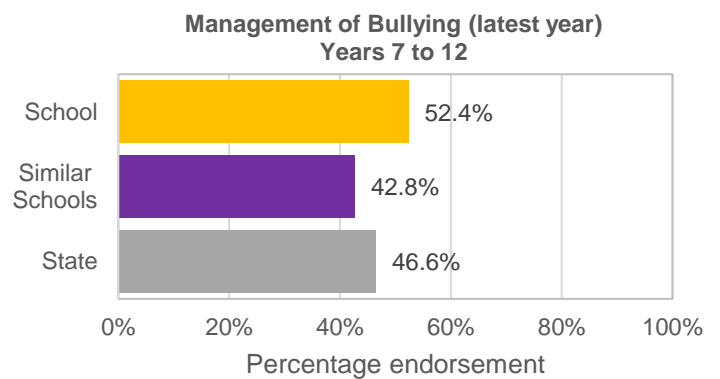


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	52.4%	58.6%
Similar Schools average:	42.8%	48.3%
State average:	46.6%	51.0%



ENGAGEMENT

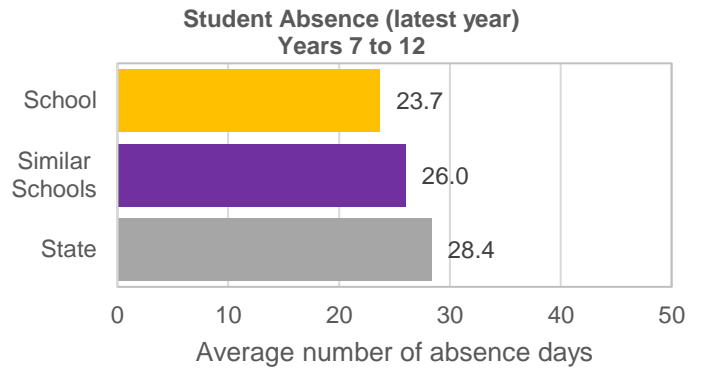
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	23.7	17.0
Similar Schools average:	26.0	21.0
State average:	28.4	23.8



Attendance Rate (latest year)

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

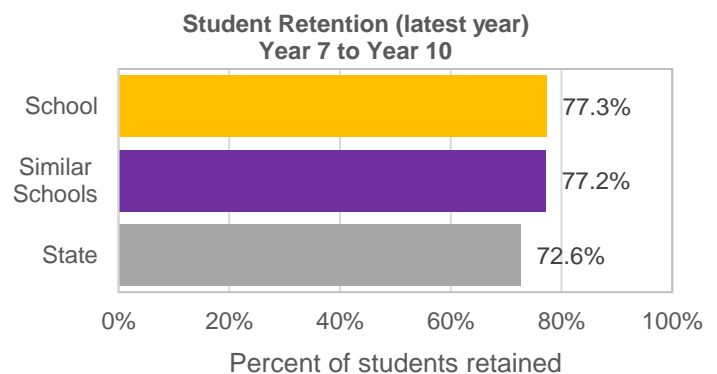
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	87%	86%	89%	89%	91%

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 (2023)	4-year average
School percent of students retained:	77.3%	74.6%
Similar Schools average:	77.2%	78.8%
State average:	72.6%	73.8%



ENGAGEMENT (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.

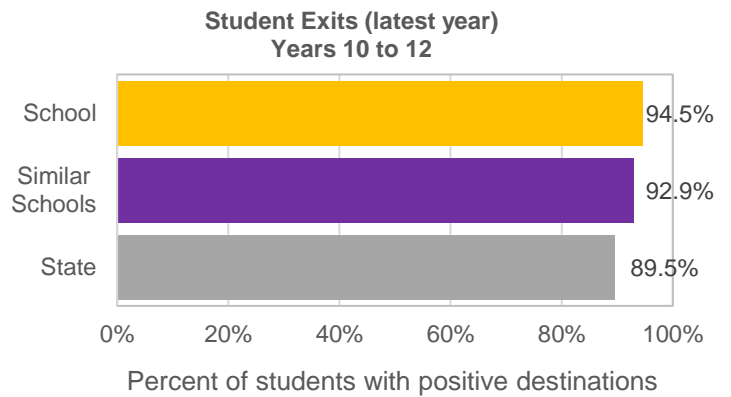
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	94.5%	96.7%
Similar Schools average:	92.9%	93.9%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$12,137,889
Government Provided DET Grants	\$1,075,458
Government Grants Commonwealth	\$18,885
Government Grants State	\$14,716
Revenue Other	\$192,239
Locally Raised Funds	\$1,127,162
Capital Grants	\$0
Total Operating Revenue	\$14,566,348

Equity ¹	Actual
Equity (Social Disadvantage)	\$137,413
Equity (Catch Up)	\$38,624
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$176,037

Expenditure	Actual
Student Resource Package ²	\$12,148,934
Adjustments	\$4,480
Books & Publications	\$8,237
Camps/Excursions/Activities	\$538,600
Communication Costs	\$28,849
Consumables	\$371,810
Miscellaneous Expense ³	\$360,251
Professional Development	\$37,283
Equipment/Maintenance/Hire	\$462,030
Property Services	\$276,002
Salaries & Allowances ⁴	\$376,400
Support Services	\$382,474
Trading & Fundraising	\$10,210
Motor Vehicle Expenses	\$12,969
Travel & Subsistence	\$0
Utilities	\$159,806
Total Operating Expenditure	\$15,178,334
Net Operating Surplus/-Deficit	(\$611,987)
Asset Acquisitions	\$237,371

- (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 20 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	\$1,306,314
Official Account	\$192,813
Other Accounts	\$1,434
Total Funds Available	\$1,500,561

Financial Commitments	Actual
Operating Reserve	\$469,561
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$211,026
School Based Programs	\$296,729
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,240
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$160,000
Capital - Buildings/Grounds < 12 months	\$262,404
Maintenance - Buildings/Grounds < 12 months	\$69,568
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,492,529

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.