

# 2025 Annual Report to the School Community

School Name: Barwon Valley School (5368)



- 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 24 March 2026 at 04:35 PM by Nadine Sager (Principal)

- As executive officer of the school council, I attest that this 2025 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 21 April 2026 at 12:22 PM by Nadine Sager (Principal)

## 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English for Teacher Judgements against the curriculum
  - Mathematics for Teacher Judgements against the curriculum
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student

Key terms used in the Performance Summary are defined below:

#### 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.

### What is the 'Towards Foundation Level Victorian Curriculum'?

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

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.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D')

## About Our School

### School context

Located in Belmont, Geelong, Barwon Valley School (BVS) is a state Special Developmental School (SDS) with eligibility criteria of an IQ below 50. Many students have additional disabilities, including physical and sensory impairments, as well as diagnoses such as Autism, Down Syndrome, Cerebral Palsy, and various genetic conditions. The school caters for 168 students aged 5 to 18, most of whom access the Department of Education (DoE) travel assistance program. BVS has a diverse staffing profile, including teachers, education support staff, physiotherapists, occupational therapists, speech pathologists, nurses, an IT technician, wellbeing staff, and a maintenance manager. Barwon Valley School provides an inclusive environment where all students are supported to reach their full potential across their learning, wellbeing and engagement needs. The school is dedicated to this vision through the teams that include Curriculum, Student Engagement and Student Wellbeing. As a PLC link school, a lot of financial and human resources have been put into support this collaborative structure.

This year, the school fully moved into seven new classrooms, a therapy hub, workshop, and sports hall, and completed the Rock Climbing wall. We trained 4 staff to use the wall and twice a week a climbing club over recess was held, with 4 identified students. The school's organisational structure includes a Junior Learning Community with 10 class groups and a Senior Learning Community with 11 class groups, including four Barwon Valley Achievement Certificate (BVAC) groups for students in their final two years of schooling. Each class group has at least one teacher and one education support staff member, with additional support provided where required. Class sizes are generally between 7-8 students in the Junior Learning Community and 8-9 students in the Senior Learning Community.

This year the number of students/classes participating in the BVS Learn to Swim program, increased with every class participating for 8 weeks, with some classes completing a 16 week program. A 'regulation swim program' was also introduced in term 2 and 3 schedule, to support students that require tier 3 supports to regulate in a smaller group with a high staff ratio.

All students at BVS are taught the Victorian Curriculum, and teachers track student progress through the Achievement Standard rubric. Teachers explicitly deliver three English and two to three mathematics lessons each week. Additional curriculum areas include Science, the Arts, Humanities, and Health and Physical Education, all assessed in line with DE reporting guidelines. In 2025, teachers assessed students against the Mathematics Curriculum 2.0 to obtain baseline data to analyse increments of growth in 2026. Students are still being taught using the Curriculum 1.0 across all other learning areas.

Each student has an Individual Education Plan (IEP) focused on Speaking and Listening/Communication, Numeracy, and Personal and Social Capability. The school also offers the BVAC program, which includes Pathways (internal and external work experience), Best Life, and Team Industries.

BVS places a strong emphasis on family engagement within the school community. This includes involvement in School Council, participation in celebration days, ChitChat (family support group), Student Support Groups (SSGs), transition processes, and regular communication through daily diary entries, Seesaw, and social media.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2025, the Curriculum Team developed the Maths Curriculum 2.0 Achievement Standards rubric. This rubric was implemented in Term 4, with teachers using it to collect baseline data to support the implementation of the Maths Curriculum 2.0 in Term 1, 2026. As 2025 was a year of collecting baseline data, we were unable to compare the results from Maths curriculum 1.0 with Maths Curriculum 2.0, and as a result we will determine the student growth at the end of Semester 1, 2026. The team provided fortnightly Professional Development to build teacher capacity with the Maths Curriculum 2.0 during Term 3 and 40% of Term 4 Teacher meetings focused on Maths Curriculum 2.0 and assessment. Teachers also developed IEP goals in Maths for 2026, using the Mathematics Curriculum 2.0. The Learning Specialist, who is our Numeracy Leader and the Leading Teacher, who is our Literacy Leader are currently participating in 2 Community of Practices (CoP), one with 2 other Special Developmental Schools which we formulated and the second CoP is through PASS to create a Goal Bank using the new 2.0 curriculum. The Curriculum Team has also developed the Achievement Standard Rubric to measure growth within the English Curriculum 2.0. This will be used during the assessment period in term 2, 2026. The focus on the team continues to remain on using assessment to support planning, with the Curriculum team reviewing different tools to track school-wide learning progress.

The PLCs have broken down the Elements of Learning and Elements of Teaching to incorporate practices across BVS, making it a relevant and usable document. The PLCs have completed one Inquiry Cycle on phonics with the Puzzle of Practice coming from the Elements of Learning, with most teams choosing a practice from Attention, focus and regulation as their Puzzle of Practice. All PLCs reported an increase in student engagement and the use of sensory boxes has been incorporated into our literacy framework for both emergent and conventional readers. The PLC leaders have completed the 5 webinars available on ARC to build their knowledge of the VTLM 2.0 and the connection to Cognitive Load Theory and Science of Learning. The leaders used the Connect, Extend and Challenge protocol to support them to unpack the information shared on the webinar and to strengthen their understanding of the model. The Curriculum Team provided Professional Learning on the VTLM 2.0 during teacher meetings and the Inclusion Outreach Coach, provided an overview of the model to ES staff on the Professional Practice day. The PLC leaders and Curriculum Team have used the VTLM 2.0 rubric, to evaluate our progress within the Elements of Teaching, identifying a decline in our progress, but this is to be expected with a new model. The rubric identified the current levels within the Elements of Teaching:

Planning: Evolving moving towards Embedding  
Enabling Learning: Embedding  
Explicit teaching: Evolving  
Supported application: Emerging moving towards Evolving

AIP Goal: Improve learning outcomes for all students.

Target 1.1: To collect baseline data in Reading and Viewing and Mathematics aligned with Curriculum 2.0 (Partially Met)

Target 1.2: By 2025, maintain the percentage positive endorsement to the School Staff Survey (SSS), School Climate domain factor 'Collective focus on student learning' at 84% (2024) (Met)

Target 1.3: By 2025, maintain the percentage positive endorsement to the School Staff Survey (SSS), School Climate domain factor 'Collective focus on student learning' at 84% (2024) (Met)

Highlights for the Curriculum Team in 2025:

- Change in team structure by introducing new team members, providing different perspectives and expertise.
- 2 Leaders completed the Little Learners Love Literacy 2 day PD.
- Celebration days that brought the community together included Harmony Day, Book Week, Science Week and Education Week.
- The Artshow, where student individual pieces were displayed across the school. The PLCs planned the themes which saw the inclusion of technology and different approaches to creating art using different mediums.

## Wellbeing

AIP Goal: in 2025 we will improve wellbeing for all students.

Target 1.1: Met. By 2025, increase the percentage positive endorsements of the Attitudes to School Survey (AtoSS) Wellbeing measure from 78% (2024) to 82%. The Attitudes to School Survey showed an improvement from 78% in 2024 to 82% in 2025. Within the Student Health and Wellbeing category, the summary measure achieved a strong overall score of 91%, which included indicators such as 'Life Satisfaction' and 'I am happy with my life'. A total of 35 students participated, and due to the differentiated nature of the questions, the survey achieved a 69% response rate. School Staff Survey: In the School Climate domain, the factor Parent and Community Involvement recorded 82% in 2024 and 77% in 2025. This has been identified as a priority area for 2026 as it was not a priority for 2025. Our 2026 AIP of Improving Parent and Carer participation in their child's wellbeing is a direct reflection this.

Target 1.2: Partially met. By 2025, maintain the percentage attendance rate for Years P-6 at 82.3% (2023). (Partially Met). Student Attendance (Years P-6): Attendance rates continue to be an ongoing challenge, with 82.3% in 2023, 79.8% in 2024, and 77.2% in 2025. Although this target is currently partially met, attendance was not a primary improvement focus for 2025. Despite this, the Wellbeing Team has actively supported families by: developing feasible individualised timetables for students with chronic non-attendance; collaborating with Student Support Services (SSS) and external care teams to prioritise supports; working closely with the Navigator Program to engage families and students who are refusing school and regular attendance of care team meetings to contribute to professional discussions and planning. In 2026, the focus will shift to embedding these supports further, including offering at-home programs as part of the Wellbeing Team's Outreach work in partnership with SSS.

Target 1.3: (Partially Met). By 2025, maintain the percentage positive endorsements of the School Staff Survey, School Climate domain factor of 'Parent and community involvement' at 82% (2024).

A key priority for 2026 is the implementation of the new Wellbeing Framework, informed by a comprehensive whole-school staff audit and feedback process conducted this year. This has been achieved through a prioritised staff meeting where the audit was prioritised and was easily accessible for all staff. This information meant that our framework was clearly informed by our current practise that is publicly acknowledged, but also helped us to know what supports need to be made more clear for whole staff awareness.

## Engagement

The Student Engagement Team (SET) refined incident templates to support the consistent tracking of Major and Minor behaviours, enabling staff to more effectively identify patterns and trends.

The team reviewed the Classroom System SAS (Self-Assessment Survey) to identify existing practices and prioritise areas for improvement across the school. Results from both the SAS and the TFI were consistent with previous years, indicating that SWPBS continues to be implemented with fidelity across the school, with a focus on maintaining this standard.

An audit of the School Wide Positive Behaviour Support (SWPBS) behaviour expectations matrix was also undertaken. This incorporated staff voice through consultation, ensuring alignment with Child Safe Standards and consistent SWPBS language across the school. Student voice was captured through the Student Council, supporting greater student connection to, and ownership of, the school's behavioural expectations.

SET also reviewed items in the Go Shop to ensure they were age-appropriate and reflective of student preferences. Accessibility was improved through the introduction of a mobile trolley, allowing class groups to access the Go Shop within their classrooms. This initiative was informed by Student Council feedback and aligns with the school's ongoing implementation of the Berry Street Education Model (BSEM), particularly within the Relationship Domain. To further support this work, multiple staff completed all four BSEM training modules, ensuring representation across key teams including Student Engagement, Wellbeing, BVAC and Curriculum.

Although the SET team did not have a formal AIP this year, work was undertaken to align team priorities with the broader school action plan and to review practices against the Positive Classroom Management Supports (PCMS).

## Other highlights from the school year

The BVAC team commenced a training partnership with GenU to support our Team Eats program, to create barista-style hot drinks using a commercial espresso machine. Students are learning to take, prepare, and deliver hot beverage orders to staff each Monday. This has quickly become a highlight within our school community, with the drinks menu growing to cater to a wide range of staff preferences. As part of this program, students completing this training will receive a recognised certificate, supporting future pathway opportunities.

It was exciting to see our Learning to Swim program continue this year, with all students having the opportunity to participate. The program catered to a wide range of abilities, with a focus on safety and build confidence in the water. For many students, this was their first time in the water, while others were given the opportunity to support and encourage their peers as helpers in the pool, catering for our beginners to experienced swimmers. This is a great example of our school's inclusive planning. Many families volunteered their time and were actively involved in the swim program. This continued to build the ongoing connection between families and the school community.

In 2025, we also farewelled our principal of 16 years, as well as our 2 Assistant Principals. Our Principal and our Assistant Principal have gone on to enjoy retirement, whilst our other Assistant Principal has taken up a position at another Special Developmental School. This change has seen the appointment of a new Principal class team, as BVS operated with 2 Acting Assistant Principals in 2025, the structure for 2026 in term 1 will be Acting Principal, Assistant Principal and Acting Assistant Principal. The school has also had a significant change in Middle Leadership with a new substantive Leading Teacher, Acting Leading Teacher, substantive Leading Teacher and new Acting Learning Specialist.

We also welcomed 2 new Leading ES staff to build on our current successful structure in supporting students that require tier 3 supports and school operations. It is great to have 2 Leading ES staff, supporting student re-engage with their learning and to access the classroom environment, which is having a positive impact on student outcomes. The other 2 Leading ES staff are supporting daily organisation and focusing on improving induction and to provide ongoing in-class training for new ES staff. This has improved both student and staff wellbeing.

The Anthony Costa foundation continues to provide ongoing support that has improved resources across the school. This prompted the development of the 'Inclusion Committee' that reviewed practices and resources with the goal to improve social interactions for students with complex needs. The foundation also helped fund the Best Life centre, with work completed in 2025. The program will commence in 2026 to build independence and to teach living skills to our students in BVAC.

In 2025, we celebrated our school nurse being awarded 'Outstanding Allied Health Staff' from PASS for her work in supporting students with complex health needs to access learning in an inclusive environment. This is a wonderful acknowledgment of the years of dedication she has shown in ensuring our most complex students can attend school and actively participate in our school community.

Other resource highlights included:

The Peace Pole and 2 Buddy Benches donated by the Rotary Club.

The completion and operation of the Climbing Wall in the Sports Hall. BVS is the first school in Australia to have a Rock Wall in the school. We have 4 staff trained and they are currently supporting 4 students during 2 recess plays a week to use the wall for regulation.

The OH&S audit was completed in November 2025, with excellent compliance results which is a reflection to our schools ongoing commitment to providing a safe environment.

## Financial performance

In 2025, at BVS we ended the year with a surplus. The cash surplus, for example, included canteen, IT and Team Industry funds. Sources of funding we received through our SRP included equity funding, student mental health support funding, active schools and Tier 2 funding. Our DIP funding remained strong, but due to a backlog, there has been a delay in completing our Grade 6 profiles. Further funding amounts we received through fundraising (that included the election BBQ, entertainment book and Harvey's Big Feelings fundraiser), interest, container deposit scheme and trading operations. We also received a donation from the Anthony Costa Foundation, that is outlined in our other highlights. Funding received through Advance and MIPs allowed our students aged 15 years and older to participate in various community programs including pathways (Internal and external work experience) and specialist art. The schools Mental Health Fund has been used to support our Wellbeing Officer and continue with Dogs Connect. We continued our Team Industries, -Team Hort, Team Create, Team Eats and Team media. We utilised ES staff members to train some of our senior students in food handling, market gardening, preparation and delivery. They sold their products to staff and wider school community. Our Equity funding was spent on further embedding our BVS Literacy and Numeracy Frameworks providing additional resources, professional learning opportunities, planning days and coaching. Our annual contractors are Supagas, Easywaste, McCaskill mowing, MicrotechDPS and Waratah Cleaning services.

**For more detailed information regarding our school please visit our website at  
<https://www.barwonss.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

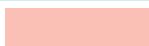


A total of 155 students were enrolled at this school in 2025, 53 female and 102 male. NDP had English as an additional language and 7% were Aboriginal or Torres Strait Islander.

### 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 **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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	94.9%	
	Similar schools	89.1%	
	State	86.9%	

### 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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	62.8%	
	Similar schools	68.5%	
	State	68.0%	

## LEARNING

### Teacher Judgement of student achievement English

Percent of results at each achievement level in English

			2025
<b>A</b>	School	9.9%	
<b>B</b>	School	29.1%	
<b>C</b>	School	18.9%	
<b>D</b>	School	17.2%	
<b>0.5</b>	School	1.7%	
<b>F-F.5</b>	School	12.4%	
<b>1.0-1.5</b>	School	5.6%	
<b>2.0-2.5</b>	School	3.1%	
<b>3.0-3.5</b>	School	2.0%	
<b>4.0-4.5</b>	School	0.0%	
<b>5.0-5.5</b>	School	0.0%	
<b>6.0-6.5</b>	School	0.0%	
<b>7.0-7.5</b>	School	0.0%	
<b>8.0-8.5</b>	School	0.0%	
<b>9.0-9.5</b>	School	0.0%	
<b>10.0-10.5</b>	School	0.0%	
<b>11.0-11.5</b>	School	0.0%	
<b>N/A</b>	School	5.1%	

### Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

			2025
<b>A</b>	School	47.7%	
<b>B</b>	School	15.9%	
<b>C</b>	School	16.8%	
<b>D</b>	School	6.5%	
<b>0.5</b>	School	0.9%	
<b>F-F.5</b>	School	8.4%	

			2025
1.0-1.5	School		2.8%
2.0-2.5	School		0.9%
3.0-3.5	School		0.0%
4.0-4.5	School		0.0%
5.0-5.5	School		0.0%
6.0-6.5	School		0.0%
7.0-7.5	School		0.0%
8.0-8.5	School		0.0%
9.0-9.5	School		0.0%
10.0-10.5	School		0.0%
11.0-11.5	School		0.0%
N/A	School		10.3%

## ENGAGEMENT

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

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	66.7%		47.7%
	Similar schools	40.3%		40.9%
	State	81.5%		81.2%

### Student retention

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

		2025		4-year average
Real retention rate	School	100.0%		90.6%
	Similar schools	100.0%		90.6%
	State	68.8%		68.7%

### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	State	21.5	21.7
Year 7 - 12	State	30.2	29.4

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 01 April 2026.

Revenue	Actual
Student Resource Package	\$10,022,252
Government Provided DET Grants	\$1,415,002
Government Grants Commonwealth	\$33,396
Government Grants State	\$0
Revenue Other	\$147,897
Locally Raised Funds	\$73,213
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$11,691,761</b>

Equity	Actual
Equity (Social Disadvantage)	\$69,273
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$69,273</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$9,223,684
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$21,885
Communication Costs	\$5,807
Consumables	\$72,010
Miscellaneous Expenses <sup>2</sup>	\$107,417
Agency Staff	\$111,114
Professional Development	\$33,779
Equipment/Maintenance/Hire	\$95,297
Property Services	\$542,584
Salaries & Allowances <sup>3</sup>	\$658,642
Support Services	\$99,420

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$11,940
Motor Vehicle Expenses	\$5,000
Travel & Subsistence	\$0
Utilities	\$125,347
<b>Total Operating Expenditure</b>	<b>\$11,113,925</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$577,836</b>
<b>Asset Acquisitions</b>	<b>\$33,328</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$402,892
Official Account	\$29,139
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$432,031</b>

Financial Commitments	Actual
Operating Reserve	\$315,040
Other Recurrent Expenditure	\$8,940
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$310,600
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$634,580</b>

*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.*