

2025 Annual Report to the School Community

School Name: Sandringham College (8739)



**SANDRINGHAM
COLLEGE**

- 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 07:48 AM by Amy Porter (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 31 March 2026 at 02:33 PM by Amy Porter (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 and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
 - Senior Secondary Completions and mean study score
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- 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
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Overview

Located in the vibrant south-eastern suburbs of Melbourne, Sandringham College serves approximately 1,150 students from Years 7 to 12. The College operates across two campuses situated just a ten-minute walk apart: the Bluff Road Campus, home to our Year 7 and 8 students, and the Holloway Road Campus, which offers an engaging learning environment for students in Years 9 and 10, as well as Year 11 and 12 students undertaking VCE, VCE Vocational Major, the Victorian Pathways Certificate and VET programs.

Diverse pathways for student success

Sandringham College is committed to providing a wide range of pathways that cater to the varied needs, interests and aspirations of our students. In addition to a strong general education program, we offer Select Entry Accelerated Learning (SEAL), along with specialist academies in art, dance and sport. Students benefit from a rigorous core curriculum complemented by dynamic programs in sport, the arts and technology, as well as language instruction in either French or Chinese.

Our vision and values

At Sandringham College, our vision is to provide students with opportunities to excel academically while fostering their growth as individuals of great character. We aim to cultivate intellectual curiosity and encourage students to strive for excellence in everything they do. Our core values — Respect, Excellence, Integrity, Creativity and Community — guide our approach, ensuring that students, staff and parents work in partnership to support both academic achievement and personal development.

In 2025, we continued to focus on delivering an innovative and challenging curriculum designed to motivate students to reach their full academic potential. High academic standards were maintained, with both students and staff encouraged to strive for excellence. Our co-curricular program remains a key element of the student experience, promoting holistic development and contributing to strong academic outcomes and future career pathways.

Innovative teaching and learning

As part of our ongoing commitment to excellence in teaching, 2025 saw teachers undertake significant professional learning to support our goal of becoming a leader in secondary education through the implementation of the Victorian Teaching and Learning Model 2.0. This professional learning supported teacher knowledge and understanding of the Science of Learning and Cognitive Load Theory (Sweller, 1988), with a strong focus on the essentials explicit teaching practice. Our focus on explicit teaching and the VTLM 2.0 is designed to ensure our students are engaged, challenged and equipped for success in an ever-evolving world.

Facility developments and masterplan

In 2019, the Victorian State Government allocated funding for a new masterplan to rebuild and modernise the College's facilities, some of which have served generations of students since 1949. This redevelopment is being delivered in four stages to create a contemporary learning environment. Stage One, completed in 2022, saw the opening of the new Sports, Music and Dance Centre at Holloway Road. In 2025, we took further steps to enhance the campus with the replacement of windows in the iconic 1949 Brick Building. In 2025 we also received approval for

the demolition of the old Arts/Music precinct and Holloway Road preparing for future funding to construct a state-of-the-art Science and Mathematics Learning Hub as part of the ongoing masterplan.

Building community engagement

While our Parents and Friends Association has faced challenges in recent years, we continue to see strong pockets of parent support within our school community. The redevelopment of the House system in 2025 played a key role in strengthening students' connection to the College, fostering a stronger sense of belonging and building community spirit across Sandringham College.

Staff and student support

In 2025, the College was supported by a dedicated staff of 130.6 full-time equivalent employees, including seven Principal Class staff, 73.8 teaching staff, 38.8 education support staff, one para-professional, and 10 Learning Specialists/Leading Teachers. Together, our staff work tirelessly to support students academically and personally, equipping them with the skills and knowledge needed to thrive in a rapidly changing world.

Looking ahead

As we move into 2026, Sandringham College remains committed to continuing its trajectory of growth and improvement. Our focus on academic excellence in every classroom, student wellbeing, and community engagement, particularly fostering a strong sense of belonging, will remain central to everything we do. With the continued development of our facilities and a renewed commitment to supporting student academic growth through explicit teaching practices, we are excited about the future and the opportunities ahead for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Sandringham College, we understand that continuous improvement in student outcomes is driven by our teachers' ability to deliver high-quality, impactful classroom instruction. A strong and innovative curriculum, together with the consistent use of student learning and wellbeing data, underpins this work. We place great value on the growth and development of both our teachers and students. In 2025, our focus remained on fostering excellence in teaching and learning, alongside a positive climate for learning.

Sandringham College continues to be recognised as a school making significant progress in improving student outcomes. Our results across a range of measures indicate that we are on track to achieve the goals outlined in our 2023–2025 Strategic Plan. In 2025, the College achieved a VCE median study score of 31, and more than 40 per cent of students received an ATAR of 70 or higher. In addition, 100 per cent of VCE Vocational Major and Victorian Pathways Certificate students received accreditation. These outcomes reflect our strong commitment to developing teacher professional practice and our ongoing focus on high challenge, high expectations and high support for all students.

In 2025, NAPLAN results showed continued positive trends compared with statewide data, with the College placed among the top 100 schools for combined Year 7 and Year 9 results. Year 9 students performed above both the state and similar schools in reading and numeracy. An increasing number of students achieved results in the top three bands, outperforming both state and similar school groups. These results reflect effective classroom practice, our evolving curriculum, and targeted literacy and numeracy strategies. In addition, PAT testing and teacher judgements continue to identify students for tailored support programs, including the Department of Education tutoring initiative. These students have benefited from specialised literacy and numeracy programs, including withdrawal support and in-class tuition across Years 7 to 12.

As we move into 2026, Sandringham College remains committed to ongoing improvement in student outcomes through strengthened explicit teaching practices, the implementation of spelling through morphographs for all Year 7 students, and comprehensive wellbeing and inclusion strategies to ensure that all students can engage successfully with learning.

Wellbeing

At Sandringham College, we are dedicated to providing a safe, positive and inclusive learning environment where every student can thrive. We believe that student wellbeing is essential to academic success and to the development of young people who demonstrate strong character. In 2025, the College built on its comprehensive approach to student wellbeing, ensuring consistent support across all year levels.

To maintain a proactive approach to wellbeing, the College employed the equivalent of four full-time staff with responsibility for this area: an Assistant Principal for Wellbeing and Inclusion, two Mental Health Practitioners, 1.5 Student Wellbeing Coordinators, one of whom is a qualified psychologist. In addition, we work in partnership with psychologists and youth mental health organisations to meet the diverse needs of our students.

As a school community, we foster a strong sense of belonging and safety through a range of proactive initiatives, including the School-wide Positive Behaviour Support (SWPBS) framework. In 2025, the College continued to refine and strengthen SWPBS with input from a cross-campus team of students and staff. This ongoing work focuses on building a consistent, evidence-based approach to classroom management and shared expectations for behaviour across the College.

In 2025, all students participated in the College's LifeSkills program, which provides age-appropriate learning across a range of areas including study skills, respectful relationships, cyber safety, wellbeing, mental health, careers and resilience. The program remains flexible and responsive, informed by annual student data and feedback gathered through student voice initiatives and the Attitudes to School Survey. In 2025, the program's primary focus was on wellbeing, mental health and resilience, ensuring students had the support needed to navigate ongoing challenges.

The College also continues to deliver the Department of Education's Respectful Relationships curriculum through Health and Physical Education classes and related Life Skills incursions. This program addresses harmful attitudes such as prejudice, discrimination and harassment, which can contribute to violence, including violence against women. All students participate in developmentally appropriate learning designed to meet their needs and readiness, supporting them to develop the social and emotional capabilities required to contribute positively to society.

Through these continued efforts, Sandringham College remains committed to providing a supportive environment where students feel safe, valued and empowered to achieve their best.

Engagement

The College recognises the importance of offering diverse pathways to meet the individual needs and aspirations of every student. From Year 7 through to the senior years, students are supported to develop a personalised pathway aligned with their interests, strengths and future goals. To meet the diverse interests of our students, the College offers a range of pathways, including Academies, SEAL, VCE, VCE Vocational Major, the Victorian Pathways Certificate and VET options. Many students are encouraged to begin VCE studies in Year 10, and it is common for students to undertake a Unit 3 and 4 VCE study in Year 11, allowing them to gain a strong foundation for their senior studies.

In 2025, the College's VCE completion rates remained strong, exceeding the state average. Ninety-nine per cent of students successfully completed their VCE, reflecting our commitment to supporting students throughout their academic journeys. In the same year, 84 per cent of Year 12 students transitioned into their first or second preference courses at a range of universities. Outcomes for unscored students, and those undertaking VM and VPC programs, also remained strong, though they will continue to be a focus in the years ahead. In 2025, a Learning Specialist was allocated to the VM/VPC program, further strengthening our focus on these students. This has been a positive development, increasing targeted support and enhancing both curriculum delivery and student learning within these programs.

The College's retention rates for 2025 were consistent with state and comparable school trends, demonstrating sustained engagement and progression. The College remains committed to further strengthening retention while ensuring all students are supported to pursue the most appropriate post-school pathway.

Attendance data for 2025 indicates that we are tracking similarly to comparable schools, with students generally maintaining strong attendance. Only five per cent of absences were recorded as unapproved. Attendance concerns are addressed proactively through engagement with relevant stakeholders, with Year Level Leaders working closely with students and families to support improved attendance. This may include parent meetings, student support plans and collaboration with the College's wellbeing team. In response to ongoing attendance needs, the College allocated an Assistant Principal at the end of 2025 to lead a more targeted and strategic approach to attendance improvement.

The College remains dedicated to ensuring every student has the opportunity to succeed by providing strong support structures and tailored pathways to help them reach their full potential.

Other highlights from the school year

2025 was another year of excellence in the arts and performing arts. Music soirees, dance concerts and the annual VCE and Art Academy Art Show were particular highlights. The College

also experienced strong success on the sporting field and was especially proud to celebrate the VET Apprentice of the Year.

In 2025, the College also welcomed the first cohort of Year 9 students to the Holloway Road Campus. This move was made to provide students with improved access to state-of-the-art facilities and has proven to be highly successful.

Financial performance

Sandringham College maintained a strong financial position in 2025, with our net financial position remaining stable. This reflects the College's consistent and responsible approach to financial management, ensuring we balance fiscal responsibility with continued investment in facility enhancements, learning improvements and student wellbeing initiatives.

In 2025, financial resources were strategically allocated to support students achieving below the expected standard in NAPLAN, as well as priority cohorts, through targeted specialist literacy and numeracy support. The College also maintained significant investment in wellbeing programs, which are increasingly important as we respond to the growing mental health and resilience needs of our students.

The College's financial performance is a collaborative effort involving a range of stakeholders across the school. The Finance Committee plays a key role in managing budgets and setting financial priorities, while the College Council provides strategic direction for the year ahead. Our college community continues to contribute generously, supporting the school across a wide range of areas and enabling us to provide enriched opportunities for our students. We are much more than a basic education provider, and strong parent support helps us sustain this standard.

Looking ahead to 2026, we are focused on continuing the work of our teaching and learning, and wellbeing and inclusion teams, who play a critical role in supporting student outcomes and ensuring both academic and personal growth. Through continued focus and collaboration, we remain committed to fostering an environment where every student can thrive academically and emotionally.

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

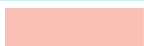
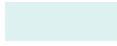

A total of 1,093 students were enrolled at this school in 2025, 489 female and 598 male. 7% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

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**.


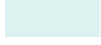

Parent Satisfaction Summary

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	90.0%	
	Similar schools	74.3%	
	State	74.1%	

School Staff Survey


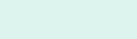


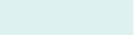

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	56.3%	
	Similar schools	63.0%	
	State	59.3%	

LEARNING


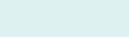


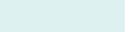


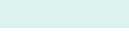




Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Year 7 - 10 % of students at or above age expected standards	School	81.1%	
	Similar schools	90.9%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	83.4%	
	Similar schools	86.6%	
	State	70.5%	

NAPLAN

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


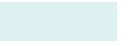


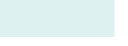

		2025	3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	81.1%	 85.2%
	Similar schools	85.9%	 84.9%
	State	65.9%	 65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	88.4%	 83.6%
	Similar schools	81.5%	 79.9%
	State	62.7%	 61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	84.3%	 84.0%
	Similar schools	85.1%	 83.0%
	State	65.6%	 63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	86.4%	 83.0%
	Similar schools	80.6%	 78.6%
	State	61.9%	 60.2%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	83.9%	
	Similar schools	77.0%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	78.9%	
	Similar schools	75.3%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, 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.

		2025	3-year average
VCE/VCE VM completion rate	School	99.3%	98.3%
	Similar schools	98.8%	98.6%
	State	97.2%	96.9%
Mean VCE study score	School	31.1	NDA
Total VCE VM students	School	20	NDA
Total VPC students	School	NDP	NDP

WELLBEING




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).

		2025		4-year average
Years 7 to 12 % positive endorsement	School	52.6%		53.9%
	Similar schools	50.5%		48.8%
	State	49.8%		47.7%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 7 to 12 % positive endorsement	School	57.1%		56.3%
	Similar schools	50.0%		48.7%
	State	50.8%		48.6%

ENGAGEMENT


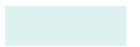

Students exiting to further studies or full-time employment

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	88.6%		87.8%
	Similar schools	87.5%		87.2%
	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	83.5%		76.2%
	Similar schools	79.4%		79.2%
	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
Year 7 - 12	School	26.2		25.6
	Similar schools	25.2		24.6
	State	30.2		29.4

Attendance rate

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

		2025	
Year 7	School	86.3%	
Year 8	School	85.7%	
Year 9	School	84.7%	
Year 10	School	87.4%	
Year 11	School	87.8%	
Year 12	School	90.4%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$14,520,586
Government Provided DET Grants	\$1,393,466
Government Grants Commonwealth	\$18,202
Government Grants State	\$65,654
Revenue Other	\$116,684
Locally Raised Funds	\$1,567,929
Capital Grants	\$0
Total Operating Revenue	\$17,682,520

Equity	Actual
Equity (Social Disadvantage)	\$64,333
Equity (Catch Up)	\$71,218
Equity (Social Disadvantage - Extraordinary Growth)	\$3,124
Equity Total	\$138,674

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

Expenditure	Actual
Student Resource Package ¹	\$15,023,415
Adjustments	\$0
Books & Publications	\$8,955
Camps/Excursions/Activities	\$499,031
Communication Costs	\$24,866
Consumables	\$250,210
Miscellaneous Expenses ²	\$94,171
Agency Staff	\$326,697
Professional Development	\$63,244
Equipment/Maintenance/Hire	\$226,425
Property Services	\$214,711
Salaries & Allowances ³	\$496,017
Support Services	\$461,766

Expenditure	Actual
Trading & Fundraising	\$11,577
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$13
Utilities	\$211,070
Total Operating Expenditure	\$17,912,168
Net Operating Surplus/-Deficit	(\$229,648)
Asset Acquisitions	\$36,035

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$695,771
Official Account	\$179,494
Other Accounts	\$166,260
Total Funds Available	\$1,041,526

Financial Commitments	Actual
Operating Reserve	\$481,459
Other Recurrent Expenditure	\$4,355
Provision Accounts	\$0
Funds Received in Advance	\$186,156
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$30,215
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$156,044
Repayable to the Department	\$603,774
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
Total Financial Commitments	\$1,462,002

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.