

2023 Annual Report to the School Community

School Name: Birregurra Primary School (0723)



- 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 15 March 2024 at 02:48 PM by Jessica Kattwinkel (Principal)

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

Attested on 23 April 2024 at 01:14 PM by Rob Lidgerwood (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

About Our School

School context

Established in 1864, Birregurra Primary School is a unique learning community, situated 20 kilometres east of Colac, Victoria. Birregurra Primary School is nestled in a picturesque rural setting within the township of Birregurra on a 4-hectare site. In 2023, Birregurra Primary School had an enrolment of 111 students, comprising 56 females and 55 male students, with a Student Family Occupation (SFO) of 0.2961. Class structures included Prep, Grade 1, Grade 2/3, Grade 3/4 and Grade 5/6. The staffing profile included 7.4 FTE teaching staff (including a Mental Health and Wellbeing Leader 3 days a week), a full time Principal, a full time Business Manager, 2.3 Education Support (0 staff with Aboriginal and/or Torres Strait Islander heritage) 0.4 tutor and a Chaplain supporting the emotional wellbeing of our school community across three days a fortnight.

In 2023 our school received a capital works upgrade with the construction of a new main building comprising of three new learning spaces, first aid room, conference room, staff room, staff amenities, main office and principal's office. The majority of the old building was demolished, opening up a courtyard space in the centre of the school. The physical facilities of the school following the capital works project consist of 5 classrooms, an Arts Centre, a Wellbeing Room, a Multipurpose Room, two ovals, basketball court and numerous playground areas.

The Birregurra Primary School Motto is 'Living and Learning Together'. Our vision, revised in 2022, is designed to be short and use language that is accessible to all and unique to our school. Our vision is: 'An inclusive community that supports and encourages a love of learning and the skills and mindset to thrive.' At Birregurra Primary School our values utilise the acronym C.A.R.E: Community - growing positive partnerships between school, home and the broader community;

Aspire - setting goals and purposefully working towards their achievement;

Respect - for self, others, learning and our environment;

Excellence - striving for the highest personal achievement in all aspects of schooling.

Birregurra Primary School is a vibrant, innovative and genuinely student-centred school, welcoming all students inclusive of overseas students. The school's curriculum, learning experiences, and overall educational setting are meticulously designed to cultivate the skills and mindset of self-directed, lifelong learners. Teachers purposefully plan to empower every student, providing opportunity for voice and choice in their educational journey. The goal is to enable students to seamlessly apply and integrate newfound knowledge and skills across various subject areas, with an emphasis on 21st-century capabilities woven into all learning encounters.

The integration of STEAM (Science, Technology, Engineering, Arts, and Mathematics) is seamlessly woven into the curriculum, and dedicated specialists lead classes in Library, Art, Italian, and Physical Education. Beyond the traditional academic offerings, Birregurra Primary School enriches student learning through a diverse range of additional and extra-curricular opportunities such as Respectful Relationships & Mindfulness, Health and Human Development, Swimming, Bike Education, Junior School Council, School Concert, Camps, Private Instrumental Music, Sporting Schools and Inter-school Sport. These elements collectively contribute to creating an engaging, adaptable, and happy environment at Birregurra Primary School, where children have the opportunity to develop crucial social, academic, and emotional competencies, laying the foundation for lifelong success as learners.

Teachers at Birregurra Primary School follow evidence-based models, including the Gradual Release of Responsibility (I do, We do, You Do) teaching and learning approach, along with workshop models, to optimise student learning achievements. Learning Intentions and Success Criteria guide purposeful learning tasks, setting clear expectations and achievement goals for students. The teaching staff collaborates through dedicated Professional Learning Communities (PLCs), using the FISO (Framework for Improving Student Outcomes) inquiry cycle to maintain a consistent focus on student learning outcomes. The school is proud of its professional and dedicated team, united in their commitment to providing the best possible education, as reflected in consistently high Staff Opinion Survey results.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Birregurra Primary School's Annual Implementation Plan focused on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a Learning Key Improvement Strategy and a Wellbeing Key Improvement Strategy.

The appointment of a Numeracy Learning Specialist in 2023 as well as a whole school focus on numeracy guided our work towards achieving our Learning Key Improvement Strategy. More specifically this included:

- 3-1-1 approach to the teaching of the mathematics curriculum based on evidence and research completed by our Learning Specialist, ensuring multiple exposures of key mathematical concepts throughout the year.

- The development of a new Mathematics scope and sequence in consultation with teachers based on the current Victorian curriculum, with the intention to review inline with the Mathematics Curriculum 2.0 in 2024.
- Our Learning Specialist completed the Numeracy Local Leaders course through the Victorian Academy, sharing learning with all staff in scheduled meeting times, further supporting our school wide approach to Mathematics.
- The creation of new data spreadsheets for each year level to use throughout the year to track student progression. These were based on current assessment schedules in English and Mathematics and provide a school wide approach. The spreadsheets allow for Year Level Continuums to be created at key periods such as the end of each semester. These continuums allowed us to identify the percentage of students below, at or above level in each domain within the English and Mathematics curriculum and target our teaching and learning approach accordingly.
- The continuation of PLC's, high functioning teams working collaboratively to plan, implement and review learning cycles across Literacy and Numeracy, allowing strategic, targeted teaching individualised for students, as well as provide consistency between classrooms.

Birregurra Primary School continued to place a strong emphasis on literacy and numeracy growth throughout 2023, leading to robust outcomes in both English and Mathematics. The School Performance Summary data indicates that Teacher Judgement of student achievement at or above expected levels in English and Mathematics was above both the state average and the average of similar schools. Additionally, the School Performance Summary indicates that our school's percentage of students in Strong or Exceeding in Year 3 and Year 5 Reading and Numeracy was well above both similar schools and state averages. Impressively, 100% of Year 3 students achieved Strong or Exceeding in Numeracy.

Wellbeing

The introduction of a Mental Health and Wellbeing Leader (MHAWL) in 2023 was instrumental in supporting our Wellbeing KIS as was the completion of Berry Street training. More specifically the following was implemented to support Wellbeing at BPS:

- MHAWL and principal completed training through Melbourne University to support a whole school approach to wellbeing.
- Involvement in two CoP's by our MHAWL, one led by Melbourne University, the other a more localised CoP, supported implementation of key learnings.
- A Wellbeing room was established, providing a space for individuals and small groups to work and play. Designed to be a calming space, a social story about the purpose of the room, accessibility, etc was created and shared with all classes. The space proved an invaluable addition to our school, supporting positive student/student relationships as well as positive teacher/student relationships.
- Teachers continued to implement our agreed morning routine, including a morning greeting, expectations and announcements.
- Our school chaplain continued to support teachers with the delivery of the RRRR curriculum as well as supporting individuals and small groups of students.
- The school worked closely with Student Support Services to provide services and support in the areas of speech, social work and psychology.

Birregurra Primary School has a strong student wellbeing focus at its core. Our school is focused on and committed to a positive learning environment for all students, families and staff.

Student Wellbeing is measured by the percentage of positive student responses to Sense of Connectedness and Student Perceptions of Safety variables on the Attitude to School Survey, which is undertaken annually by the Year 4, 5 and 6 students. The results for students on the Student Attitudes to School – Sense of Connectedness variable indicate that student perception is similar to both the state and similar schools averages. Student responses to the School Attitudes to School – Management of Bullying variable indicate that student perceptions are above both state and similar schools averages with a 83.3% positive endorsement.

Engagement

In 2023, the average number of absence days was lower at 16.9 than that of the state (20.5) and similar schools (20.4), indicating our students feel connected to their school and learning. Students with extended absences were given absence plans and vacation plans. Continuous communication about the significance of attendance and punctuality was maintained via school newsletters and parent information sessions, ensuring that our families grasp the vital link between consistent attendance and enhanced student academic performance.

Student voice and agency continued to be a focus at Birregurra Primary School. Following feedback from our students, we introduced 'Clubs' during Terms 3 & 4. The idea of clubs is to broaden the experiences of our students beyond the typical curriculum with an overall focus on engagement, hands on learning and voice. Clubs includes electives such as puppetry, cooking, animation, golf, yoga, etc. Students can choose which clubs they are interested in via a ballot paper, with one of their top three preferences guaranteed. Each club ran for an hour a week and was multi-aged, providing an opportunity for students to build positive relationships and

connections across the school. The implementation of clubs was extremely positive, with great feedback from the school community, staff and parents.

Throughout the year 2023, we organised various events to engage the broader school community, such as Mother's Day and Father's Day breakfasts, the Biggest Morning Tea, and our annual Market Day. Market Day, in particular, was a fantastic showcase of practical learning, with students involved in preparing, organising, and managing market stalls, selling their products or services to the wider school community. Not only did this provide valuable learning experiences, but it also proved to be a highly successful fundraiser for our school. Market Day has become a much-anticipated highlight for many of our students each year.

Financial performance

Birregurra Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2023 school year in a sound financial position. This has enabled the school to meet the current and future needs of all students providing an enriching, nurturing environment, which promotes personal growth and academic achievement.

The school received equity funding of \$7,723 which supported the release of staff to participate in peer observations both internally and externally in order to reflect and refine teaching practices. Equity funding also supported individualised assessments and small group interventions.

The acquisition of Sporting Schools Funding across two terms played a vital role in promoting physical activity among students, notably enhancing the school's comprehensive swimming program. In addition, we received a Chaplaincy grant of \$20,280.00 through the National Chaplaincy Program supporting wellbeing for our school community. We received our second year of Outside School Hours Care grant for \$75,000 to support staffing and services of our OSHC service.

Our Parents & Friends and School Council worked hard to raise over \$30,000 through a successful major raffle and other local fund raising activities. This money supporting our capital works project and continuing grounds works.

School Council met regularly to oversee the school's financial position with monthly meetings tracking the school's financial position of the school.

For more detailed information regarding our school please visit our website at
<https://www.birregurraps.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 111 students were enrolled at this school in 2023, 55 female and 56 male.

NDP percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

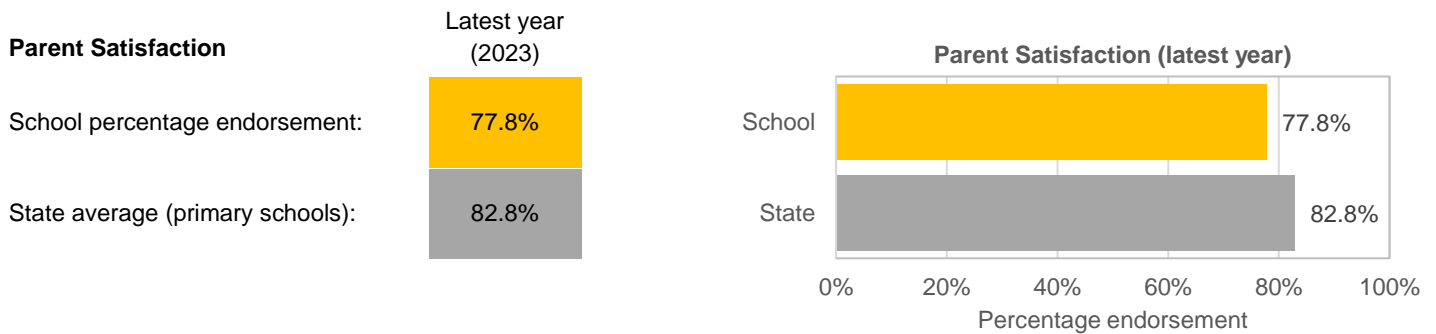
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

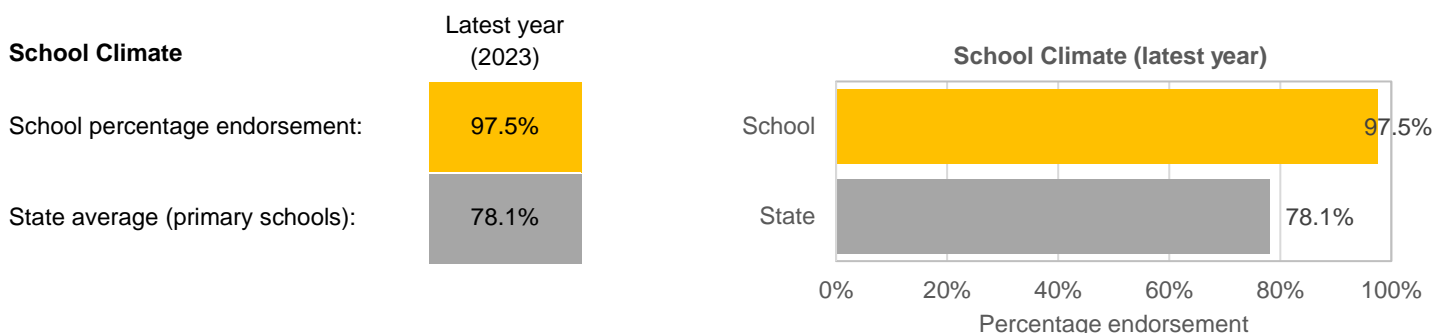


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

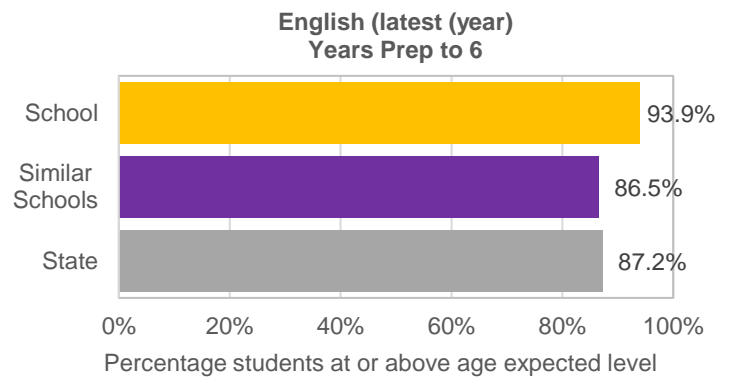
93.9%

Similar Schools average:

86.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

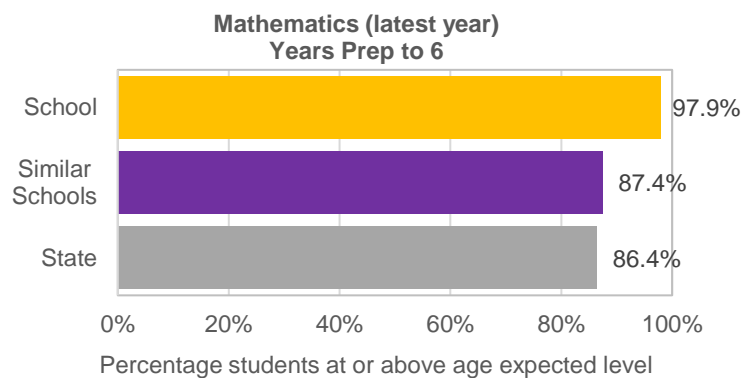
97.9%

Similar Schools average:

87.4%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.2%

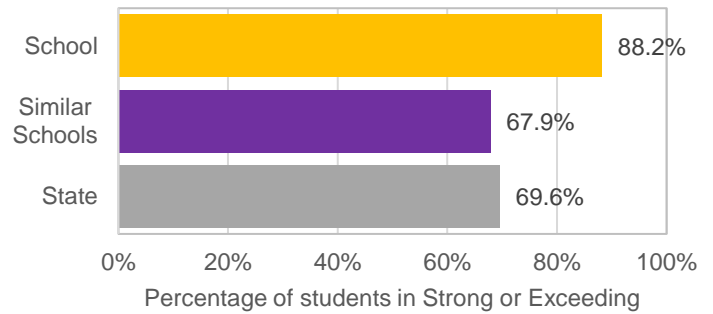
Similar Schools average:

67.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.5%

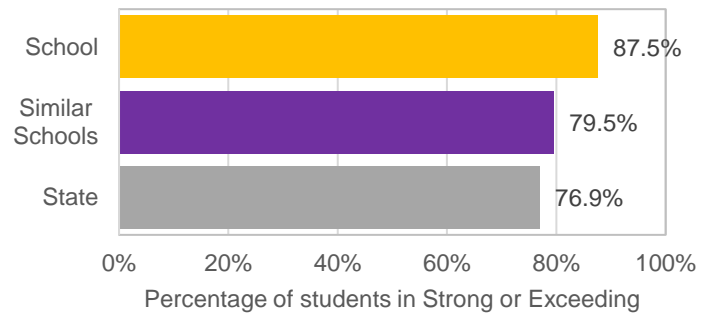
Similar Schools average:

79.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

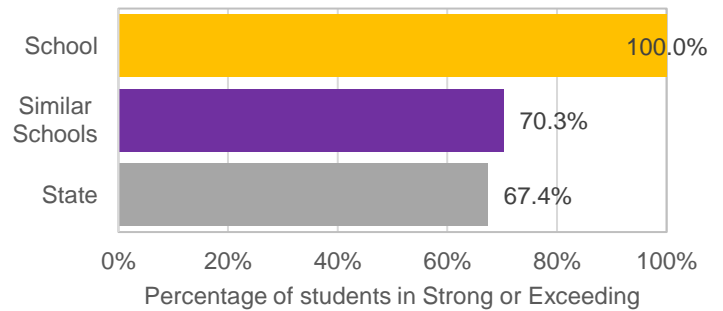
Similar Schools average:

70.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.5%

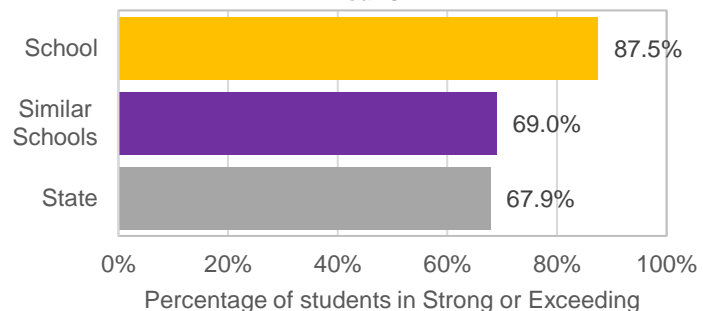
Similar Schools average:

69.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

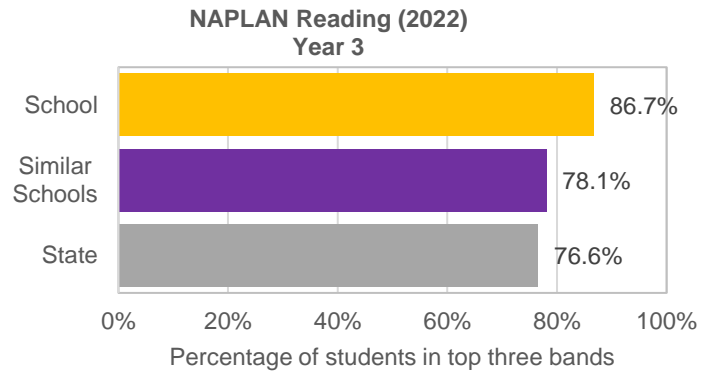
86.7%

Similar Schools average:

78.1%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

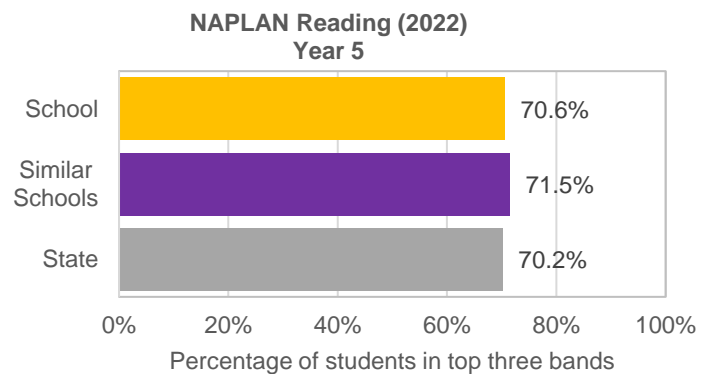
70.6%

Similar Schools average:

71.5%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

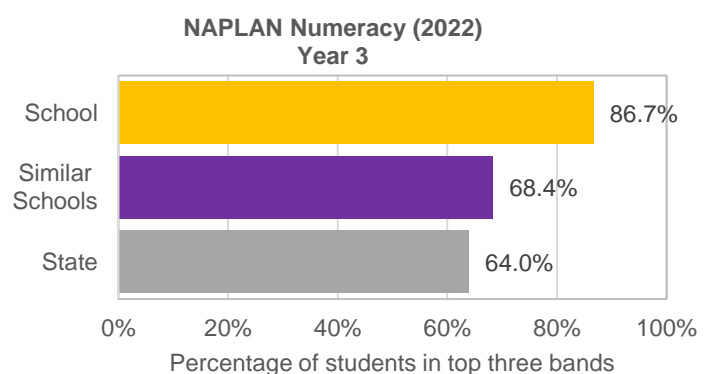
86.7%

Similar Schools average:

68.4%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

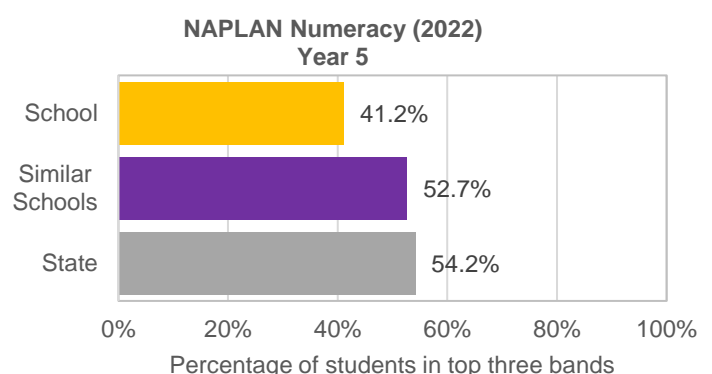
41.2%

Similar Schools average:

52.7%

State average:

54.2%



WELLBEING

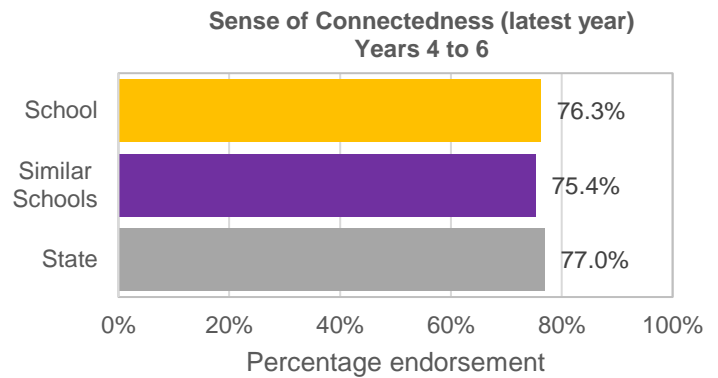
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.3%	73.3%
Similar Schools average:	75.4%	77.1%
State average:	77.0%	78.5%

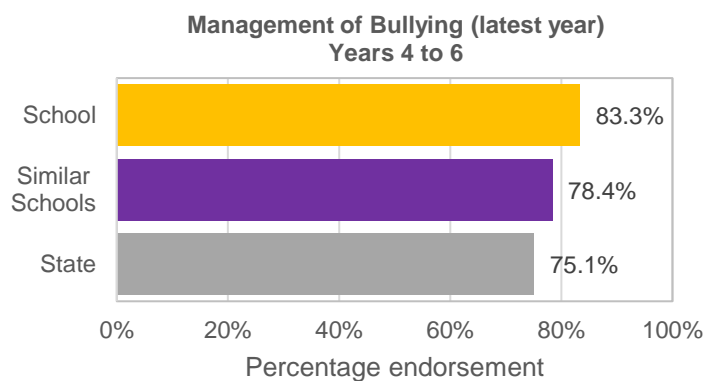


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	83.3%	83.8%
Similar Schools average:	78.4%	78.9%
State average:	75.1%	76.9%



ENGAGEMENT

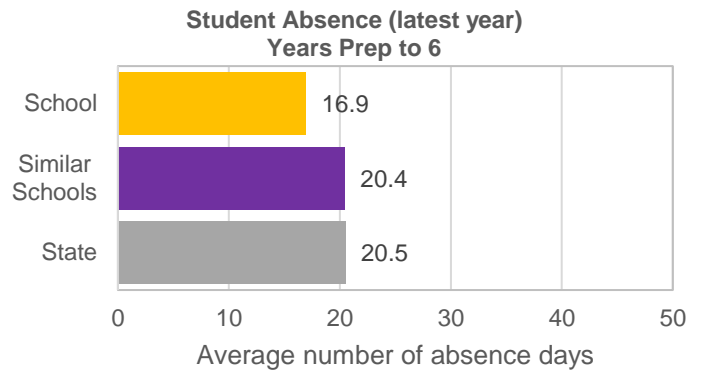
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	16.9	15.2
Similar Schools average:	20.4	17.9
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	91%	89%	95%	89%	92%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,521,346
Government Provided DET Grants	\$251,717
Government Grants Commonwealth	\$78,297
Government Grants State	\$6,048
Revenue Other	\$27,340
Locally Raised Funds	\$99,588
Capital Grants	\$11,388
Total Operating Revenue	\$1,995,723

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,723
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,723

Expenditure	Actual
Student Resource Package ²	\$1,311,317
Adjustments	\$0
Books & Publications	\$545
Camps/Excursions/Activities	\$30,437
Communication Costs	\$1,747
Consumables	\$50,923
Miscellaneous Expense ³	\$71,738
Professional Development	\$5,464
Equipment/Maintenance/Hire	\$88,819
Property Services	\$99,453
Salaries & Allowances ⁴	\$45,289
Support Services	\$98,393
Trading & Fundraising	\$23,337
Motor Vehicle Expenses	\$3,541
Travel & Subsistence	\$0
Utilities	\$8,767
Total Operating Expenditure	\$1,839,771
Net Operating Surplus/-Deficit	\$144,563
Asset Acquisitions	\$21,792

- (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 16 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	\$342,287
Official Account	\$11,237
Other Accounts	\$0
Total Funds Available	\$353,524

Financial Commitments	Actual
Operating Reserve	\$77,956
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$118,266
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,100
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$42,916
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$15,316
Total Financial Commitments	\$280,554

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.