

2025 Annual Report to the School Community

School Name: Essex Heights Primary School (4903)



- 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 April 2026 at 08:09 AM by George Perini (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 28 April 2026 at 12:58 PM by George Perini (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)
- 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
 - 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

Essex Heights Primary School is situated in the eastern suburbs of Melbourne within the municipal boundaries of the City of Monash. The diversity of students and families at the school provide a vibrancy derived from embracing the whole community. The school is enriched both culturally and linguistically by the multicultural nature of the community. EHPS also caters for a number of students with additional needs and funded through the Program for Students with Disability (PSD) and Disability Inclusion Program. The school places great value upon working in partnership with members of the community to provide a rich and engaging learning environment that prepares students to confidently embrace the wonderful opportunities in our society.

The school's vision is to educate every child so that they reach their maximum potential in their educational, social and emotional growth. It supports all children to be connected and engaged in their learning, while feeling safe and happy at school. The school aims for students to be resilient, motivated and confident learners willing to take on new challenges and experiences.

Through the 'School Values' of kindness, curiosity, inclusiveness, resilience and respect, children develop positive attitudes and acquire skills that equip them for their future. All children are valued within a supportive, secure and stimulating school environment where each child is encouraged to reach their potential.

The Essex Heights staff have identified 'Staff Values' that reflect collective beliefs about their professional role, alongside the community values.

- We place the child at the centre of everything we do.
- We conduct ourselves in a professional manner at all times, with children, colleagues and parents.
- We work together – recognizing our collective responsibility for all the children.

The whole community encourages high expectations, reflected in the school motto 'Ever Higher' and promotes innovative and contemporary curriculum, differentiated to cater for the needs of all children. The school engenders a culture of connectedness and curiosity and whilst focused on developing literacy and numeracy in a variety of ways, as well as positive relationships, students are actively involved in learning programs covering a wide range of domains.

In 2025 the school had 608 students enrolled and 5 International students. Essex Heights employed 49.52 equivalent full-time staff, i.e. 3 Principal class officers, 2 Learning Specialist, 33.01 teachers and 11.51 Education Support staff. Our school is also supported by locally employed staff to support the instrumental music program, OSHC as well as maintenance and grounds.

The children at our school have access to contemporary, well-resourced, and innovative learning spaces. These rooms, in addition to the well maintained and excellent outdoor environments, provide an ideal setting for learning both inside and outside of the classroom

Progress towards strategic goals, student outcomes and student engagement

Learning

The focus for 2025 was to continue the priorities of student learning in numeracy and literacy, with an increased focus on Numeracy and student wellbeing, and students that needed additional support. These priorities were in line with both our School Strategic Plan, Annual Implementation Plan and Department of Education priorities. Through the work of the learning specialists and PLCs there was a focus on optimising student learning growth for all students in Speaking and Listening. Whilst in numeracy, the focus was to build staff capacity through a continued emphasis on a 'hands on' and inquisitive approach to mathematics.

In 2025 NAPLAN Reading and Numeracy results were consistently well above the state average. Year 3 Reading result of 88% of students were in Exceeding or Strong proficiency levels which was well above the state average of 69%. It was also above similar and network school data. Only 4 students were deemed to need additional support. Year 3 Numeracy result of 85% of students were in Exceeding or Strong proficiency levels which was well above the state average of 66%. It was just below the similar school score of 86% and slightly above the network result of 84%. No students were deemed to need additional support. Year 5 Reading result of 87% of students were in Exceeding or Strong proficiency levels which was well above the state average of 74%. It was just below network and similar school which recorded 88% and 90% respectively. Only 2 students were deemed to need additional support. Year 5 Numeracy result of 92% of students were in Exceeding or Strong proficiency levels which was well above the state average of 69%. It was above the similar school score of 91% and the network score of 89%. Only 1 student was deemed to need additional support.

Teacher Judgment of student achievement in English (Prep-6) shows that 96% of our students were performing at or above the age expected standards from Years Prep to 6. This was well above the state average (86%) and above the average for similar schools (95%). Teacher judgement of student achievement in Mathematics 2.0 (Prep-6) shows that 93% of students were performing at or above the age expected standards. This was well above the state average (84%), equal to Network schools but just slightly below the similar schools average (94%).

A range of programs were offered to assist children to catch up in their learning or to provide additional support as required. These included EAL support, Tutor Initiative and intervention support. All children that were part of the program for students with additional needs (PSD) were on an Individual Education Plan and supported by Educational Support aides. Essex Heights PS provides a comprehensive curriculum based on the Victorian Curriculum. Students access excellent specialist programs in Visual Arts, Music, Physical Education, Science and Indonesian Language and Culture. Within our exemplary Program for Students with a Disability (PSD), all students showed progress and achieved satisfactory or above satisfactory outcomes in their individual learning goals.

Wellbeing

Wellbeing continued to be a high focus for our school in our Annual Implementation plan for 2025. All proposed actions were completed successfully, which included integrating the Respectful Relationships program with our already successful ArtSEL and Resilience Project program for Prep – 6, the support and tracking of our most vulnerable students and the employment of staff in the areas of Wellbeing and Mental Health support. Relevant Student Attitude to School Survey results for Years 4-6 were as follows:

The Sense of Connectedness to School (Yrs4-6) factor had 81% positive response which was above the state average of 77%. It was equal to similar schools and just slightly lower than network schools of 82%. It was noted that again the number of not positive responses reduced in 2025 and 14% of responses were neutral.

It should also be noted that the Parent Opinion results for Student Connectedness has 92% positive responses, which was well above the state average of 88%, the similar school average of 90% and network schools of 91%

The Managing Bullying (Yrs. 4-6) factor had 74% positive response, which was below the state average of 76%. It was also lower than the similar school response of 78%. It was noted that the Not positive response was 13%. Also, 13% of responses were neutral and this will be explored further.

However, it should be noted that the Parent Opinion results for Managing Bullying had 82% positive response which was well above the state average of 77% and above the similar school average of 79%.

Also, the Parent Opinion result for **Not Experiencing Bullying** was 77% which was well above the state average of 64% and above the similar school and network school results of 71% and 73% respectively.

Our school believes education to be a partnership between children, staff, parents and the broader community. The school recognises its role as a social agency and has put into place activities and structures which support student and parent's needs. With the involvement of guidance officers, psychologists, a speech pathologist and expert school staff, structured programs are made available to our students.

Our whole school approach to safety, wellbeing and engagement includes student-centred 'School Values', a Social Competencies Program, extensive Student Leadership programs, comprehensive Student Management, and Individual Learning Plans. These have all resulted in a safe and supportive school environment. Our school has developed a School Wide Positive Behaviour Framework (SWPB) that extends our School Values to agreed behaviours and expectations for the children. It also improves our tracking and monitoring of student wellbeing through the Compass student management software. Students are rewarded for positive behaviours linked to the school values and house system in classrooms and the playground, and this is a significant focus at every assembly.

The school continues to implement our own innovative program focused on the social and emotional learning (SEL) of children. The ArtSEL program feedback has been overwhelmingly positive from our whole school community. In 2025 the school continued its partnership with the Resilience Project in recognition of the need to provide additional support for the wellbeing of our

children. The Resilience Project aims to develop resilience through gratitude, empathy, mindfulness, and emotional literacy.

Also, a comprehensive Transition and Orientation Program is provided for all students entering, moving through and leaving the school. The revised and expanded 'End of year Transition Program' further supports students in their preparation for transition to the next year level. Our very smooth start to the year confirms this is an effective program for the students. Our whole community is always committed to the Essex Heights Values and the use of a restorative approach. This is the platform for rich relationships and deep learning at Essex Heights PS.

Engagement

To support student engagement the school revisited the Starting Up, Starting Out program, designed to help students re-engage with their learning and develop strategies to successfully begin each term, as well as transition from year to year. We continued to monitor student engagement during regular Year Level meetings, using data collected from students' attendance, teacher observations, health centre visit data, student feedback and using the Department of Education Student Wellbeing Tracker.

In addition, the school continued to engage with many activities that students really enjoyed engendering a greater sense of connectedness with the school. These activities were both curricular and extracurricular and included many leadership opportunities. Various whole school events e.g. Grand Parents and Special Friends Day, Indonesian Day, Book Week, Showcase, Pink Stumps Day, and our whole school House Point System and positive behaviour recognition also established a greater sense of student connectedness.

The success of this approach was reflected in the Parent/ Guardian/ Carer Opinion Survey result where in the Student Connectedness factor the result was 92% positive response which was well above the state average of 88% and higher than the similar school result of 90%.

The Sense of Connectedness to School (Yrs4-6) factor in the Student Attitude to School Survey had 81% positive response which was above the state average of 77%. It was equal to similar schools and just slightly lower than network schools of 82%.

The average number of Student Absence Days (Prep – 6) for 2024 was 15.6 days which was well below the state average of 21.5 days of absence and was below the similar school average of 16.9 days. The most common reasons for non-attendance were extended family holidays and illness. Our Student Wellbeing Team continued to work with any families who needed additional support to meet attendance requirements.

Other highlights from the school year

In 2025 the Essex Heights community celebrated many highlights. A sample of some of the important and highly regarded whole school or extracurricular activities have been outlined below.

- o School Camps were held for Years 4 -6 at Oasis Camp (3 days), Cave Hill Creek (3 days) and Forest Lodge (4 days) respectively.

- o All year levels conducted excursions and incursions to engage students in their learning e.g. wildlife, history, policing, fairy tales and magic
- o Junior School Council, School Leaders, Buddy Program and Peet Mentors
- o Parents and Friends Club conducted a range of very successful community activities e.g. Community Welcome Event, School Discos, Mothers and Father's Day Breakfasts and Stalls, Flip Out Family Event and the School Carnival A wide range of whole school events
- o Grandparents and Special Friends Day
- o Dance Concert
- o Pink Stumps Day
- o Harmony Day
- o Instrumental Music Concerts
- o Indonesian Day
- o Science Week
- o Book Week
- o Book Fair
- o Footy Colours Day
- o Whole School Swimming Program
- o Showcase Concert
- o School Carnival

In 2025, Essex Heights competed very successfully in the Monash Heights Sports District. Students in Year 6 participated in summer and winter Interschool sports. Students from Years 4-6 represented EHPS at Eastern Region Finals in Swimming, Tennis, Cross Country, Hockey and Athletics as well as State finals in Cross Country, Athletics, Tennis and Hockey

In Music and performing arts, all students participated in the biennial Dance Concert, classroom music and almost 300 children are part of the large instrumental music program at EHPS. Supported by staff and families, students also participated and were successful in the Science Talent Search, Sayembara Lisan Indonesian speaking competition as well as at the National Australia Indonesia Language Awards (NAILA).

The strong community support for the school were highlighted by:

- o 91% positive response in the 2025 Parent/ Guardian/ Carer Opinion Survey for the 'Parent Participation and Involvement' factor compared to the state average response of 79% and the similar and network schools' average response of 80% and 82% respectively.
- o 89% positive response in the 2025 Parent/ Guardian/ Carer Opinion Survey for the 'School Pride and Confidence' factor compared to the state average response of 82% and the similar and network schools' average response of 83% and 84% respectively.
- o 87% positive response in the 2025 Parent/ Guardian/ Carer Opinion Survey for the 'General School Satisfaction' factor compared to the state average response of 82% and the similar and network schools average response of 84% and 86% respectively.

- o 83% positive response in the 2025 Parent/ Guardian/ Carer Opinion Survey for the 'General School Improvement' factor compared to the state average response of 75% and the similar and network schools average response of 75% and 80% respectively.

Financial performance

Essex Heights Primary School operates within closely managed budgets and aims to maintain a modest cash reserve. The financial position of the school is led and managed through the work of the Principal, Business Manager, Finance Committee and Essex Heights Primary School Council.

The school operates under high levels of internal control, probity and accountability. Furthermore, the allocation of funds to educational programs continues to reflect the priorities of the Essex Heights Primary School Strategic Plan. Other sources of income outside the Student Resource Package were derived from the International Students and some minor grants. The school's equity funding was used to support the Intervention Program that assists students improve their literacy and numeracy skills. The revenue from locally raised funds is due largely to the demand and size of the School Instrumental Music Program; Out of School Hours Care Program (OHSC); the efforts of the Parents & Friends Association; Hire of Facilities and the Canteen.

The Financial Commitment Summary 31 December 2025 identifies the school's commitments for the next 12 months. These funds have been allocated to various projects and programs within the school including ICT, Classroom Furniture, School Strategic Plan Implementation, Out of School Hours Care, Professional Development, PFC funded projects and Building & Grounds maintenance. As well, the school has a \$334,759 Operating Reserve.

**For more detailed information regarding our school please visit our website at
<https://www.essexheightsps.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 613 students were enrolled at this school in 2025, 305 female and 308 male. 51% had English as an additional language and NDP 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	87.1%	
	Similar schools	83.6%	
	State	82.0%	

School Staff Survey

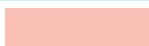
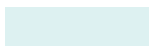
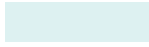
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	74.6%	
	Similar schools	79.6%	
	State	77.4%	

LEARNING

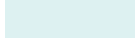
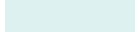
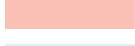
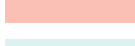
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	95.8%	
	Similar schools	94.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	93.4%	
	Similar schools	93.9%	
	State	84.2%	

NAPLAN

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

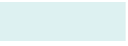
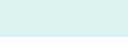
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	87.6%		85.7%
	Similar schools	86.3%		86.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	87.1%		90.5%
	Similar schools	90.2%		90.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	85.4%		84.1%
	Similar schools	85.8%		86.4%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	92.5%		91.2%
	Similar schools	90.8%		89.2%
	State	69.1%		68.1%

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 3 to 5 % of students High or Medium relative growth	School	84.1%	
	Similar schools	81.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	91.5%	
	Similar schools	84.3%	
	State	74.0%	

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 4 to 6 % positive endorsement	School	80.5%		80.4%
	Similar schools	81.2%		80.6%
	State	77.1%		77.3%

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 4 to 6 % positive endorsement	School	73.7%		75.2%
	Similar schools	78.2%		76.8%
	State	76.4%		75.8%

ENGAGEMENT

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	School	15.6	17.4
	Similar schools	16.9	17.6
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	93.1%	
Year 1	School	91.7%	
Year 2	School	92.8%	
Year 3	School	92.3%	
Year 4	School	91.1%	
Year 5	School	92.1%	
Year 6	School	91.6%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,883,246
Government Provided DET Grants	\$624,650
Government Grants Commonwealth	\$273,273
Government Grants State	\$0
Revenue Other	\$31,050
Locally Raised Funds	\$1,388,225
Capital Grants	\$0
Total Operating Revenue	\$8,200,444

Equity	Actual
Equity (Social Disadvantage)	\$16,382
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$16,382

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

Expenditure	Actual
Student Resource Package ¹	\$5,762,056
Adjustments	\$0
Books & Publications	\$2,389
Camps/Excursions/Activities	\$291,276
Communication Costs	\$4,558
Consumables	\$170,294
Miscellaneous Expenses ²	\$48,808
Agency Staff	\$127,232
Professional Development	\$17,444
Equipment/Maintenance/Hire	\$150,465
Property Services	\$204,310
Salaries & Allowances ³	\$703,654
Support Services	\$45,110

Expenditure	Actual
Trading & Fundraising	\$170,142
Motor Vehicle Expenses	\$225
Travel & Subsistence	\$1,624
Utilities	\$71,023
Total Operating Expenditure	\$7,770,609
Net Operating Surplus/-Deficit	\$429,836
Asset Acquisitions	\$103,081

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	\$551,273
Official Account	\$116,651
Other Accounts	\$35,476
Total Funds Available	\$703,400

Financial Commitments	Actual
Operating Reserve	\$334,759
Other Recurrent Expenditure	\$0
Provision Accounts	\$28,677
Funds Received in Advance	\$0
School Based Programs	\$65,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$97,000
Capital - Buildings/Grounds < 12 months	\$85,000
Maintenance - Buildings/Grounds < 12 months	\$37,720
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$648,156

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.