

2025 Annual Report to the School Community

School Name: The Lakes South Morang College (8846)



- 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 27 March 2026 at 08:59 AM by Bill Panas (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 27 March 2026 at 09:00 AM by Bill Panas (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.

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

The Lakes South Morang College

The Lakes South Morang College's motto, ***Aspire to Inspire***, along with its core values - ***Learning, Leadership, Teamwork*** and ***Respect*** - underpin all that the College aims to achieve. As a dual-campus school serving approximately 715 students from Primary to Secondary levels, we are committed to fostering a supportive, inclusive, and high-quality learning environment. The College is dedicated to providing a safe, supportive and inclusive environment for all members of our College community, and our teaching and learning programs promote the principles of tolerance, understanding, democracy and inclusion.

The College's vision is structured around four key pillars for success:

Academic Rigor:

A commitment to ensuring every student achieves at least 12 months of learning growth annually.

Dedicated Learner Coaches who hold a strategic commitment to explicitly support individual student growth, working closely with parents/carers as key partners in the learning experience to ensure that learning is prioritised, enabled and enhanced in both the school and home environment.

Extensive student leadership opportunities and formal training, including: School Representative Council (SRC); Peer Support; College feedback groups; work experience; further studies through VET and Melbourne Polytechnic; Local Municipal Council initiatives; future careers forums; and, excursions and camps.

High Expectations:

Transparent sharing of key performance data to drive targeted improvements across the College, supported by resourcing and funding aligned to the Annual Improvement Plan.

Individual Education and Pathway Plans are developed for each student, guiding their learning and progression through each year, supported by continuous reporting methods to both students and families, so that they have real-time information and ownership of learning progress.

School Pride:

Regular upgrades to College facilities to support contemporary, high-quality learning environments.

Transparent and consistent communication through Principal Newsletters, *Aspire* Magazine, social media, the College website, Compass, and noticeboards.

A culture of celebration of learner accomplishment, recognising both student and staff achievements through our auspicious Award's Night, Year 6 and Year 12 Valedictorian honours, and our growing Alumni network.

A committed College community aligned to our College goals, that believe in our students and want to make a difference to their education.

Positive Climate for Change in our Community:

Strategic communication of our changing College narrative within our local community to: strengthen College values; celebrate student success and academic rigor; and, build community connections with business, prominent community members and long-standing College partners.

Increased involvement opportunities for parents/carers in school voice, fundraising, classroom support, facilities maintenance and curriculum engagement.

Enhanced transition programs from K-P and Years 6-7 to ensure students at these levels are well equipped and ready for change.

Our College reflects the rich diversity of our local area, with students and staff from 30 different cultural backgrounds and 180 students from English as an Additional Language (EAL) backgrounds.

Student Family Occupation (SFO) Index: 0.4492 (Primary), 0.5214 (Secondary)

Student Family Occupation & Education (SFOE) Index: 0.3867 (Primary), 0.4674 (Secondary)

Staffing in 2025:

91 staff members, including 3 Principal Class Officers, 52 teachers, and 36 Education Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

TEACHING AND LEARNING PROGRAM (YEARS P-12)

Our Teaching and Learning Program prioritises High Expectations and Academic Rigour. In 2025, The Lakes continued to strengthen its focus on evidence-informed teaching practices to improve student learning outcomes across Primary and Secondary.

Key goals that were achieved:

Providing targeted learning support for students with a strong emphasis on Numeracy; increasing the percentage of students achieving Strong and Exceeding levels in NAPLAN Numeracy; improving the median study score at VCE; increasing the percentage of VCE English study scores above 30, enhancing positive student and teacher endorsement of academic emphasis, stimulated learning, data-driven planning, differentiated instruction, and the consistent implementation of our pedagogical model to optimise effective teaching time.

Our Annual Implementation Plan (AIP) centred on measurable growth in:

Year 5 Numeracy, the percentage of students achieving in the Strong or Exceeding bands decreased from 67% in 2024 to 57% in 2025, below the target of 68%. While the proportion of students in the Strong band declined (65% to 48%), there was a positive increase in students

achieving in the Exceeding band (5% to 10%), indicating growth at the highest level of performance.

Year 7 Numeracy increased from 44% (2024) to 52% (2025), exceeding the 45% target.

Year 9 Numeracy increased from 34% (2024) to 43% (2025), surpassing the 35% target.

These results reflect the positive impact of targeted numeracy instruction and progression-focused teaching in Years 7–9.

VCE Performance Summary

Following a significant improvement from 2023 to 2024 (median study score increase from 24 to 30), our 2025 results remained strong.

Median Study Score (2025): 27

- AIP Target: 26
- Result: **Target exceeded**
- Mean Study Score (2025): 27.24

Percentage of English Study Scores ≥ 30

26% of students achieved a study score of 30 or above in English

Mean English Study Score: 27.26

Wellbeing

The wellbeing of our students, staff and broader community remains a fundamental priority. The College continued to strengthen its commitment to student wellbeing through a range of initiatives focused on **social and emotional learning, resilience, inclusion and connection**.

Students from Prep to Year 6 participated in dedicated weekly lessons designed to be developmentally appropriate and encourage reflection, discussion and the practical application of wellbeing strategies within both the classroom and everyday life. Early internal data from student reflections and surveys indicates encouraging growth in students' social and emotional capabilities.

Students reporting that they can relax when feeling worried or angry increased from 44% to 75%.

Students identifying that their brain is “awesome” increased from 22% to 50%.

Students reporting they are able to share things that are special to them increased from 33% to 50%.

The College engaged in whole-staff professional learning with Maria Ruberto, founder and director of Salutegenics Psychology through professional learning sessions across the College. Staff are now embedding these principles within classrooms and daily interactions with students, strengthening a proactive and preventative approach to wellbeing across the College.

2025 also marked the College's inaugural year of the Disability Inclusion rollout, representing an important milestone in strengthening inclusive education practices across The Lakes. There is a clear focus on individualised learning adjustments with student learning plans, collaborative

support planning with families and specialists and targeted interventions to support student engagement and wellbeing.

The work undertaken throughout 2025 represents an important step in strengthening The Lakes' whole-school approach to wellbeing, resilience and inclusion. By equipping students with the skills to understand themselves, regulate emotions and build meaningful connections with others, The Lakes South Morang College is committed to ensuring every young person has the foundations needed to thrive both within school and throughout their lives.

Engagement

Building a Connected and Engaged Learning Community

In 2025, the College implemented a coordinated range of strategies to strengthen student engagement, enhance partnerships with families and improve attendance outcomes, ensuring a consistent and aligned approach to programs and resources.

Attendance processes have been streamlined to include a range of identification and management strategies for students. Although attendance goals (>20 days absence) were not met there was a significant decrease in the percentage of unexplained absences.

Learning environments continued to emphasise engagement and differentiation to support all learners. This commitment to engagement is reflected in the Parent/Caregiver/Guardian Opinion Survey results, where 67% of parents positively endorsed participation and involvement and 75% appreciated the College's communication — both above similar and network schools.

The Engagement and Agency Learning Specialists played a significant role in modelling and coaching Year Level Leaders, building collective capability and supporting stronger, more consistent policy and process implementation across the College. This targeted coaching approach enhanced clarity of expectations, strengthened intervention practices and improved consistency in responding to student needs. The College expanded its repertoire of engagement with external education providers and departmental supports to strengthen pathway planning for learners at all stages of their education.

The College continued embedding a School-Wide Positive Behaviour framework underpinned by a Positive Developmental Model. This approach strengthened targeted responses to contextual and behavioural concerns while increasing the deliberate recognition of positive student behaviours. Through a multi-tiered system of support, students were provided with universal, targeted and intensive interventions aligned to their needs. As a result of strengthened processes, clearer expectations and consistent follow-up, the College recorded an increase in positive recognition entries and a corresponding decrease in negative chronicle entries and suspensions across the College.

Student voice/agency continued to be embedded within our teaching and learning programs. The student leadership program remained a significant investment enabling students to actively participate in decision-making and leading initiatives across the College. Opportunities for students to express voice and agency were intentional, leading the weekly assemblies and student forums.

Other highlights from the school year

The continuation of School Council's renewed focus on parent/carer involvement in learning continued to be a cultural shift for the College in 2025. The dedication and commitment to continue to engage with the College community by our volunteer parents/carers to make positive change presents as the backbone to college success. All delegates adhere to set protocols of behaviour and attitude, adopting a positive, problem-solving mindset, which enable the College to address concerns and seek solutions/resolutions collaboratively. The primary objective of the Council is to raise and review "hot topics" initiated from any member of our community to allow for discussion and resolution to occur in a formal environment and in a timely and authentic manner.

The parent/carer-led Fundraising subcommittee, the equivalent of a parents/carers and friends association, created further family engagement to help build a parent/carer culture. The team created events designed to connect and foster community engagement, successfully organising another Welcome BBQ, Mothers & Fathers Day Breakfasts plus stalls and a fundraising pie drive. Their efforts have led to the development of strong strategic partnerships within the wider South Morang community including supermarkets, sporting clubs, food and hospitality businesses, and food producers.

Financial performance

The school recorded a surplus of \$193,195, primarily due to lower spending on facility upgrades compared to previous years. All staffing vacancies were filled. Additionally, 30% of families paid curriculum contributions, totalling \$50,400 and there was an increase in locally raised funds through facility hire and fundraising. Key infrastructure projects totalling \$130 000 included air-conditioning, installation of further wall partitions.

A total of \$319,688 was allocated to support the College's most vulnerable students. This funding enabled smaller, targeted learning groups designed to improve student literacy and numeracy outcomes. Additionally, it contributed to professional learning for staff to enhance teaching practices.

The College prioritized student wellbeing allocating \$72,265 from the Mental Health Fund and \$35,900 from the Mental Health Practitioners Initiative to employ Youth Workers and an Allied Health-Secondary Nurse. The College was successful in obtaining a \$14,000 grant to support Active Schools on the Secondary Campus.

**For more detailed information regarding our school please visit our website at
<https://www.thelakes.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 696 students were enrolled at this school in 2025, 316 female and 379 male. 29% had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Medium**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	69.8%	
	Similar schools	68.8%	
	State	70.6%	

School Staff Survey


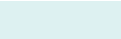





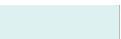


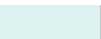

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	64.4%	
	Similar schools	58.6%	
	State	59.8%	

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	86.2%	
	Similar schools	80.3%	
	State	86.3%	
English Year 7 - 10 % of students at or above age expected standards	School	62.5%	
	Similar schools	69.3%	
	State	74.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	82.7%	
	Similar schools	77.5%	
	State	84.2%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	45.9%	
	Similar schools	65.0%	
	State	70.5%	

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	69.7%		68.1%
	Similar schools	63.8%		63.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	70.0%		72.3%
	Similar schools	69.3%		69.9%
	State	73.9%		74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	63.8%		54.7%
	Similar schools	64.8%		64.2%
	State	65.9%		65.7%

		2025	3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	37.5%	56.7%
	Similar schools	61.3%	59.8%
	State	62.7%	61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	45.5%	51.5%
	Similar schools	56.1%	57.1%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	57.4%	61.3%
	Similar schools	61.7%	60.3%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	51.7%	42.6%
	Similar schools	62.2%	60.3%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	43.2%	46.6%
	Similar schools	58.2%	56.2%
	State	61.9%	60.2%


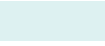


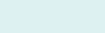


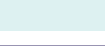

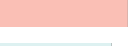


NAPLAN relative growth

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 3 to 5 % of students High or Medium relative growth	School	72.7%
	Similar schools	72.8%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	School	76.8%
	Similar schools	69.0%
	State	71.9%

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	66.7%	
	Similar schools	71.4%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	65.5%	
	Similar schools	72.7%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	School	66.7%	
	Similar schools	69.0%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	82.9%	
	Similar schools	72.0%	
	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	100.0%	93.9%
	Similar schools	96.7%	95.5%
	State	97.2%	96.9%
Mean VCE study score	School	27.2	NDA
Total VCE VM students	School	7	NDA

WELLBEING


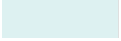




Student Attitudes to School – Sense of Connectedness

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	79.8%		83.1%
	Similar schools	76.8%		75.1%
	State	77.1%		77.3%
Years 7 to 12 % positive endorsement	School	43.4%		41.1%
	Similar schools	45.3%		42.1%
	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 4 to 6 % positive endorsement	School	79.7%		81.3%
	Similar schools	76.5%		73.8%
	State	76.4%		75.8%
Years 7 to 12 % positive endorsement	School	47.8%		40.5%
	Similar schools	48.5%		44.3%
	State	50.8%		48.6%

ENGAGEMENT


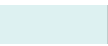

Students exiting to further studies or full-time employment

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	78.7%		76.7%
	Similar schools	74.9%		75.4%
	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	53.4%		51.6%
	Similar schools	70.8%		70.4%
	State	68.8%		68.7%



Average absence days per student

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

		2025		4-year average
Prep - 6	School	23.7		23.8
	Similar schools	23.8		23.9
	State	21.5		21.7
Year 7 - 12	School	45.2		33.2
	Similar schools	33.1		32.1
	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	
Prep	School	90.7%	
Year 1	School	88.2%	

			2025	
Year 2	School	88.8%		
Year 3	School	87.1%		
Year 4	School	86.3%		
Year 5	School	89.2%		
Year 6	School	86.1%		
Year 7	School	82.9%		
Year 8	School	74.7%		
Year 9	School	73.4%		
Year 10	School	75.2%		
Year 11	School	76.8%		
Year 12	School	80.4%		

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	\$8,746,376
Government Provided DET Grants	\$1,290,733
Government Grants Commonwealth	\$14,653
Government Grants State	\$0
Revenue Other	\$245,982
Locally Raised Funds	\$380,758
Capital Grants	\$0
Total Operating Revenue	\$10,678,502

Equity	Actual
Equity (Social Disadvantage)	\$267,209
Equity (Catch Up)	\$52,479
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$319,688

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

Expenditure	Actual
Student Resource Package ¹	\$8,711,879
Adjustments	\$0
Books & Publications	\$1,579
Camps/Excursions/Activities	\$165,297
Communication Costs	\$9,314
Consumables	\$209,419
Miscellaneous Expenses ²	\$128,404
Agency Staff	\$0
Professional Development	\$115,808
Equipment/Maintenance/Hire	\$280,212
Property Services	\$416,430

Expenditure	Actual
Salaries & Allowances ³	\$178,042
Support Services	\$122,532
Trading & Fundraising	\$24,234
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,339
Utilities	\$120,819
Total Operating Expenditure	\$10,485,307
Net Operating Surplus/-Deficit	\$193,195
Asset Acquisitions	\$45,572

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	\$531,600
Official Account	\$46,720
Other Accounts	\$0
Total Funds Available	\$578,321

Financial Commitments	Actual
Operating Reserve	\$295,571
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$85,450
School Based Programs	\$53,320
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$66,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$98,400
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$20,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$778,741

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.