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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)) * 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program * The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School | | Signed 10 April 2018 at 06:37 PM by Connie Vandervoort (Principal) |  |  | | --- | | * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching * To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School. | | Signed 12 April 2018 at 01:14 PM by Cathy Maher (School Council President) | |

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The school motto is ‘We Can’, the aim being for all children to reach their full potential.  Community involvement is strongly encouraged and is an important component of our school. There is strong parental involvement in a variety of school programs, particularly in Literacy support, camps, excursions and sporting events. We have approximately 160 parents and volunteers with a Working With Children Check who support school programs. Student development is viewed as a shared responsibility between home and school.  School Council is committed to improving facilities to enhance and cater for our students’ learning and social needs. Our Parents’ and Friends’ Club continued to work tirelessly in 2017 to fundraise for shade sails across the school.  There were 15 grades in operation in 2017. Literacy and Numeracy are important focuses at all levels of our school. The development of knowledge and skills through an Inquiry Learning approach is also highly valued. A comprehensive eLearning program supports classroom programs. In 2017 every classroom has an Interactive Whiteboard or TV. Students in Grades 3 to 6 had 1-1 access to chromebooks all day everyday. Students in the Junior School had access to iPads, laptops and chromebooks. Our aim is for all students to have 1-1 access to a device by the end of 2019. Students in Grades Prep to 2 had access to 1 device between 2 students.  Specialist programs in 2017 were provided in Performing Arts, Visual Arts, Physical Education and Languages Other Than English (Indonesian). The school has a Program for Students with Disabilities, catering for a range of students with special needs. A Literacy Support Program, the Toe by Toe Program, Daily Reading and Speech Therapy Assistant Program, are in place for students at risk.  Further opportunities for students are provided through extension programs such as ‘Thinking Outside the Box’. To support and enhance the curriculum, the school offers a variety of programs and opportunities to develop and showcase individual student interests and talents, including Family Life, Life Education, Perceptual Motor Program, Transition Programs, Student Leadership and Sporting Programs, Camps, Swimming, Interschool Sport, Production, Talent Quest, Choir, Recorder, Guitar, Excursions and Incursions, Parent Education Programs, Buddies, Show Day and Clubs. Empowering students and building school pride by giving students more voice and choice, and opportunities to provide teachers with feedback on their learning, has been a priority in 2017.  Student Wellbeing is recognised as vital for productive learning and a comprehensive Social Skills Program based on the ‘5 Golden Rules’ is in place. A Chaplaincy Program runs two days a week to support our school community and plays a key role in helping children cope with the challenges and stresses of life. Restorative Practices build positive relationships and develop social and emotional competencies in young people and focuses on repairing the harm and making things right. Mindfulness has been a focus in this area in 2017.  Positive reinforcement is a feature of our school and student achievement is regularly recognised and acknowledged. Student Leadership programs, including School Captains, House Captains and Junior School Council, are highly valued.  A Pathways to Prep Program provides pre-school children with a smooth, enjoyable and secure start into a school based environment. This program ran for 6 weeks in Term 4. Little Possums also ran for 3 year old children in the community during Terms 3 and 4.  The Strategic Plan was implemented through the development and execution of the 2017 Annual Implementation Plan. Our School Review was held in 2017. A new Strategic Plan building on the last 4 years, has been put in place for the next 4 years.  In 2017 our school had an enrolment of 344 students. This school had 22.59 equivalent full time staff - 2 Principal Class, 16.58 Teachers and 4.01 Education Support Staff. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | Building Practice Excellence:  In 2017 the school’s priority was to continue implementation and consolidation of the CAFÉ Program based on best practice. We focussed on strengthening the program and building consistency within teams through the development of non-negotiables in the delivery of teaching Reading. Development of a collaborative approach to professional learning; and through shared teaching and learning program development and feedback; student and school outcomes have improved. Our school data has indicated the success of this implementation with a huge increase in the number of students recording ‘high growth’ in NAPLAN Reading.  The school has undertaken extensive work in the development of curriculum structures, processes and documentation. Our focus for 2018 is the development of a whole school Writing approach; the implementation of a consistent whole school instructional model; and the development of shared professional practice with high-impact teaching strategies and collaborative processes to monitor and track student progress.  Setting Expectations and Promoting Inclusion/Empowering Students and Building School Pride:  In 2017 we implemented a consistent approach to behaviour management across the school. We implemented a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers’ understandings of positive classroom behaviour and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours. Students were given a voice in the learning process through regular feedback to teachers and collaborative decision making.  Our focus for 2018 is to increase student agency in learning and providing students with further opportunities to give feedback about their learning and receive effective feedback from teachers and peers. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | Narre Warren North Primary School has continued to produce consistently good results. School data shows strong performance against state benchmarks at each year level.  When compared to all Victorian Government schools, our students are performing similarly to what is expected in English and Mathematics.  In NAPLAN our students are performing extremely well on national Reading and Numeracy tests compared to the State. NAPLAN results for Grade 3 and Grade 5 in Reading were higher than the state median. NAPLAN results in Numeracy were similar to the State in Grade 3 and higher than the middle 60% of schools in Grade 5. Relative growth data in NAPLAN indicates that students who were in our school from 2015 (Gr 3) to 2017 (Gr 5) have made excellent gains in Reading and Numeracy. Learning gains in Reading were outstanding with High Growth at 41.5%. This is far better than what is expected (25%).  The 2017 Annual Implementation Plan focussed on implementing the CAFÉ Reading Program including a CAFÉ Library. A Parent Advocate Program for Reading was continued in 2017. To develop this priority we strengthened and built consistency and quality of teaching practice across the school. The use of consistent student assessment data to inform teaching for differentiation was implemented.  Teachers differentiated learning and took responsibility for individual and cohort growth in Reading and Numeracy.  The Inquiry learning approach allowed students to actively investigate significant questions about the way the world works.  Information Communication Technologies (ICT) was integrated across all areas of the curriculum. Students in the Senior School (Grades 3-6) had access to ICT all day every day to enhance their learning. Students in the Junior school had access to laptops, chromebooks (1:2) and iPads.  Maximising learning in English and Mathematics though building practice excellence continues to be a priority for 2018.  *In 2018 student learning will be further supported by:*   * Developing a whole school instructional model. * Ensuring a whole school consistent approach to the collection and analysis of data to inform teaching and learning. * Consolidating the CAFÉ Program based on best practice, building consistency within teams through the development of non-negotiables. * Participating in Writing Action Research to develop best practice in Writing across the school. * Investigating the Spelling programs we are currently implementing. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Students at Narre Warren North Primary School are motivated and engaged in their learning. The Student Attitudes to School Survey results indicate that students have a positive view of our school in terms of teachers, curriculum and peers but that school connectedness needs some improvement.  There is a very good student attendance record at the school which is consistent with other Government schools. Students are acknowledged for high attendance while non-attendance is monitored closely as per the school Attendance Policy. Students are regularly recognised and acknowledged for their achievements.  Empowering students and building school pride continued to be a major focus area for 2017. Students were given a voice in their learning process through negotiation and collaborative decision making; providing teachers with feedback on their learning; and increasing the use of peer / self-assessment in order to increase students’ responsibility for their own learning.  The capacity of teachers to communicate clear learning intentions against agreed success criteria and give explicit and timely feedback with students was implemented across the school.  The use of ICT through collaborative learning gave students scope to be more connected to their learning. Digital coding was implemented for students in Grades 3 to 6.  Student Led Conferences, in Grades 3 to 6, enhanced student responsibility for their own learning.  Enrichment programs have been developed for students working well above the expected level. Student Support Groups were established for all students on the Program for Students with a Disability, Koorie students and students in an out of home care situation. Individual Learning Plans were put in place for all these students as well as students working well above or well below their expected level. These were regularly developed and reviewed in conjunction with parents.  Participation of students in student leadership roles increased with a focus on student voice and active participation in school activities. School leaders were given responsibilities during the year. Their opinions were sought on issues and feedback was gained from students on aspects of school life.  Communication with parents was increased through the use of teachers’ edumail account, Flexibuzz and Qkr!  Empowering students and building school pride to build a culture of student centred learning will be a priority in 2018.  *In 2018 student engagement will be further supported by:*   * Continuing to empower students to take responsibility for their own learning through increasing student choice and voice. * Continuing to communicate clear learning intentions against agreed success criteria to improve learning outcomes. * Giving students opportunities to provide feedback to teachers on their learning. * Continuing to embed ICT into the curriculum. * Proactively monitoring attendance. * Students setting effective learning goals based on assessment and feedback given. * Implementing a Science Specialist Program and STEM Clubs Program. * Implementing Performing Arts through classroom and external programs. | | | |  | | --- | | Wellbeing | | | |  | | --- | | A goal for 2017 was to engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to school. Developing a common understanding and shared commitment to the implementation of wellbeing approaches, including Mindfulness, was also a focus.  Students were empowered to take responsibility for their social interactions. Strategies implemented included Restorative Practices and Circle Time across the school and explicitly teaching the social skills to develop social and emotional competencies. The Narre North ‘5 Golden Rules’, developed in conjunction with students, was used to initiate a consistent approach to behaviour management, aligning social skills to rules and school values.  In 2017 Component 1 and part of 2 of Kids Matter was implemented. Bully Busters and Cyber Safety programs were delivered to students.  Our school has a comprehensive program in place to accommodate school transitions. There is continuity in programs as students move through all levels of the school and leave at the end of Year 6. End of year transition activities were developed across the school over the last two weeks of Term 4.  The Prep Transition program included our very successful Pathway to Prep Program (6 weeks) and Little Possums (2 terms) for 3 year old children. The buddy system is an important factor in providing a secure, supportive environment for students entering the school at Prep, and at other levels.  Developing a shared commitment to the implementation of wellbeing approaches is our priority for 2018.  *In 2018 student wellbeing will be further supported by:*   * Continuing to strengthen wellbeing programs across the school, including our Social Skills and Mindfulness Programs * Implementing Kids Matter Components 2 and 3 * Establishing a culture of growth mindsets * Reviewing and implementing a consistent Social Skills Program and lunchtime activities for students. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  www.narrewarrennorthps.vic.edu.au | | |  | | |  | | | |  | | --- | |  | | |

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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.  Members of the community can contact the school for an accessible version of these data tables if required. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 344 students were enrolled at this school in 2017, 164 female and 180 male.  4 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students. | | | | | |  |  |  | | |  | | --- | | Overall Socio-Economic Profile  Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | Parent Satisfaction Summary  Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **School Comparison**  A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 93 % | | |  | | --- | | 94 % | | |  | | --- | | 92 % | | |  | | --- | | 92 % | | |  | | --- | | 95 % | | |  | | --- | | 95 % | | |  | | --- | | 91 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* mean?**  Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.  New schools have only the latest year of data and no comparative data from previous years.  The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate. | | | | | |  |  |  |  |  | |  | |  | | --- | | **What is the *Victorian Curriculum*?**  The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.  ‘Levels A to D’ are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **What does the *About Our School* section refer to?**  The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.    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 ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them. | | | | | |  | |  |  |  |  |  |  | | |  | | --- | | **What does the *Performance Summary* section of this report refer to?**  The Performance Summary reports on data in three key areas:  **Achievement**  - student achievements in:  - English and Mathematics for National Literacy and  Numeracy tests (NAPLAN)  - English and Mathematics for teacher judgements  against the curriculum  - all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)  **Engagement**  - student attendance and engagement at school  - how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)  **Wellbeing**  - Attitudes to School Survey (ATOSS)  - Sense of connectedness  - Management of Bullying  Results are displayed for the latest year, as well as the average  of the last four years (where available). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | | **What does *School Comparison* referto?**  TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.  The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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|  |  |  |  |  |  |  | There was an operating surplus at the end of 2017. This is a result of funds carried forward allocated to Workforce Planning, Leadership and Professional Development ($45000), Buildings and Grounds ($36000), Building Projects ($60000) and Grounds works.  Department Grants consisted of the school's Cash Grant, CSEF (Camp, Sport and Excursion Fund), Chaplaincy Grant ($20,000), Commonwealth Grant for Sporting Schools ($4800) and teacher supervision. Locally raised funds included the Essential Items Contributions, camps, excursions and fundraising activities; and donations to the school's Building and Library Funds. Salaries and allowances included payments for Casual Relief Teachers (CRT), Little Possums and Integration Aides.  Property and Equipment Services included Buildings and Grounds Works ($147000), Refuse and Garbage ($10000), Security Safety and Fire Prevention ($3838), Contract Cleaning ($49000) and sanitation ($4,620). Parent fundraising expenses totalled approximately $22392. Parent fundraising profit totalled approximately $19436. This went towards the Shade Sails. Miscellaneous expenditure included Speech Therapist costs, payments for camps, excursions and activities ($144288), ICT equipment ($22838) and parent reimbursements.  Leased facilities and equipment included the Oval Lease ($2,000) and the photocopier lease ($4,116). Equity funding was spent on Literacy intervention. | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $148,839 | | Official Account | $31,050 | | Other Accounts | $155,837 | | **Total Funds Available** | **$335,726** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $2,471,165 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $528,840 | | Government Grants Commonwealth | $4,855 | | Revenue Other | $12,159 | | Locally Raised Funds | $247,118 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$3,264,137** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $18,239 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$18,239** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $81,702 | | Asset/Equipment Replacement < 12 months | $20,000 | | Maintenance - Buildings/Grounds incl SMS<12 months | $36,276 | | Beneficiary/Memorial Accounts | $309 | | Revenue Receipted in Advance | $31,435 | | School Based Programs | $45,394 | | Other recurrent expenditure | $20,610 | | Asset/Equipment Replacement > 12 months | $40,000 | | Maintenance -Buildings/Grounds incl SMS>12 months | $60,000 | | **Total Financial Commitments** | **$335,726** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $2,207,290 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $9,052 | | Communication Costs | $3,529 | | Consumables | $44,654 | | Miscellaneous Expense³ | $149,904 | | Professional Development | $7,423 | | Property and Equipment Services | $227,122 | | Salaries & Allowances⁴ | $110,112 | | Trading & Fundraising | $29,311 | | Travel & Subsistence | $397 | | Utilities | $26,039 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$2,814,834** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$449,303** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$0** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (1) The Equity funding reported above is a subset of overall revenue reported by the school  (2) Student Resource Package Expenditure figures are as of 01 March 2018 and are subject to change during the reconciliation  process.  (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.  (4) Salaries and Allowances refers to school-level payroll. | | | | | | | | | | | | | | | | | | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  | | --- | | *All funds received from the Department, 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |