

2017 Annual Report to the School Community



School Name: Cranbourne East Primary School

School Number: 5518



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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.

Attested on 01 May 2018 at 12:50 PM by Michelle Wrigley (Acting 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.

Attested on 01 May 2018 at 12:54 PM by Roz Coles (School Council President)

About Our School

School Context

Cranbourne East Primary School is an exciting state of the art facility built under the Partnerships Victoria in Schools Project, which opened at the start of 2011. The school is built for a long-term student enrolment of 450 students, however due to ongoing and rapid enrolment growth this figure has been surpassed with an enrolment figure of 1228 students at the 2017 February census. It is likely the school will continue to experience a stable enrolment around this number.

The school facility brings together the best in contemporary educational design and promotes active student-centred learning through the creation of flexible, functional spaces. Key features of the school include: high expectations for all learners, high quality teaching and innovative learning opportunities based on personalised and inquiry based learning, well-resourced programs, environmentally sustainable facility and highlighting high-level parent and community involvement.

The building is designed around innovative learning spaces and flexible multipurpose learning neighbourhoods. In addition, there are cutting edge Performing Arts and Science learning spaces, a learning resource centre, Music studio, ICT rich resource hubs (notebook computers, iPads and interactive televisions etc), football and soccer ovals and an indoor double court physical education gymnasium. There are currently two playgrounds, a Pirate Ship playground and sandpit, shade areas and environmental wetlands.

Cranbourne East Primary School is a place of outstanding learning and professional practice. It is a happy, exciting and engaging information technology rich learning environment where student-centred learning occurs and learning programs are led by professional learning teams who make a real difference and meet the needs of each and every student at a local level within a global setting. Staff at all levels work towards a shared vision as part of a harmonious team that work effectively with the local community to create a school environment that is cooperative, caring, encouraging of community involvement and which celebrates success.

All staff at Cranbourne East Primary School are on a journey of continuous learning and reflection to contribute to the evolution of a learning community. Staff demonstrate the capacity to deliver the levels of energy, enthusiasm and flexibility to respond to the large workload and many exciting challenges that a dynamic and vibrant school entails. Individually and collectively, staff have the belief that they possess the ability to contribute to the creation of a school of excellence.

The core purpose is to help children grow into lifelong learners and future citizens. The school is a place that encourages and enables professional learning and effective teamwork as well as developing a strong, welcoming and inclusive school community.

Cranbourne East Primary School is located in the Hunt Club Estate in one of the fastest growth areas in the South East growth corridor. The school is located at No 2 Bowyer Avenue (Melways ref 134 D4).

The school is located on the same site with Cranbourne East Secondary College, Marnebek Specialist School (Outpost) and shares facilities including the gymnasium, theatre, soccer ground and football oval. Shared-use facilities are a valued feature of this school site. A three-room City of Casey kindergarten and maternal health centre is adjacent to the school site.

A differentiated and co-teaching curriculum model is implemented to meet the diverse needs of all students. This model is child centred and operates in a learning environment that encapsulates complimentary alignment of space, pedagogy, belief and values. The cutting edge, purpose-designed facilities reflect a twenty-first century educational approach to teaching and learning through the provision of open flexible learning areas capable of catering for a range of student groupings.

In 2017 the school work force plan comprised of: 1 Principal, 4 Assistant Principals (each with dedicated portfolios including Wellbeing, Curriculum Innovation and Leadership, Assessment & Reporting, Facilities, School-wide Organisation and Student Support Services), 1 Business Manager, 1 Leadership Personal Assistant ES, 5 Office Administration Education Support (ES), 1 First Aid Officer ES, 5 Leading Teachers (Literacy, Numeracy, Early Years, Digital Technologies and a Primary Welfare Officer), 11 Specialist Teachers, 1 Auslan ES, 1 English as an Additional Language (EAL) Specialist, 2 Literacy Support Specialists, 23 Integration Aides ES, 1 part-time Library ES and 57 EFT Home Group Teachers. The total work force plan included 115 staff in total.

The school delivered a diverse, highly effective and engaging teaching and learning program within a collaborative Co-Teaching environment. This included a whole school approach to Literacy, Numeracy and Inquiry-Based Learning catering for the learning needs of our school community.

As has been the consistent trend since opening in 2011, student enrolments continued to increase rapidly throughout the year. To continue to support the achievement of student learning outcomes, 2 Literacy Support Specialists, an English as an Additional Language (EAL) Specialist and supplementary Education Support staff, enhanced individual and specialised programs. The multi-cultural context of the school has continued to expand, with the number of students with English as an Additional Language increasing from 176 to 457 within a 5 year period (2013-2017).

Through the dedicated partnership between the School Council, School Leadership Team and Business Manager, the Student Resource Package (student funding model) was expertly managed to maximise and support improved student



learning outcomes. A balanced workforce plan enabled a diverse range of programs and support structures to be implemented in order to value add to the delivery of enriched teaching and learning activities. Class structures were based on a low teacher to student ratio in the individual learning spaces, generally 1:20 however increasing student enrolments often meant the student ratio increased marginally during the course of the year.

With a targeted emphasis on personalised learning, a differentiated curriculum and focus on assessment ensured that all student needs were continually monitored and programs developed to improve student-learning outcomes. The teacher assessments of the Victorian Curriculum in English and Mathematics were marginally lower, however comparative to the median of all Victorian Government Schools.

A creative, strategic and innovative approach to timetabling of the curriculum enabled all students to access a balanced and diverse learning program which included Physical and Health Education, Performing Arts, Visual Arts, Digital and Design Technologies, Science and Sustainability and AUSLAN. Additional resources including allocation of specialist staff were specifically directed to support the delivery of an enriched curriculum.

In 2017, the school employed a total of 23 Education Support Staff in Integration Aide roles to help support the 44 students on the Program for Students with a Disability. All students involved in this program showed positive growth towards achievement of goals in their personalised learning programs. Daily briefings occurred prior to the start of each school day between the Home Group Teachers and Education Support Staff as well as regular termly Student Support Group meetings involving all stakeholders.

The school continued to effectively utilise flexible learning spaces coupled with a philosophy of Co-Teaching to achieve value-added learning for all students. The school continues to use the capability of Compass School Manager as a highly successful communication and reporting tool to enhance our home-school partnership. Parents were provided with mid-term and end-term Progress Reports online detailing their child's learning progress in addition to online Semester Reports.

There is a strong ongoing, individual and team commitment to Professional Learning to improve teaching effectiveness. The main focus for Professional Learning in 2017 centered on implementation of the Victorian Curriculum as well as a focus on Wellbeing and Positive Mindset supported by our year-long partnership with Bryan Jeffrey and the beginnings of our work with Dan Haesler. This dedication to Professional Learning built on teacher capacity and also enhanced our teaching and learning programs with the aim of continually improving student outcomes.

Framework for Improving Student Outcomes (FISO)

In 2017 the school addressed in its Annual Implementation Plan the improvement priorities of Excellence in Teaching and Learning (Building Practice Excellence and Curriculum Planning and Assessment) and Professional Leadership (Building Leadership Teams). Positive progress was made towards achieving these initiatives throughout the reporting year.

The 2017 school year saw the implementation of a school-wide Peer Observation Program and Leadership Coaching Program which aimed to build teacher capacity in order to improve student outcomes through best practice teaching and learning. Equity Funding within the Student Resource Package (SRP) was targeted towards supporting our Early Years Oral Language Program and engaging the services of Registered Psychiatric Nurse, Bryan Jeffrey to support students and upskill staff in the area of student wellbeing.

Achievement

In 2017, the percentage of Year 3 students in the top three bands of NAPLAN testing (including the four year average) for both Reading and Numeracy were lower than expected compared with other schools in the State. The Year 5 results however, (including the four year average) in both Reading and Numeracy were similar to all other Victorian Government Schools.

The NAPLAN Learning Gain (from Year 3 – 5) impressively showed over 70% of students achieved a medium-high rate of growth in every domain; 73.8% in Reading, 71.5% in Writing, 76.6% in Spelling, 78.7% in Grammar & Punctuation and 77.5% in Numeracy.

Collaboration featured as a standout strength of the school in the 2017 School Staff Survey. Cranbourne East Primary School exceeded all other primary schools in the State in the following areas; Feedback, Professional Learning through Peer Observation, Timetabled Meetings to Support Collaboration, Understanding of the Curriculum, Collaborative Curriculum Planning, Use of Data for Curriculum Planning, Moderation of Assessment Tasks Together, Understanding of Formative Assessment and Understanding of how to Analyse Data

Engagement



The average 2017 attendance rate by year level was:

Foundation (Prep)	91%
Year 1	91%
Year 2	91%
Year 3	91%
Year 4	92%
Year 5	90%
Year 6	91%

The average days absent per full time equivalent (FTE) student per year is similar when compared to all other Victorian Government Schools. The school addressed non-attendance through Individual Support Plans, linking to external agencies, monitoring of attendance data and high-level communication with the school community.

The use of an SMS alert service to parents continued to improve communication and accountability for student attendance. The school has an effective process whereby the home group teacher and Primary Welfare Officer follow up on all unexplained student absence. Absence Student Learning Plans are developed for all short and long-term student absence. Students on extended overseas holidays continued to impact negatively on student attendance rates.

While the average number of absence days across the school was 17.3 (compared with the State average of 15.6), the average absence days unapproved was just 2.9 which highlights the effectiveness of the school's absence notification procedures. As a school, we will continue to promote the "It's not Ok to be away" strategy and educate our school community on the impact absence from school has on student learning.

Wellbeing

The Student Attitudes to School Survey undertaken by students in Years 4, 5 and 6, provides the school with an understanding of students' perceptions and experience of school. Cranbourne East Primary School is ranked similar in comparison to other Victorian Government schools for both *Sense of Connectedness* and *Management of Bullying*, with 77.8% and 74.4% of our students (respectively) indicating a positive response to these factors. An impressive 95% of our Year 4-6 students positively agreed the school has high expectations for success.

2017 saw the introduction of the Respectful Relationships program school-wide to complement our existing school values of Respect, Resilience, Relationships, Rigour and Responsibility. This program has resulted in improved positive behaviour through all levels of the school and strengthened the sense of belonging and engagement of students.

The Start Up program at the commencement of the school year achieved high levels of re-engagement and connectedness to school following the vacation period. Transition programs (Kinder, internal and Secondary) are conducted throughout the year and remain effective in supporting students. The school continues to form strong partnerships with all stakeholders and the engagement of external agencies greatly assisted families and students in a diverse manner of ways.

In 2017, the school appointed a Primary Welfare Officer Leading Teacher to further support student wellbeing across the school. Bryan Jeffrey engaged with staff, students and the community to support the school with a focus on social and emotional wellbeing. Welfare matters continue to be addressed in a timely and effective manner. The communication and engagement of parents in the wellbeing of their children remains a pivotal priority of the school.

For more detailed information regarding our school please visit our website at <http://www.cranbourneeastps.vic.edu.au>



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1228 students were enrolled at this school in 2017, 600 female and 628 male.</p> <p>39 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>○ Lower</p> <p>○ Lower</p> <p>○ Lower</p> <p>○ Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>47%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>54%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	50%	23%	Numeracy	22%	47%	31%	Writing	28%	46%	26%	Spelling	23%	47%	29%	Grammar and Punctuation	21%	54%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	26%	50%	23%																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	91 %	92 %	90 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	91 %	92 %	90 %	91 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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)

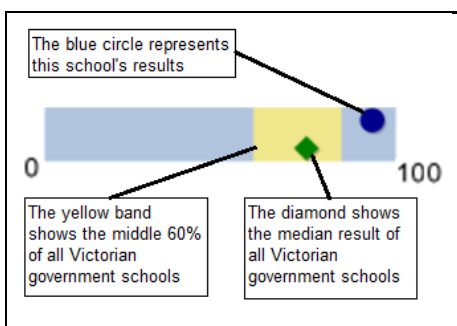
Engagement

- 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).

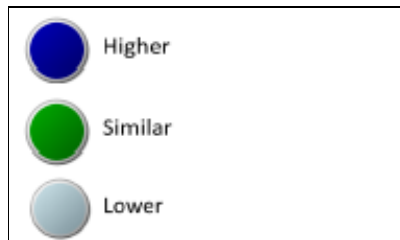


What does *School Comparison* refer to?

The School 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.

The School Comparison shows that most schools are achieving results that are '**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/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').

Financial Performance and Position

Financial performance and position commentary

The School Council, Finance Committee and School Leadership Team specifically target funding from the Student Resource Package (SRP) into highly engaging, effective and well-resourced teaching and learning curriculum programs to improve student learning outcomes.

The annual reconciliation indicated a surplus operating statement for 2017. The surplus is a result of sound budget development, targeted implementation, ongoing monitoring and regular communication between the Business Manager, Finance Committee, Principal and School Council. The school carried over a surplus to cover payments scheduled for Lease items in January 2017 and included payment of invoices relating to expenses incurred in late December 2017. The surplus was also linked to a contingency fund to cover any unexpected and extended staff absence and covered payments to be made by the school before receiving the quarterly cash grant in Term 1, 2017. This ensured funds were available for direct debit payments and purchasing card expenses.

Revenue sources included school fundraising, an overseas fee paying student (\$1771) and a Sporting Schools Grant (\$9300). The School Sporting Grant is a Commonwealth initiative used to directly support the teaching and learning of physical education by providing students with workshops, activities and sporting equipment. Sources of funding accrued from fundraising activities including the Bunnings BBQ Fundraiser, Mother's Day Stall, Vision Portraits commission, Father's Day Stall, Fluro Fun Run, Red Nose Donation, Movie Night.

The cash component of the Equity Funding received was \$63,109.47. This funding was specifically targeted to provide support to socially disadvantaged students through the provision of an Early Years Oral Language Program and the engagement of the services of Registered Psychiatric Nurse and Director of MOAT Health Services, Bryan Jeffrey to support students in all aspects of student engagement and support.

No extraordinary revenue or expenditure was recorded for 2017.

CSEF Funding is a State Government initiative to support the attendance of socially disadvantaged students to attend Camps, Excursions and Activities. In 2017, the school received a total of \$23,041 CSEF funding. The school has a comprehensive communication and management strategy to ensure families are utilising these funds to support student activity attendances.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$9,219,874	High Yield Investment Account	\$447,905
Government Provided DET Grants	\$891,572	Official Account	\$88,931
Government Grants Commonwealth	\$9,300	Other Accounts	\$70
Revenue Other	\$31,304	Total Funds Available	\$536,906
Locally Raised Funds	\$431,517		
Total Operating Revenue	\$10,583,566		
Equity¹			
Equity (Social Disadvantage)	\$125,228		
Equity Total	\$125,228		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,606,484	Operating Reserve	\$50,000
Books & Publications	\$6,280	Revenue Receipted in Advance	\$209,746
Communication Costs	\$23,444	School Based Programs	\$24,190
Consumables	\$202,724	Other recurrent expenditure	\$96,970
Miscellaneous Expense ³	\$704,819	Asset/Equipment Replacement > 12 months	\$20,000
Professional Development	\$80,496	Capital - Buildings/Grounds incl SMS>12 months	\$120,000
Property and Equipment Services	\$186,806	Total Financial Commitments	\$520,906



Salaries & Allowances ⁴	\$4,326
Trading & Fundraising	\$36,759
Travel & Subsistence	\$918
Utilities	\$56,840

Total Operating Expenditure	\$9,909,896
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Net Operating Surplus/-Deficit	\$673,671
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Asset Acquisitions	\$5,251
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- (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 05 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.