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The school is part of the Kingston Network of Schools in the South Eastern Victoria Region. The school’s Student Family Occupation (SFO) density has been relatively steady around 0.4751 and an SFOE Index of 0.3884. We have straight classes in Foundation (Prep) and multi-age classes throughout the rest of the school.  At Clarinda Primary School, engaging students is our core business. Our school is family-orientated and provides a supportive yet challenging environment where quality teaching and high expectations in learning and behaviour continue to achieve excellent results. Care, Achievement, Respect and Excellence are the values that support our students in their personal and academic growth.  Our students are expected to be active participants in their education and take appropriate responsibility for themselves as learners. We encourage all students to demonstrate a sense of optimism, responsibility, tolerance and inclusiveness in all their personal and social interactions. Clarinda's strong student welfare approach is reflected in the excellent responses to the Parent Opinion and Student Attitudes to School surveys. We value socially competent students who are aware of their responsibilities to the wider community. We offer all students, staff and families a strong sense of community. Our older students are actively encouraged to undertake social responsibilities through the Buddy system and School and House Captain opportunities.  The educational partnership embraced at Clarinda enables our students to develop and grow in a supportive environment dedicated to providing a stimulating, challenging curriculum that maximises the success of individuals and empowers students as life-long learners. We also provide additional support through the Literacy Intervention Program, English as an Additional Language (EAL) and Individual Learning Plans for those who are above and below the expected level. In addition, our school-based Speech Therapist provides vital student support. Occupational Therapy needs for students with specials needs have been addressed through the weekly “Bounce and Hit” Tennis Program.  The pedagogical focus is to provide an inclusive teaching and learning program, with teachers working closely together to best meet the point of need teaching. We identify individual student needs and customize the teaching strategies to improve the learning outcomes for all students. Our Primary Connections program which links Science with Literacy from Prep to Year 6 covers Physics, Chemistry, Biology and Earth Sciences. Our students are highly engaged in this very successful inquiry based program. Clarinda has an outstanding reputation in the community with exemplary specialist programs; Music, Art, Physical Education, Library and LOTE (Modern Greek) are the specialist areas that develop our students as well-rounded individuals.  The Greek LOTE program is strongly supported by the Greek Consulate, which provides a seconded teacher from Greece to work with our students. The LOTE program is recognised as the outstanding primary school program by the Greek Consulate. A variety of extra-curricular activities is available: Junior School Council, annual performing arts concert, choir, dance group, after school Greek lessons, chess, drama, lunch time clubs, environmental program, out of school hour’s music tuition as well as the Excel music program and sport. Interschool sports, swimming, annual camp, incursions, excursions and the Year 3 sleepover are very popular features of the educational experience.  Our very popular LINKS and Stepping Up (pre-prep) transition programs for 3 and 4 years olds focus on numeracy and literacy skills that prepare the children for a very successful start to their education.  School Council operate and manage the Out of School Hours Care (OSHC) program within the school. OSHC offer a before and after school care program. The caring, inclusive and dedicated Out of Hours School Care staff members ensure that our program is second to none. The students enjoy a varied and comprehensive experience.  Our modern computer facilities enhance student learning opportunities and outcomes. Laptops, iPads, interactive whiteboards/TVs and a variety of digital recording devices round out the facilities available to our students. The laptop or iPad student ratio was less than 1:2.  The air-conditioned classrooms are bright and stimulating and the Hall complex enables a variety of activities. An additional modular 5 portable was added to the school in August to cater for the growth in student enrolment numbers. Outstanding sporting equipment and facilities, including extensive playing fields, basketball and netball courts, two cricket practice nets, a long jump pit, and football and soccer fields, have been built through grants and partnerships with community groups. Our students are enthusiastically engaged in the fully funded Sporting Schools Program and Kelly Sports both during class time and after school.  Home-school relationships are very important. Parent participation and feedback indicate that the close connections we have established are highly valued. We deeply appreciate the caring support our parent community gives to the students and staff. While teachers are central to our students' education, they are but one part of the team with parents encouraged, at all times, to communicate with teachers and school management on issues that are of interest or concern to them.  The school had 26.80 full-time equivalent staff: 2.0 Principal Class, 17.18 teachers and 7.62 Education Support Staff. The school locally funds a Speech Pathologist (0.4) and an IT support technician (0.1). | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | The priorities and initiatives for the school in 2017 included:  1. Excellence in Teaching and Learning – Curriculum Planning and Assessment  2. Professional Leadership – Building Leadership Teams  Curriculum Planning and Assessment & Building Leadership Teams  Our two Literacy Leaders met weekly to review Literacy within the school. Both teachers liaise with our Literacy Intervention Specialists to review data. The data was utilised to support the teaching and learning of Literacy across the school. The Literacy Leaders were released weekly for 100 minutes each to complete observations, model and provide feedback to staff. PD sessions in Literacy (Bastow Literacy Model) were also presented by the Literacy Leaders. The Literacy Intervention Specialists completed extensive Professional Development (PD) on a Literacy Enhancement Activity Program and Dyslexia  Level minutes reflect conversations about data literacy during allocated planning time. Minutes are emailed to all staff members. Staff attended a Data Literacy PD presented by the network Education Improvement Leader (EIL). Level Leaders participated in a NAPLAN data sharing PD in Frankston during Term 4. During Professional Learning Teams (PLT’s), staff have unpacked and analysed NAPLAN data to inform teaching goals.  Words Their Way (WTW) has been successfully implemented into the school via the purchase of the resources, PD with a Consultant and a school visit (Carnegie PS). PD for term 3 included a Curriculum Day with Pearson Education to provide a 3hr workshop to all staff (incl. Education Support Staff). All classroom teachers have embedded WTW into their annual Professional Development Plans. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | NAPLAN testing takes place in May each year and these results should be seen in light of the fact that this is a mid-year assessment. The NAPLAN Relative Growth for Year 3 – Year 5 shows the following percentages of students in the medium and high achievement levels: Reading 69%, Numeracy 92%, Writing 75%, Spelling 80% and Grammar and Punctuation 59%. While Reading showed growth from 2015, all other areas are below the school’s expectation of students in the “medium to high level” in relative growth.  To address improvement in student performance and outcomes, the 2017 Equity Funding was used for teacher Professional Development in Literacy and Curriculum Leadership. Professional Development in curriculum programs such as the Reader’s and Writer’s Notebook model and Words their Way was implemented to strengthen our whole school approach to Literacy. Professional Development on Student Voice provided staff with strategies to seek feedback and guide student learning. In all curriculum, we continued to access the most appropriate Professional Development to support our students and staff. We continued to use our comprehensive planning documents to ensure consistency across all classrooms.  As a school, we implemented a range of school-wide learning strategies, assessments and diagnostic tools that assisted in identifying each student's stage of learning and thus their individual educational needs were supported. We continued to utilize rich data to inform teaching and learning. In 2017, all students in Years 2-6 were assessed against the PAT Reading and Numeracy and data analysed. Staff then analysed this data to guide their planning and teaching.  During 2017, we continued to strengthen our focus on Numeracy and Literacy through professional development. The Science and Literacy Program; Primary Connections, has been embedded in the curriculum across the school.  We have a balanced emphasis on literacy and numeracy fundamentals with a rich inquiry-based curriculum; including Art, Music, ICT, PE and LOTE.  Our outstanding LOTE (Greek) program has continued to be very well supported by the Greek Consulate, which regards it as the best primary school program in the state. Support from the consulate includes the resourcing of a teacher at a full time fraction of 0.4.  On the Parent Opinion Survey, parents rated their General Satisfaction with the school at 87% thus confirming that their children’s needs are being met to a very high degree.    Our Program for Students with Disabilities displayed student’s progress at satisfactory or above in achieving their learning goals. The students were ably supported by the Education Support staff, our Speech Pathologist and the Fundamental Motor Skills program.  The Teaching and Education Support staff at our school is to be highly commended for their dedication, skills and commitment to our community. They have successfully established and maintained an excellent education environment in which all students are expected to achieve. The Student Attitudes to School and the Parent Opinion Surveys reflect their high level of confidence in their teachers. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Student engagement was fostered through a strong sense of belonging, inclusiveness and the differentiated curriculum. An excellent and extensive suite of extra-curricular activities has further supported student engagement. Library club, Choir, Drama club, Chess club, Fitness Club and a range of sporting equipment available to students during breaks foster cooperation, teamwork and positive relationships. The Physical Education and Sport program has provided opportunities for our students to compete at higher levels. The Sporting Schools program has proved to be very popular and was well attended throughout the year.    The annual camp for Grades 4-6 students which is held early in the year provided a great opportunity to develop friendship bonds in an exciting and challenging outdoor environment at Camp Gundiwindi.  Our whole school approach to student management focused on respect for community values and engagement with learning in our classrooms. Our underlying values of respect, inclusiveness and endeavour support our successful student engagement. Students from Year 1-6 formed the Junior School Council and met twice a term to feed up and feedback back to peers.  Feedback from parents and students, plus our increasing enrolments, demonstrate the excellent scores of the 2017 Attitudes to School Survey have been maintained. General Satisfaction as reported in the 2016 Parent Opinion Survey scored 87%; an emphatically positive response.  The 2017 Attitudes to School Survey for Grades 5 and 6 students recorded Learning Confidence 96%, Student Motivation 94%, Classroom Behaviour 98%, School Connectedness 98% and Teacher Empathy 97%; all of which indicated strong student engagement in their education at Clarinda Primary School. It is very pleasing to note that we are significantly above the state mean in 9 out of the 11 survey domains.  A school-funded speech pathologist and specialised Fundamental Motor Skills programs supported students in need across all levels. Of particular note is the way in which our students with disabilities are accepted and supported by the student community. Care for those with special needs ranks very highly with their peers. Over many years, we have developed our highly successful PSD program that generates significant funds to support students and staff. Given our well-recognised program, families continue seeking us out from far afield. | | | |  | | --- | | Wellbeing | | | |  | | --- | | We have strong programs in place to support the various transitions made by our students; into the school, between grade levels and exiting from the school.  Our Prep students' transition to school was nurtured and supported by our excellent pre-school transition programs conducted throughout the year prior to their commencement in Prep. Our Buddy System supported the Prep students' social confidence and provided the older Grade 4 Buddies with opportunities to further develop their own social skills in supporting and caring for the younger students.  Strong communication links with our feeder pre-schools were maintained and further developed to create a broad community of education. Regular pre-school newsletters and information packs are distributed to our feeder kindergartens to generate improved communication with prospective families. Our Prep children came from 22 different centres and, due to the school’s reputation, families are prepared to travel significant distances to enrol their children at our school.  This year we continued a number of quality programs, which enhanced transition between levels. An extensive transition schedule across grades in Term 4 has been successfully implemented, enabling our students to spend significant time with their next year’s teacher exploring the highlights of the new school year. Welcome to Clarinda Days were organised for students (other than the Foundation students) entering CPS the following year. By meeting their new teachers and peers, the new students were well prepared to commence the following year.  Our Year 6 students enrolled in a range of local government and non-government schools. Their transition was supported by close and personal communication with the new schools. The Year 6 Graduation program, our curriculum emphases in Personal Development in Term 4, plus building strong relationships in student-based activity days with our secondary feeder schools have assisted our students to make successful transitions to secondary school.  The Junior School Council has given its members the opportunity to develop leadership skills while working with the school and the wider community. Council members organised and conducted a range of activities from lunch time sport competitions to fundraising for wider community causes.  The ACER Social and Emotional Wellbeing Survey was introduced in 2017. Information from the survey provided a vital link to the triangulation of data from DET survey’s to assist in the allocation of school resourcing.  Of particular note is our Program for Students with Disability. We had 13 students who were very ably supported by our highly professional Education Support Staff. The students made significant progress in all areas of their Individual Learning Plans (ILP). It continues to be a strong and well-recognised feature of our school that the PSD students are accepted, engaged and supported by their peers. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  www.clarindaps.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 321 students were enrolled at this school in 2017, 154 female and 167 male.  46 percent were EAL (English as an Additional Language) students and 0 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 | | | |  | | --- | | 89 % | | |  | | --- | | 92 % | | |  | | --- | | 93 % | | |  | | --- | | 93 % | | |  | | --- | | 93 % | | |  | | --- | | 92 % | | |  | | --- | | 95 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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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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Clarinda PS was able to achieve a surplus in 2017 due to staffing arrangements that ensured we could provide a staffing profile that catered for the needs of all students, in particular, the Equity Funding allocation of resourcing towards Literacy Intervention.  Our increasing bank balance has enabled us to raise the profile in Literacy and Numeracy for 2017. The Addition of Science, Technology, Engineering and Mathematics (STEM) as specialist program in 2018 has required the resourcing of PD, robotics, a multi-media room and iPads to complement the growing interest in the program. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | 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 | $228,472 | | Official Account | $10,551 | | **Total Funds Available** | **$239,022** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $2,487,149 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $405,602 | | Government Grants Commonwealth | $52,054 | | Revenue Other | $3,771 | | Locally Raised Funds | $339,958 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$3,288,534** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $28,106 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$28,106** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $109,040 | | Revenue Receipted in Advance | $45,905 | | School Based Programs | $8,651 | | Maintenance -Buildings/Grounds incl SMS>12 months | $75,427 | | **Total Financial Commitments** | **$239,022** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $2,462,629 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $1,364 | | Communication Costs | $4,821 | | Consumables | $72,464 | | Miscellaneous Expense³ | $92,443 | | Professional Development | $16,074 | | Property and Equipment Services | $188,022 | | Salaries & Allowances⁴ | $197,468 | | Trading & Fundraising | $72,679 | | Utilities | $19,772 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$3,127,736** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$160,798** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **($9,054)** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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. | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |