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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. | | Attested on 01 May 2018 at 01:57 PM by Tanya Cooke (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 02 May 2018 at 01:12 PM by Rowan Coxhead (School Council President) | |

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Children love having their curiosities and wonders answered. Menzies Creek P.S boasts it is a real community of curious learners.  Our pedagogy across the whole curriculum is Inquiry based and children learn through engaging in rich, meaningful tasks. Overarching questions allow the children to explore their understandings through a balance of the explicit teaching of skills and self-discovery.  The Learning Assets – Think, Communicate, Collaborate, Self-Manage and Research are critical to all leaners now and importantly for their future. Each asset is explicitly taught, with students setting goals and actions to develop them.  Our staff are enthusiastic, talented and curious learners themselves. Their interactive teaching style engages their learners, and fires their imagination. They know under what conditions children flourish. They operate within an environment that fosters human contact- contact with each child, each other and the community.  We pride ourselves in providing for all children rich, meaningful assessment tasks that really show the growth of each individual. We hold great importance on student and peer reflection and timely teacher feedback to develop skills as they occur.  Student agency is a high priority with their involvement in providing feedback to teachers re their planning of tasks, what they value, and how they learn best. They are vital partners in the learning process.  Learning is celebrated consistently with every family kept up to date with their child’s progress through provision of continuous learning tasks completed by each child and regularly placed online for viewing and discussion. You know where your child is and what they need to do to grow in their learning. Events are held to ensure families have the opportunity to witness their child’s learning.  Family involvement is wonderful where we really experience the meaning of community. We come together to enjoy many social occasions- Spicks and Specks evening, festivals, picnics, fireworks and many more. We constantly strive to improve our school by seeing family feedback. Our School Council is proactive and welcoming; with enthusiastic, hardworking subcommittees.  We have our own preschool encompassing playgroup, three year old and four year old programs. The transition to school is holistic and provides the best platform for children to make a positive start to their learning journey.  We work closely with our feeder secondary schools sharing planning, teaching across school and regular visits to ensure the best possible Year 6 to 7 transition can occur.  We have an outstanding OSHC service that provides quality care from 7.00 to 8.45 am and 3.30 to 6.30 pm every day of the week.  This school has 28 equivalent full time staff, 1 Principal class, 15 teacher class ( 6 male) and 9 Education Support Class. We also have a range of expert staff employed by the school to deliver our kitchen/garden program and our Auslan program. We have a chaplain 2 days per week delivering social skills and resilience programs as well as support in classrooms and our GEM (Gratitude, Empathy and Mindfulness) program.  We delight in the spirit of fun that pervades our learning environment ensuring a real sense of engagement for all learners.  **Our mantra, We dream, believe and achieve together' clearly indicates our intention in all we aspire to do!** | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | Menzies Creek Primary School has selected two Improvement Priorities and one Improvement Initiative for each priority.   1. Improvement Priority- Excellence in Teaching and Learning   Improvement Initiative- Curriculum Planning and Assessment   1. Improvement Priority- Positive Climate for Learning   Improvement Initiative- Empowering Students and Building School Prid  Our staff team has decided to focus on Inquiry pedagogy to build our excellence in practice and develop rich authentic tasks for all children to meaningfully engage in.  Student agency has provided feedback, through Google Doc and individual conferences, feedback on teaching practices, learning tasks and assessment ideas.  In 2018, we will be able to develop the role of a Learning Specialist position that has a specific focus to build assessment practices, staff capacity in data analysis and to model outstanding classroom practice. We feel very privileged to be in the financial position to do this.  Our FISO group of four schools has worked during 2017 with a DET Education Improvement Leader, to develop an audit of our assessment schedules, look at what data is truly relevant and meaningful to improve student outcomes and to be able to engage families, staff and students in a Learning Management System- of which we chose Compass.  The four schools send the leaders of each sub school area to the meetings so the learning is shared throughout each school. The Principals of the schools meet twice a term to organize the next level of learning required. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | The purpose of Naplan data is highly questionable and its use in comparing schools even more so. There is much research to support this view.  Our data is compared as lower to comparison schools in reading and numeracy. The cohort has dramatically changed in the last four years with an influx of students requiring significant assistance. With small comparison cohorts, the data is less reliant and easily skewed.  This data is a snapshot of one day in a year and in no way should diminish the ongoing assessment of and for learning that is central to a teacher’s role. Teachers consider a suite of indicators to understand the educational attainment of each child they teach.  Our use of Naplan is to analyse the student’s answers broadly, in reading, writing and numeracy. We see where this aligns with our feedback and analysis of where we are placing our focus on improvement.  Our teacher judgements showed pleasing results at the conclusion of 2017. We have a rigorous collection of data including faces to the data of students we focus on to make specific improvement. We collect parallel data of those students who have come into our school in varying year levels, alongside those who have commenced in Foundation at MCPS. We are very pleased with the learning progress of students from their particular entry point.  We have a strong focus on self and peer assessment/reflection. Our students value the opinions and feedback of their peers. This important process helps the students to better understand the overall formative and summative assessment tasks and therefore know how to improve.  We are delighted with the way we have audited our assessment schedule and come up with a range of both summative and formative assessments that provide an ongoing picture of where each child is at and what their next step is.  We always continue to analyse student assessments to ensure we are taking each student on a forward learning trajectory that relates to their specific needs.  An expert Literacy specialist takes our Cool Cats Reading Intervention program, supplemented by our Equity funding allocation. Data from this program shows that 60% of students graduated at two levels above benchmark in reading in 2017. The students who remain in the program have very specific learning difficulties and Alison our teacher will be attending training in 2018 for a program that will not only target these children but also all children within the Junior school. This has a very specific phonics base that covers reading, writing and word study.  We will have a dedicated role of a Literacy Leader who will lead the priority we have chosen in English, which is writing.  Teachers will be rigorously involved in professional development around writing and Inquiry pedagogy. Very specific strategies along with predicted evidence have been communicated through our AIP.  Our actions will be:   * Create an agreed pedagogical practice in teaching writing and mathematics across the school including an audit of Victorian Curriculum outcomes in a meaningful shared language * Clarity of high quality learning Intentions, Success Criteria and Learning Goals to be used by all staff * Develop teacher capacity and understanding to analyse student data in English and Mathematics to student need * Dedicated meeting time to collaboratively plan ,document and asses Mathematics and English to improve student outcomes * Build teacher capacity to provide consistent feedback to and from students in their mathematics and writing * Participate in high quality professional learning   We have investigated and sought feedback from several schools, along with keeping a smoother transition to secondary school, by purchasing a new Learning management System- Compass.  DET expects each school to move to continuous assessment and feedback to families rather than a twice a year report based system.  In 2018, we will make this move in line with the purchase of Compass and the ability of the program to do this.  Continuous reporting will be a huge learning curve, but staff are keen to action especially with the way it perfectly aligns with Inquiry pedagogy.  Our families will be kept informed of the learning progress of their child in all facets of their growth. We are really looking forward to this meaningful approach to assessment, which is far more reflective of what education is all about. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Attendance at school is an important factor in learning growth. During 2017, there were many families taking holidays within school time and a large number of families were severely affected by the flu and gastroenteritis.  We have a few families who have come to MCPS with students who had school refusal at previous schools and we have worked hard to now have them coming full time every day. The process of doing this adds to our absenteeism data as well.  The introduction of Compass also means that children who are absent with no family contact will be sent a notification to provide an explanation to the school. This will make the collection of data more rigorous. Added to this, students who come late and leave early must attend the office to be signed in or out. These processes, whilst ensuring the safety of children, also provides data that is more effective and the opportunity to work consistently with families who are having specific difficulties.  Plans and strategies are always being trialled to ensure families feel supported and informed of the importance of being at school, on time each day.  Engagement is always a priority for us as this is the foundation of lifelong learning. With this in mind, the motivation for staff to see the advantage of the Inquiry approach to build the necessary skills for our students in life was an easy one to make.  We commenced in 2017 with trialling this in three classes, both Foundations and 4/5C, as these teachers became proficient in this pedagogy.  All staff were provided with the book The Power of Inquiry by Kath Murdoch, which they all read and loved and along with peer observation of classes in action, a decision was made to implement this approach school wide in 2018. We are very excited about this.  Engagement is also very reflective of student agency as the more opportunity all children have to provide input to their learning the greater ownership they have of it.  During 2017, we had great success with Junior School Council providing feedback through their Year 6 leaders and through online surveys and teacher interviews. These ideas will be built upon in 2018.  Development of individual programs ensuring we target all students who may have specific needs ensures we cater for all, allowing everyone to reach their potential. | | | |  | | --- | | Wellbeing | | | |  | | --- | | The importance of each individual’s wellbeing is paramount at MCPS. The feeling a person has of themselves and their place in the world allows them to be positive, active members of a community.  Our data is positive and what is most pleasing is that this is completed online by the students and therefore is reflective of their thoughts. Most pleasing in an age where school bullying produces some highly distressing and catastrophic results in relation to wellbeing, our students have responded in an exceptionally positive manner.  We have developed strategies within our Student Engagement and Wellbeing program that have been rigorously trialled and reflected upon. The importance placed by all staff to align these strategies throughout the school has been a real focus. Children know what to expect and how everyone within the school environment will treat them.  Highly successful strategies and programs we implemented in 2017 will be continued and further enhanced in 2018:   * Two equal break times * Implementing the three guidelines * Reading during eating time in breaks and reading following break times * Circle Time each week to provide student agency to solve issues and come to a collaborative decision * Anchor charts of both learning and behaviour expectations * Celebration of learning evenings for students to share their learning * Class performances at assemblies showcasing the class learning * Fabulous Friday- students and staff share outdoor games time * GEM Program- run by school chaplain * Lunchtime activities - student choice   We will always place importance on wellbeing, as with a sense of worth everything is possible! | | | |  | | --- | | For more detailed information regarding our school please visit our website at  www.menziesps.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 225 students were enrolled at this school in 2017, 115 female and 109 male.  4 percent were EAL (English as an Additional Language) students and 1 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 | | | |  | | --- | | 92 % | | |  | | --- | | 89 % | | |  | | --- | | 91 % | | |  | | --- | | 88 % | | |  | | --- | | 90 % | | |  | | --- | | 88 % | | |  | | --- | | 92 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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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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School fee payment is very high; families appreciate the costs incurred by the school and the wide variety of specialized programs on offer.  Our surplus has been the result of careful budgeting to ensure we can keep up with the consistent cyclic maintenance required around the school, both inside and out.  In 2018 we need classrooms painted , re- carpeting in the library, the outside of the main school painted, storage cabinetry made, further equipment added to our IT resources as well as new furniture and book resources.  Our equity funding goes to supporting our Cool Cats program. This is a very small amount of money as it is related to our socio-economic profile which is high.  Additional specific funding that we receive is allocated to our Chaplaincy program which has been highly successful and appreciated by students, families and staff.  We are pleased with our financial profile especially as this has allowed us to develop the role of having a Learning Specialist for 2018.  I am grateful for the support and guidance of the School Council Finance subcommittee. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | 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 | $89,707 | | Official Account | $14,638 | | **Total Funds Available** | **$104,345** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $1,605,556 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $333,545 | | Government Grants Commonwealth | $2,500 | | Government Grants State | $26,064 | | Revenue Other | $19,588 | | Locally Raised Funds | $349,308 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$2,336,561** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $9,867 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$9,867** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $89,352 | | Revenue Receipted in Advance | $14,993 | | **Total Financial Commitments** | **$104,345** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $1,576,712 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $8,738 | | Communication Costs | $5,652 | | Consumables | $58,331 | | Miscellaneous Expense³ | $176,254 | | Professional Development | $5,610 | | Property and Equipment Services | $149,835 | | Salaries & Allowances⁴ | $228,888 | | Trading & Fundraising | $40,851 | | Utilities | $13,289 | | Adjustments | ($414) | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$2,263,744** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$72,817** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$14,638** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |