

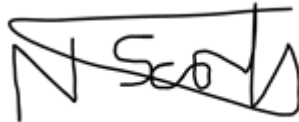
2017 Annual Report to the School Community

School Name: St Kilda Park Primary School

School Number: 2460



- 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



Signed 19 March 2018 at 12:52 PM by Neil Scott (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.



Signed 20 March 2018 at 09:41 PM by Catherine Sharples (SCP)



About Our School

School Context

St Kilda Park Primary School, founded in 1882, is a highly popular inner suburban bay-side school located at the southern tip of Albert Park, approximately 5km from the CBD. In 2017, our student population was 354. Our Student Family Occupation and Education Index (SFOE) of 0.1365 is way below the state Median of 0.4479, reflecting a relatively affluent school community. Despite a tightly controlled local enrolment zone, our enrolment projections indicate student numbers will increase slowly over the next three years.

The school community has a strong commitment to The Arts, both visual and performing, including a parent-run orchestra, choir and voice ensemble groups. Our Library services the whole school by linking into the curriculum and encouraging students to borrow on a regular basis and our students have specialist Italian sessions each week. Our Year Three and Four students are involved in an extensive Kitchen Garden Program. Literacy and Numeracy are focuses along with the development of knowledge and skills through an Inquiry Learning approach. Creating a Positive School Environment (CAPSE) and our Philosophy program are integrated into the Inquiry approach. Private music tuition is available as well as private tuition in tennis, chess and coding.

All staff members operate as a part of a Professional Learning Community and great emphasis is placed on teams closely working together to better understand the learning needs of our students and then to collaborate to ensure that precise teaching and learning takes place to allow **all** student to make progress. The school's staffing profile consists of 15 classroom teaching positions and five specialist teaching positions. We have two additional teachers who support our Literacy and Numeracy Programs. There are also two Principal Class Officers, an Assistant Principal and Principal. There is a Business Manager and an Office Manager. There are five part-time Integration Aides to support our students with Disabilities and Impairments.

St Kilda Park Primary School community seeks to develop an inclusive, creative and reflective learning culture. This culture connects children to their world by engaging and equipping them with the necessary skills and knowledge to become valued members of the community.

We aim to create a secure, stimulating and happy environment which:

- encourages children to take responsibility for their own behaviour and to respect the rights and needs of others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and wellbeing in all students
- fosters a strong sense of community and mutual respect between all members of our community.

The following core values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community: **Respect, Creativity, Enthusiasm and Resilience**. Amongst a range of ideals we value student voice, teachers being addressed by first names, leadership opportunities for all students and no school uniform. Efforts are made to ensure that the school's wider community is actively involved to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed by assisting with the implementation of the daily curriculum and the long term strategic planning of the school.

Our focus is to develop the teaching practices and learning environment that reflect this culture. Our model of professional learning has at its core the essential elements for learning: creativity, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support. Relationships in the school community underpin everything and enable us to



build a community of continuous learners. The School Council and leadership team regularly consult with students, parents/carers, support organisations and community groups to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

A key component of St Kilda Park's approach to building a positive culture is through a primary prevention framework that underpins student wellbeing. This framework teaches positive behaviours, Restorative Practices and the use of logical consequences to reinforce positive and inappropriate behaviour. The use of Risk Assessment and Management Process (RAMP) builds capacity for pastoral care for early intervention of students at risk. Our positive school culture is predicated on student engagement being the basis for learning.

A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and a focus on improving teaching and learning practice. An inclusive and engaging curriculum incorporates the various teaching models of AusVELS ensures that the teaching and learning practice at our school is in line with the needs of 21st-Century learners.

In 2017, the school welcomed Neil Scott, a new Acting Principal to the school after the departure of Jen McCrabb to a senior role within the Education Department. During the year the school also underwent a School Peer Review, a process that all government schools undertake every four years to assess progress against the actions and targets in our current School Strategic Plan (2016-2019). The results of this Review were presented to the school community in term 3 and informed the development of a brand new School Strategic Plan and Annual Implementation Plan to start at the beginning of the 2018 school year.

Against the context of these events, the school was able to focus on the FISO initiative of **Building Practice Excellence** and work closely with staff to focus on stronger team collaboration around analysis of student data and improved teaching and learning. Time was spent working to embed our peer observation program in the context of the Education Department's new High Impact Teaching Strategies (HITS).

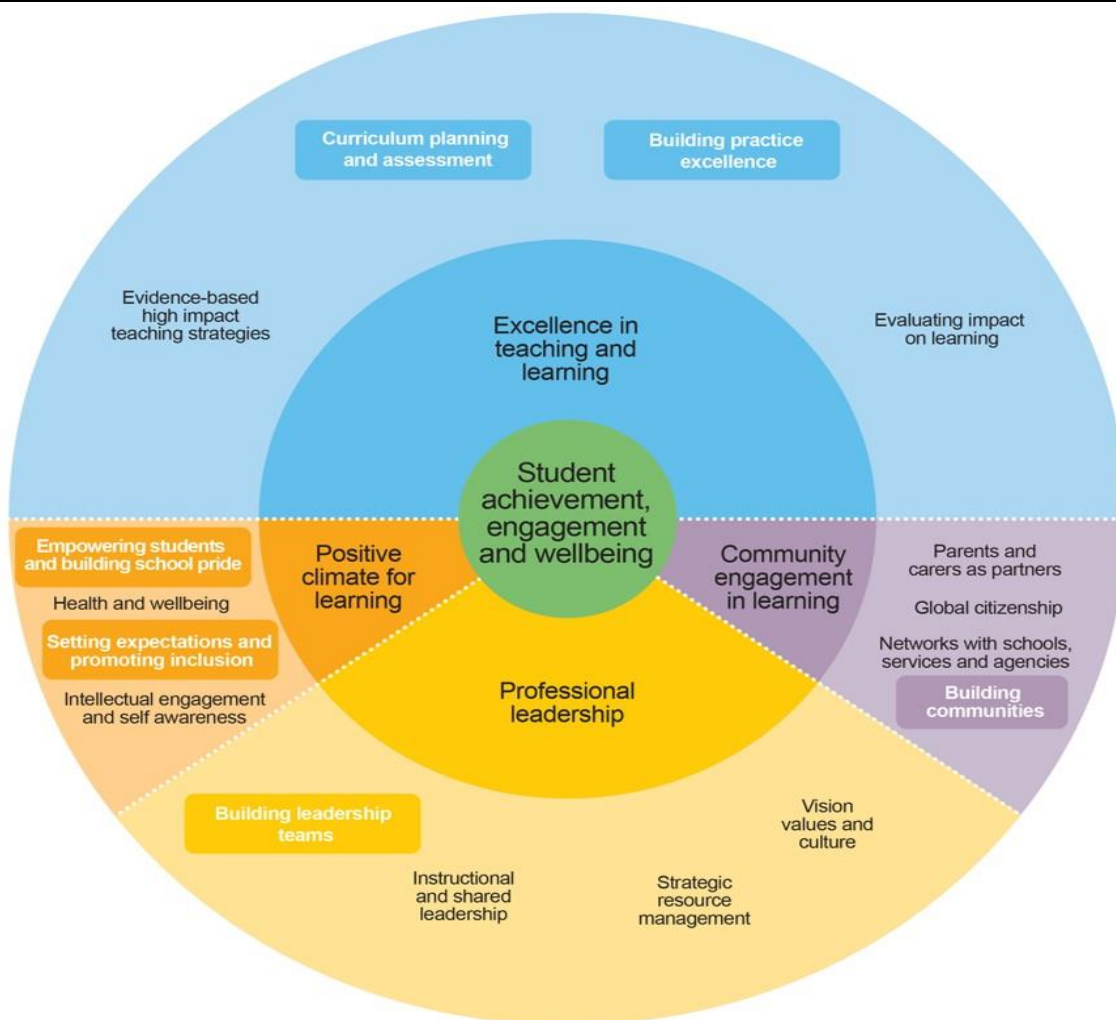
This work enabled us to achieve the student progress goals set out in our 2017 Annual implementation plan and also observe notable improvements in our Staff Opinion Survey, Student Attitudes to School survey and Parent Opinion Survey.

The theme of our major school event - 'Celebration of the Arts' in 2017 was 'The Art of Science – an evening that showcased our students' and staff members' creative side with visual arts installations and performances inspired by Scientific discoveries, occupations and processes. We are very proud of our strong creative identity and in providing an environment that encourages students to demonstrate their creative flair. Year after year this event still astounds us all. We have such talented students and teachers who put in their heart and soul to make this event truly unique and loads of fun with a truly child-centred approach.

2017 also saw the implementation of 'Kidsmatter', a mental health and wellbeing framework for primary schools proven to make a positive difference to the lives of Australian children. Over the course of 2017 work was done on Module 1: Creating a Positive School Environment, the goal of which was increased engagement from students and families through a welcoming and friendly school environment where there is a sense of belonging and inclusion.



Framework for Improving Student Outcomes (FISO)



Our 2017 Annual Implementation Plan was focused on the framework for improving student Outcomes (FISO) Initiative of **Building Practice Excellence**.

The rationale for this focus was based on the School Strategic Plan (2016-2019) key 'Achievement' goal of improved student outcomes in Writing and Number. Our progress towards the targets set out in these curriculum areas during 2016 was very impressive. The trend towards more students making 'high growth' in NAPLAN results between Year 3 and Year 5 in Writing and Number continued and the percentage of students achieving 6 or 12 months ahead of age expectation met or exceeded our 2016 AIP targets in every area.

Whilst the 2016 Staff Opinion Survey data for 'Collective Focus on Student Learning' was 93.8% endorsement versus a Strategic Plan target of 90%, 'Academic Emphasis' was 79.7% versus a strategic Plan target of 85%.

Whilst overall, 2016 parent Opinion Survey data was good, In the area of 'Learning Focus' the school scored below the mean of other primary schools in Victoria. This data informed our selection of a FISO focus and actions for 2017

We remain committed to ensuring every student is supported to achieve their personal best and make growth in their learning, regardless of their starting point and so have identified a key strategy to build teachers' ability to work collaboratively to develop their understanding of curriculum, high impact pedagogical practices and detailed analysis of student learning data to ensure differentiated and personalised learning that allows all students to make progress.



Achievement

Whilst a series of tables and charts will never be able to fully paint a picture of any school, especially one with such a vibrant, creative and engaged community as St. Kilda Park, we are incredibly proud of the results presented in this report.

Our student achievement results, as measured by the teacher judgement and NAPLAN data contained in this report, once again demonstrates that, in addition to our students generally achieving very high academic levels in all areas, the learning growth that they make year-on-year is very strong.

Our 2017 NAPLAN data at year 3 demonstrates that our students' academic performance compares favourably with state averages and is broadly in line with our 'similar school' cohort. Pleasingly were the numbers of students achieving in the top two NAPLAN bands. For Reading this was 78% of all Year 3 students (higher than the 'similar school' average of 70%). In Maths this was 59% of our Year 3 students and in Writing 58%.

Our 2017 Year 5 NAPLAN data also shows results that are comparable to, or better than, our 'similar' cohort of schools. In Reading, Writing and Number the proportion of Year 5 students achieving in the top two bands was higher than similar schools.

As well as the pleasing NAPLAN test scores outlined above, when we look at the learning growth made by our students between Year 3 and Year 5, we have further evidence that we provide a high-quality program of teaching and learning. In numeracy, 29% of our students made 'high growth' between the two NAPLAN tests. In Reading this was 27% of students making high growth and in Writing, 30% of our students made high growth.

A key aim of our current School Strategic Plan is to ensure that we maintain a focus on those students performing above age expectations, keeping up the high expectations of learning and progress by extending their learning and not accepting them 'levelling off'. In 2017, our Annual implementation plan focused on those students judged by their teachers to be 12 months or more ahead of age expectation in Writing and Number. Our aim was that all of these students would make at least one year's progress over 2017, in effect maintaining their strong academic performance.

The success of our teaching and learning can be seen in our student outcome data for this group of students. Across the school this cohort grew in size as teachers became better at collaboratively focusing on the specific learning needs of their more able students and also improved their moderation practices to more accurately and confidently assess where a student was performing.

In Number the number of students assessed as 12 months or more ahead grew from 41 to 75 over the course of 2017. In Writing the number increased from 24 to 42.



Engagement

Our 2017 Student Attitudes to School survey was a cause for optimism and represented significant improvements on previous years' data in the figures around student engagement.

- Our data for Stimulating Learning in 2017 increased from the 10th percentile to the 77th
- For learning confidence, this increased from the 47th percentile to the 85th

Our 2017 Parent Opinion Survey also demonstrated a community increasingly engaged. For 'Parent Participation and Involvement' our data increased to the 60th percentile.

Once again, our Staff Opinion Survey reflected a very happy, connected and dedicated school staff. For 'collective responsibility' the percentage endorsement was 94.4% and 'trust in students and parents' was 88.3%.

Our attendance continues to be an area for concern with a slight increase in average days absent in 2017 to 15.2 per student (up from 14.5 in 2016). Whilst this is slightly lower than the state average, it is above our *similar school* absence rate of 12 days per student. Of particular concern is the statistic that 21% of our students had 20 or more absence days in 2017, above the similar school average of 19%. Improving this data forms a key part of our new School Strategic Plan and we have established some key actions to attempt to do this.

We sought to increase engagement by devoting a large amount of our fundraising monies to improving the school buildings and grounds. Large amounts of work was done by the Buildings and Grounds subcommittee to develop plans for the redevelopment of an area of the school grounds as an accessible and engaging outdoor learning and quiet play space.

We are really proud of the friendly and inclusive culture that is evident throughout the school. This culture is evident throughout the school through our numerous welfare programs, willingness to participate in competitions and activities, and daily interactions between students and staff.

Wellbeing

At St Kilda Park Primary School, we aim to create a secure, stimulating and happy environment which:

- encourages children to take responsibility for their own behaviour and to respect the rights and needs of others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and wellbeing in all students
- fosters a strong sense of community and mutual respect between all members of our community.

During 2017 we focused on the introduction of Kidsmatter Component 1 – Building a Positive School Environment with staff, students and the school community. Our Creating a Positive School Environment (CAPSE) program was re-written and refreshed and a very large number of students were involved in a new Play Leaders Program. There was an increased focus on transition, particularly from Years 2-3 and Years 4-5 after feedback from student forums.

Our 2017 Student Attitudes to School survey results were very pleasing, with our school in the top 25% of the state in 5 of the 19 areas measured and above the state average in another 12 areas. This represents a significant improvement on our 2016 data. The areas that were most pleasing were the questions around effective teaching practice and teacher-student relationships, along with questions that our students answered around their confidence and motivation to learn. Student Connectedness was up from 23.8th percentile in 2016 to 73rd percentile in 2017. Managing Bullying also showed improvement, moving from 39th percentile in 2016 (Student Distress) to 62nd percentile in 2017. Clarifying for the students what to do and how to get help when someone is teasing or is mean to them needs to be a focus moving forward to further improve in this area.



Other areas that SKIPPS ranked higher than the state average in 2017 were:

- My teacher tells us what we are learning and why
- My teacher asks questions to check we understand
- My teacher gives extra help when students need it
- My teacher makes learning fun
- My teacher cares about how I am feeling
- I like this school
- I'm happy to be at this school
- I have friends at this school
- My teacher makes all students feel included
- I feel safe at this school
- It's okay to be different at this school

All these statements had a 90% or higher positive response from students.

Our overall data indicates that 88% of students feel connected to school, 87% of staff feel positive about our school climate and 91% of parents are satisfied with the school overall.

The new Respectful Relationships curriculum will be a focus for 2018.

For more detailed information regarding our school please visit our website at
<http://www.skipps.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 354 students were enrolled at this school in 2017, 171 female and 183 male.</p> <p>12 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> 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 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>58%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>50%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>38%</td> <td>42%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	58%	27%	Numeracy	14%	57%	29%	Writing	19%	50%	31%	Spelling	31%	46%	23%	Grammar and Punctuation	19%	38%	42%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Grammar and Punctuation	19%	38%	42%																							



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 1003"> <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>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	93 %	93 %	91 %	90 %	<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										
93 %	92 %	93 %	93 %	93 %	91 %	90 %										



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)

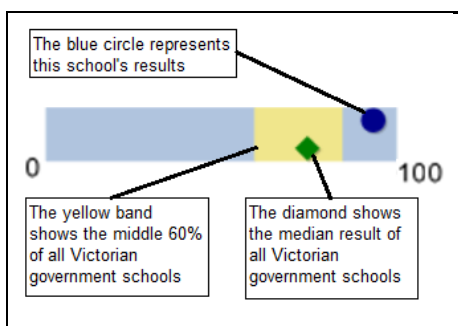
Engagement

- 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).

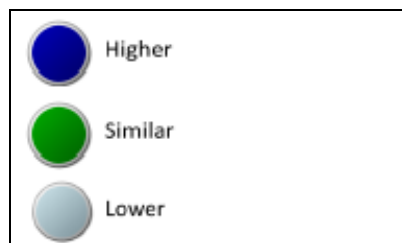


What does *School Comparison* refer to?

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

St Kilda Park Primary School finished 2017 in a strong financial position. Our Total Operating Revenue of \$3,293,161 comprising DET Grants, Commonwealth Government Grants and Locally Raised Funds with a net operating surplus for the year of \$178,646, meaning that the school finished the year pleasingly with Total Funds Available of \$170,874.

This healthiness of figure represents sound financial management and workforce planning, alongside the exceptional fundraising efforts of the fundraising subcommittee and the local community. We carry forward a significant amount of locally raised funds which will be spent in the first half of 2018 on a major redevelopment of an area of our school grounds.

We are a well-resourced school greatly due to locally raised funds from our very engaged and generous school community. St Kilda Park Primary School is committed to continuing the provision of high quality educational opportunities as well as maintaining and improving the standard of our facilities.

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	\$2,474,883	High Yield Investment Account	\$94,677
Government Provided DET Grants	\$328,220	Official Account	\$26,197
Government Grants Commonwealth	\$18,969	Other Accounts	\$50,000
Revenue Other	\$7,437	Total Funds Available	\$170,874
Locally Raised Funds	\$461,026		
Capital Grants	\$2,625		
Total Operating Revenue	\$3,293,161		
Equity¹			
Equity (Social Disadvantage)	\$8,073		
Equity Total	\$8,073		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,427,475	Operating Reserve	\$109,194
Books & Publications	\$852	Maintenance - Buildings/Grounds incl SMS<12 months	\$51,618
Communication Costs	\$13,290	Beneficiary/Memorial Accounts	\$5,000
Consumables	\$83,723	School Based Programs	\$5,062
Miscellaneous Expense ³	\$236,392	Total Financial Commitments	\$170,874
Professional Development	\$22,498		
Property and Equipment Services	\$181,677		
Salaries & Allowances ⁴	\$85,201		
Trading & Fundraising	\$28,284		
Utilities	\$35,121		
Total Operating Expenditure	\$3,114,515		
Net Operating Surplus/-Deficit	\$178,646		
Asset Acquisitions	\$0		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 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.