

2017 Annual Report to the School Community



School Name: Red Cliffs Primary School

School Number: 4057



- 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

A handwritten signature in black ink, appearing to read 'R Beer', is written over a horizontal line.

Signed 05 April 2018 at 09:56 AM by Rodney Beer (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.

A handwritten signature in black ink, appearing to read 'John Collins', is written over a horizontal line.

Signed 20 April 2018 at 10:49 AM by John COLLINS (School Council President)



About Our School

School Context

Red Cliffs Primary School is located 16 kilometres south of Mildura, close to the centre of the Red Cliffs township. Our students are drawn from the Red Cliffs township, the local rural area and from Mildura. The school enrolment at the time of the census in 2017 was 189 students.

Red Cliffs Primary School was established in 1924. It is one of 22 schools in the Sunraysia area of the North-Western Victoria Region. It is the largest primary school in the Red Cliffs township.

Red Cliffs Primary School has a total of 25.4 EFT staff –1 Principal; 1 Leading Teacher; 11.2 Teachers; 1 full time Student Welfare Officer and 11 part time Education Support Staff. A groundsman is employed for one day each week. The school receives regular support from the district speech pathologist, which is augmented by the school's language enhancement programme. The school also employs a speech pathologist for one day per week to work with our infant students in need.

The school's SFO Index is 0.7448. Aboriginal and Torres Strait Islander students comprise 13.7% of the student population. Approximately 6% of the student population receive funding from the Program for Students with Disabilities.

Our timetable is structured to ensure maximised uninterrupted literacy and numeracy teaching and learning blocks.

Red Cliffs Primary offers a comprehensive education for its Prep-Year 6 students. Our key curriculum foci are Literacy and Numeracy but we provide a comprehensive curriculum across all areas. Our school has a comprehensive LOTE program involving AUSLAN in the infant area and Chinese from grades 3-6.

The school operates a 1:1 Netbook program for all students in grade 5/6. Netbook computers are available for student use in grades 3/4. Infant students have access to class sets of iPads and all students have access to an extensive computer lab. Interactive Flat Screen Panels are an integral part of all classrooms.

Red Cliffs Primary School provides its students with a friendly, safe, attractive and stimulating learning environment.

School facilities include a BER Administration area and infant classrooms: the original school building consisting of 4 classrooms and two shared learning space areas, the computer lab and the multi-purpose room. Two Mod5 buildings house our library and 2 additional classrooms. Specialist facilities include the well-resourced science room and art room.

The school grounds are extensive and well maintained, providing our students with a football oval, newly installed Tiger Turf netball/basketball courts and extensive hard surface areas. A new playground was installed in term 4. Shade sails and large verandas provide numerous cool areas for students to play and relax in.

Professional learning is embedded in staff, unit and leadership meetings. Staff knowledge and capacity is further developed by the school based literacy coach and externally provided programs. All teachers utilise the Direct Instructional Model for key teaching and learning.

The development of high-level speaking and listening skills remains a priority. Friendly, sincere communication with others is a goal for all.

The school places great emphasis on the acquisition of strong literacy and numeracy skills.

We aim to develop a successful partnership between students, parents and staff to help all students realise their potential. Students are encouraged to "Do Better Today than Yesterday", take pride in their work, show respect for fellow students, staff and parents and develop self-discipline practices, which foster self-esteem, self-confidence and tolerance.

The development of the whole child is an ongoing focus. The "You Can Do It- Keys to Success" philosophy is the basis for our comprehensive social competencies program. Our classrooms are calm and focused. High expectations for student attitude, behaviour and achievement are explicitly articulated to the entire school community.

Our students enjoy extensive opportunities to be involved in a wide variety of extra-curricular activities. Visiting performers are welcomed to our school regularly and local excursions are enjoyed by students in P-6. Senior students are encouraged to participate in interschool and representative sporting events as well as having the opportunity to participate in our Eisteddfod dance group. The grade 5/6 excursion to Melbourne/Ballarat and Lake Cullulleraine in alternate years is the pinnacle of our sequenced grade P-6 camps and experience program.

Parents are encouraged and welcomed to support the school through involvement with school council, parents club and helping in the classrooms and local excursions.

We are proud of our school and the relationship it enjoys with its families and the wider Red Cliffs community.



Framework for Improving Student Outcomes (FISO)

Red Cliffs Primary School targeted two core elements of FISO in 2017 –

Excellence in teaching and learning - (Building practice excellence)

Key improvement strategies were (i) Use moderation practices that are accurate and consistent across the school (ii) Analyse and utilise student literacy and numeracy data to drive teaching and learning in all classrooms and (iii) Plan for and implement a guaranteed and viable curriculum using the Victorian Curriculum.

Empowering students and Building school pride - (Positive climate for learning)

Key Improvement strategies – (i) Embed a whole-school engagement plan that promotes high expectations and includes proactive strategies that focus on the promotion of positive relationships, student resilience, empathy and engagement in learning and (ii) Develop increased opportunities for student feedback, authentic student voice and student ownership of their learning.

The school was successful in achieving all targets. Accurate and consistent moderation was ensured through whole school refinement. We also worked with The Lake Primary School to extend our breadth of moderation. Use of student literacy and numeracy learning data was further refined. Although there were increased opportunities for genuine student voice, we acknowledge this will remain an area of focus in 2018.

Staff surveys relating to the implementation of FISO indicate that there is a high degree of confidence in the school's progress in this state-wide initiative.

Achievement

Red Cliffs Primary School achieved results that were higher in English and Mathematics for students in P-6 (teacher assessed) when compared to other schools with students of similar backgrounds. These results were within the range for the middle 60% of Victorian Government Primary Schools.

Red Cliffs Primary School achieved results that were higher than other schools with students of similar backgrounds in Numeracy for Year 3 in NAPLAN. Red Cliffs Primary School achieved results that were similar to other schools with students of similar backgrounds in Reading for Year 3.

Red Cliffs Primary School achieved results that were higher to other schools with students of similar backgrounds in Reading and Numeracy for Year 5 in NAPLAN.

Red Cliffs Primary School achieved results that were higher than other schools with students of similar backgrounds in Reading and Numeracy for Year 3 in NAPLAN, based on a four-year average.

Red Cliffs Primary School achieved results that were similar to other schools with students of similar backgrounds in Reading and Numeracy for Grade 5 in NAPLAN, based on a four-year average.

Red Cliffs primary School achieved outstanding NAPLAN Learning Gain Year 3-Year 5 in 2017.

Numeracy - Low growth (22% of students) was lower than the state with 26%. High growth (59% of students) was significantly higher than the state average of 24%.

Reading - Low growth (4% of students) was significantly lower than the state with 25%. High growth (38% of students) was significantly higher than the state average of 25%.

Writing - Low growth (10% of students) was significantly lower than the state with 26%. High growth (24% of students) was similar to the state average of 24% but medium growth was higher – 66% against the state average of 50%.

Spelling - Low growth (3% of students) was significantly lower than the state with 25%. High growth (72% of students) was significantly higher than the state average of 25%.

Grammar and Punctuation - Low growth (3% of students) was significantly lower than the state with 25%. High growth (34% of students) was higher than the state average of 25%.

The current strong teaching and learning emphasis towards the teaching of mathematics will be continued in 2018. Key strategies to support continued improvement in achievement include: a school-based data and curriculum leading teacher coach; a school wide focus on developing the capacity of staff by providing "Whole of School" professional development targeting literacy and mathematics; provision of resources to allow staff to participate in peer observations to improve their teaching capacity; intervention programs including Reading Recovery at Year 1 for students requiring additional support and the continuation of "SELL" groups to further assist those students in Years 1 and 2; a comprehensive and extensive Language Enhancement Program; the implementation of the SoundWaves spelling program across the school; continued explicit focus on the development of Speaking and Listening skills; on-going use of technology such as Interactive Flat screen televisions, iPads and Hovercams; 1:1 Netbook programme for Grade 5 and 6 students and on-line programs such as "Mathletics" to support and enhance our students' learning.



Engagement

Student attendance throughout the school remains a focus at Red Cliffs Primary. Student attendance in 2017 at Red Cliffs Primary School was similar to schools with students of similar backgrounds and close to the median of all Victorian Government schools. Average attendance for prep-year 6 students in 2017 was 91.4%. Our aim is to continue to improve student attendance in all grades.

The four-year average attendance (2014-2017) at Red Cliffs Primary School was better than other schools with students of similar backgrounds and similar to the median for all Victorian government schools.

School data indicates that the students are taught within a stimulating and safe learning environment.

Data from the 2017 Attitudes to School Survey indicates that our students have an extremely high sense of belonging and connectedness to their school. Students rated their Connectedness significantly higher than the median for all Victorian Government Primary Schools in 2017 and higher than students from schools with similar backgrounds. Our students rated their perception of School management of Bullying significantly higher than the median for all Victorian Government Primary schools in 2017 and higher than students from similar schools.

Our students participate in major local community events such as the Annual School Concert, the LunarFest Parade and activities, A.N.Z.A.C. Day services and other community activities. Senior students have the opportunity to be part of the Grade 5/6 Dance group that competes in the Mildura Eisteddfod each year as well as performing at the Beat.

Participation in sport is valued highly and is encouraged with numerous coaching and competition opportunities available to our students. Student involvement in inter-school sport is actively encouraged and supported. Our camps program is sequential and well supported by the school community.

Key strategies to maintain improvement in student engagement include:

- *Continued implementation of the "It's Not OK to Be Away" programme and associated rewards to improve and maintain student attendance
- *Continued use of "You Can Do It" as the basis for the school's social competencies program
- *Increased, sustained and innovative use of technology in classrooms
- *The School Welfare Officer continuing to work pro-actively with students, parents and staff
- *Continued deposits into the school-wide "Positive Emotional Bank" (teacher communication with parents).

Wellbeing

A welcoming, safe, inclusive, friendly and nurturing environment is a key priority of our school. Our full time Student Welfare Officer, in particular, plays a pivotal role to ensure the welfare of our students. His support for teachers, parents and students is on-going.

Support for students with additional academic, social and emotional needs is a school priority. Red Cliffs Primary School is a registered eSmart school. Our participation in this program is intended to develop safe on-line practices for our children.

Red Cliffs Primary School actively participates in all 'Ride to School' and 'Walk to School' opportunities. We promote a healthy lifestyle through our involvement in many sporting activities and competitions and by participating in initiatives such as Premier's Active April.

"Brain Food" is encouraged at all grade levels. School lunch orders provided by the local bakery have a "Healthy Eating" option with many snack foods not available to students. Breakfast Club operates every Thursday morning allowing students to complete homework and share a meal prior to starting the day.

Our school day is structured to ensure our students have access to their healthy lunch at 11.00am rather than later in the day.

Leadership opportunities for all students are fostered throughout the school. School Captains, House Captains and Junior School Council members in particular are given many opportunities to develop their leadership capacity.

Our students are extremely happy and committed to their school. They show great motivation, enthusiasm and pride in their school.

For more detailed information regarding our school please visit our website at
www.redcliffsp.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 189 students were enrolled at this school in 2017, 93 female and 96 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 14 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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Similar</p> <p> Higher</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>14%</td> <td>48%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>19%</td> <td>59%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>66%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>3%</td> <td>24%</td> <td>72%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>3%</td> <td>62%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	48%	38%	Numeracy	22%	19%	59%	Writing	10%	66%	24%	Spelling	3%	24%	72%	Grammar and Punctuation	3%	62%	34%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	48%	38%																							
Numeracy	22%	19%	59%																							
Writing	10%	66%	24%																							
Spelling	3%	24%	72%																							
Grammar and Punctuation	3%	62%	34%																							



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>90 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	93 %	92 %	90 %	92 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	93 %	92 %	90 %	92 %	91 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<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>	

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)

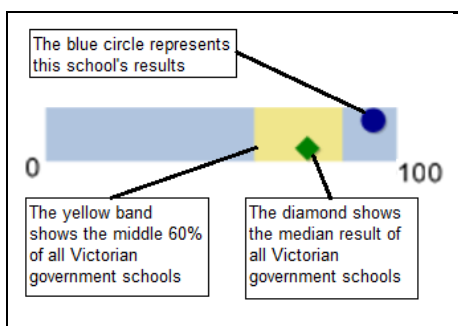
Engagement

- 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).

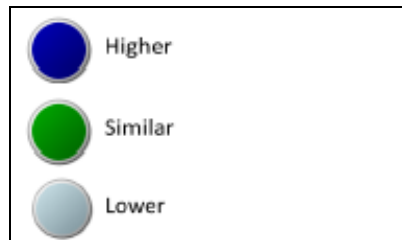


What does *School Comparison* refer to?

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

Red Cliffs Primary School ended 2017 in a strong financial position. Careful and considered expenditure of existing funds and allocated grants ensured that the teaching and learning at our school was supported while an appropriate level of funding was retained to enhance the educational opportunities for existing and future students at Red Cliffs Primary School. Red Cliffs Primary School recorded a cash surplus of \$96,198 in 2017. The school received significant funding from the Equity program allowing for increased teaching and non-teaching staff and the provision of extensive teaching and learning resources. New student netbooks were purchased to replace the oldest netbooks ensuring that all students in grade 5 and 6 retained state of the art 1:1 access. School council approved the purchase of numerous essential resources, including 4 Flat Panel Interactive LCD televisions for classroom use. Maintenance costs were again high.

Significant funds were allocated to improve and maintain the school grounds. A new, large playground was installed at a cost in excess of \$85,000. Local fundraising remained strong. Parents Club continued to support the school by raising over \$18,000. In line with the policy of supporting those students presently enrolled at Red Cliffs Primary School, Parents Club funded purchases in 2017 that exceeded \$17,000.

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	\$2,119,248	High Yield Investment Account	\$98,196
Government Provided DET Grants	\$391,471	Official Account	\$12,473
Government Grants Commonwealth	\$28,039	Total Funds Available	\$110,670
Revenue Other	\$7,849		
Locally Raised Funds	\$106,321		
Total Operating Revenue	\$2,652,929		
Equity¹			
Equity (Social Disadvantage)	\$538,728		
Equity Total	\$538,728		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,926,364	Operating Reserve	\$76,229
Books & Publications	\$4,347	Asset/Equipment Replacement < 12 months	\$8,000
Communication Costs	\$6,573	Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Consumables	\$50,501	Maintenance - Buildings/Grounds incl SMS<12 months	\$12,000
Miscellaneous Expense ³	\$85,305	School Based Programs	\$4,440
Professional Development	\$16,113	Total Financial Commitments	\$110,670
Property and Equipment Services	\$273,791		
Salaries & Allowances ⁴	\$126,566		
Trading & Fundraising	\$30,171		
Travel & Subsistence	\$4,049		
Utilities	\$32,951		
Total Operating Expenditure	\$2,556,730		
Net Operating Surplus/-Deficit	\$96,198		
Asset Acquisitions	\$41,055		



- (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.