

# 2017 Annual Report to the School Community



School Name: Kensington Primary School

School Number: 2374



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 17 April 2018 at 10:08 AM by Bridget McLaughlin (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 16 May 2018 at 09:14 AM by Jonathan Orr (School Council President)



## About Our School

### School Context

Kensington Primary School is situated 4 kilometres from the centre of Melbourne and is one of the oldest school's in Victoria. The school community believes that diversity of cultures and values is a key strength of the school as it develops tolerance, understanding and is truly representative of modern Australia. Just under half of the students are from language backgrounds other than English.

We believe that the purpose at Kensington Primary School is to extend students academically and build their social and emotional wellbeing to ensure they become active, responsible members of the community. Our School Vision is to create a safe and caring community who learn and grow together to make a difference for us and the world.

In the 2017 year, the school underwent a further period of change. The principal, Nigel Holloway, left Kensington Primary School in term 3, after 12 months leading the school, to take up an appointment as principal in Geelong. Julie Stephens, the Assistant Principal was appointed as the Acting Principal for term 4, whilst the School Council went through a recruitment process to appoint a new substantive principal – Bridget McLaughlin. During this time, Julie ensured the school's continued focus on quality teaching and learning.

The school had a Student Family Occupation and Education (SFOE) of .2353. Enrolments remained consistent, with 485 students enrolled in 2017. As the school was at capacity, an Enrolment Policy was implemented. A new double story portable facility was built, sited on the school staff car park. This location was deemed to be the most appropriate site by DET. The portables were used to house our 4 Foundation classrooms. The school continued to develop its kitchen garden program along with a number of other facility improvement projects, including the foyer upgrade. The installation of air-conditioning and the relocation of the staffroom and OSHC program room were researched and planned for.

The school offered a high quality specialist program consisting of Visual Art, Music, PE and LOTE/STEM that complemented the classroom teaching and learning programs. The community places a high value on the arts as an integral part of the core curriculum offered to students. Curriculum programs continued to have an emphasis on meeting students' individual needs through promoting a growth mindset and a personalized approach.

The school had 2 principal class officers, 26.62 teachers and the equivalent of 5.78 Education Support staff. A leading teacher position was advertised and filled in term 4. All members of staff worked collaboratively to ensure the planning and implementation of learning experiences for every child, every day informed by data.

The 2017 school year continued the change trend that commenced mid 2016 when a new Principal, Nigel Holloway, was appointed. A number of organizational changes were implemented to strengthen operational efficiency – with the ultimate aim of ensuring an enduring and keen focus on learning. Curriculum planning processes were refined, student data analysed to identify and monitor student growth, Action Research Teams established and new facilitator roles created. These structural changes implemented in 2017 focused on developing whole school expectations and norms around 'the way we do business and ensured the ongoing capacity building for staff and positive learning outcomes for children.

The high level of community involvement continued in 2017. The Fundraising committee organised a number of well attended and financially profitable events including the major event Cinema under the Stars. The cooking and gardening program continued to be extremely well supported by parents /carers.

### Framework for Improving Student Outcomes (FISO)

In 2017, the FISO initiatives selected were Building Practice Excellence and Curriculum Planning and Assessment. A range of strategies were implemented in 2017 as outlined below:

#### Building Practice Excellence

- Year Level Teams developed and monitored numeracy and literacy goals each semester.
- Professional development was delivered on developing open-ended problem solving activities to differentiate the curriculum.
- The Fountas and Pinnell Reading Benchmark Assessment System was embedded across the entire school.
- Literacy policy were reviewed in 2016 was implemented in 2017.
- Single Word Spelling Test was implemented across the school.
- The school wide Assessment Schedule was reviewed, revised and implemented.
- Year Level Team time was allocated to moderation of literacy and numeracy tasks to ensure consistence of assessment.
- Building Professional Learning Communities continued in 2017 through professional development. All staff were provided with a copy of a mentor text, Learning By Doing, which was used during Staff Gatherings and Curriculum days to develop a greater understanding of the work of PLCs.
- Implementation of Action Research Team approach to ongoing school improvement work.

#### Curriculum Planning and Assessment

- Year Level Teams assessed prior knowledge for Inquiry Units using a range of thinking tools.
- Google Apps for Education (GAPE) was embedded across the school to support collaborative planning.
- Introduction to the common sense media digital citizenship resources
- Program of Inquiry reviewed in line with the Victorian Curriculum, finalized and implemented by all teams in term 4 2017.



- Kensington Kick Off Program was implemented, reviewed and a refined version developed for 2018.
- KPS values posters displayed around the school.
- Class meetings continued to drive the democratic process in each class and give students a voice.
- Development and implementation of whole school agreed NORMS / protocols for how we work collaboratively to focus on student learning.
- Implementation of whole school agreed curriculum planning process and newly developed timetable structures to support this.

## Achievement

The number of students, according to teacher judgement working at or above the expected level in both English and Mathematics was similar to like schools. Kensington primary have 257 students working above the expected level, 177 students working at the expected level and 25 working below the expected level in **Reading and Viewing**.

In **Speaking and Listening** for 2017- 157 students were working above the expected level, 288 were working at the expected level and 15 were working below.

In **Writing** for 2017, 207 students were working above the expected standard, 213 were working at the expected level and 40 were working below.

In **Measurement and Geometry**, 180 students were working at above the expected level, 258 were working at the expected level and 30 were working below. Students of KPS are the same as the state mean slightly higher than the region.

In **Number and Algebra**, 217 students were working at above the expected level, 224 were working at the expected level and 28 were working below. Students of KPS are achieving slightly higher than the state and the region.

In **Statistics and Probability**, 160 students were working at above the expected level, 283 were working at the expected level and 25 were working below. Students of KPS are slightly lower than the state mean however higher than the region.

The Year 3 NAPLAN results show that students are in the higher range of achievement. This has proven to be the case for the last 4 years for both numeracy and reading. The Year 5 NAPLAN results show that students are achieving in the similar range of achievement when compared to like schools. NAPLAN Learning Gain indicates again that reading is a key strength for the school, with 32% of students achieving high growth and a further 57% have made medium growth when compared to all similar Victorian students. In Grammar and Punctuation 33% of students made high growth and a further 467% made medium growth. In Writing 22% of students made high growth with a further 52% making medium growth. In Spelling 25% of students made high growth and 48% made medium growth. In Numeracy 14% of students made high growth with 47% making medium growth. The most significant opportunity is ensuring that our strong Year 3 results continue through to Year 5, particularly in the area of Numeracy where 29% of students made low growth.

The data affirms that growth has been made in the area of English and Mathematics. Collaborative planning, examination of student work and the tracking of student data informs what needs to be planned for to differentiate for students' needs.

## Engagement

The student attendance data shows that the school was below the median of all Victorian government schools. The 2017 student absence rate was 12.03 days per full time student and the State Median was 15 days per full time student. The Year 3 children had the strongest attendance rate of 95%, followed by Years Foundation, 1, 2, 4 and 5 with 94% and Year 6 with 93%. The school continued to follow up all student absences with notes home and phone calls. It is interesting to note that family holidays accounted for 2005 absence days.

A new DET Student Attitudes to School Survey was administered to all students in Years 4, 5 and 6 in 2017. The school's *Connectedness to School* result is similar to that of all Victorian Government schools. At the individual grade level the Year 4 and Year 5 results were overall more positive than the Year 6. Areas for focussed improvement in 2018 particularly for Year 6 students will be for teachers to work with closely students to set more targeted individual learning goals to ensure that learning for all students is differentiated and challenging.

The Student Perceptions of Safety indicator shows that the school achieved a similar result to that of all Victorian Government schools. Through the Bounce Back program and classroom meetings all students were involved in establishing their Classroom Agreement at the beginning of the year. The Agreements ensured that students had ownership of the behaviours expected in line with the KPS values published in the student *Learning and Playing Booklets*. A consistent approach to staged consequences, also outlined in *Learning and Playing Booklets*, continued to be implemented across the school. A unit on bullying, covered through the Bounce Back program and regular classroom meetings, provided ongoing opportunities to discuss, further develop and reinforce the knowledge and strategies students require to seek support. Building strong positive connections between teachers and students will be an ongoing focus to ensure that students are comfortable to approach and have open and honest conversations with teachers.



The school continued to make purposeful connections with the community that leveraged student learning – Student Lead Conferences and Kensington Neighbourhood House Literacy Program are examples of that. In addition, a wide range of extra-curricular activities were offered for students including choirs, orchestra, band, instrumental music and associated concerts, sporting opportunities, writing competition, ICAS Maths. The school promotes a stimulating, safe and supportive environment for all members of our learning community. This includes maintaining high expectations in regards to learning and behaviour. Other strategies that the school has implemented that promote student engagement are the kitchen garden program, the program of inquiry, socialisation activities in the library and the many opportunities for student leadership (SRC, Senior School Leaders Program).

## Wellbeing

The school continues to maintain a strong transition program into and between year levels, and to other schools. Partnerships with local kindergartens and schools have been fostered to ensure the sharing of information and support planning for students. Kensington Primary has continued to build a strong program from kindergarten to Foundation. During term 4 Danni Kelly was the key contact person supporting and co-ordinating the transition from Kinder to Primary School.

Foundation teachers conduct scheduled Early Year's interview in the first 4 weeks of Term 1 in addition to Meet the Teacher sessions to learn more about the students starting school. Foundation students are allocated a senior Buddy to assist in their transition to school. Feedback from parents/ carers, students and teachers is that the Buddies are supportive and nurture the Foundation students to be aware of their environment, have a familiar face to talk with and develop positive relationships. The school runs a Moving Up day in term 4 where students spend time with their next classroom teacher at the end of the school year. Further, the Learning Transition Statements and teacher to teacher interviews ensure information sharing from year to year. Students were combined into different groups in Term 4 during cooking and gardening with a focus on socialisation and making new friends in preparation for the new school year.

The school continues to use a restorative approach to behaviour management, with the entire school following the Playing and Learning Together booklets. A Wellbeing and Engagement officer role continued, with a focus on connecting with local services and agencies to support the needs of all our students. This has resulted in a number of programs being offered at the school an example is MESS CLUB within the 5/6 area. There has also been continued links with The Venny, Hotham Mission and The Neighbourhood House.

A Year 6 transition program through Co-Health was conducted at The Huddle in North Melbourne focusing on supporting year 6 students transitioning to Secondary School. There has also been strong connections made with local Secondary schools in particular Mount Alexander College.

Staff closely monitor student wellbeing and communicate any concerns with the Engagement and Wellbeing officer and the school leadership team to ensure a coordinated and prompt response.

Through the lunchtime Clubs students ran activities for their peers and cross-aged groups to develop leadership and organisational skills. Students discussed the actions they wished to take in class meetings, planned for and took action to coordinate activities for other students in a variety of year levels. The continued development of the Bounce Back program, in addition to Class Meetings provides students with the opportunity to voice their feelings and to problem solve issues that have presented.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 490 students were enrolled at this school in 2017, 237 female and 253 male.</p> <p>25 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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> Higher</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><b>NAPLAN Learning Gain</b> 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" style="margin-top: 10px;"> <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>11%</td> <td>57%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>48%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>47%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	57%	32%	Numeracy	29%	57%	14%	Writing	27%	52%	21%	Spelling	27%	48%	25%	Grammar and Punctuation	20%	47%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	94 %	94 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	94 %	94 %	93 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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)

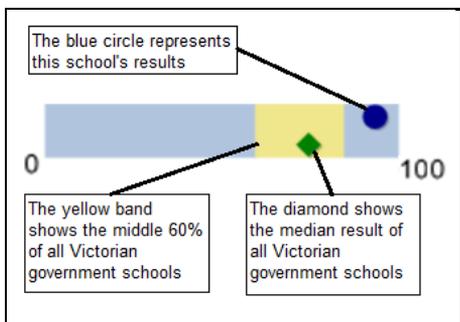
### Engagement

- 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).

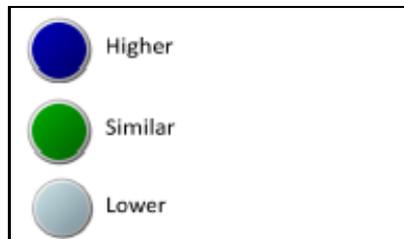


## What does *School Comparison* refer to?

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

Total Operating Revenue for 2017 totalled of \$4,349,463. Major revenue sources were Student Resource Package of \$3,445,348, DET Cash Grants of \$438,425 for operating expenses. In September we converted \$50,000 from previous years' salary surplus to cash to replenish the Casual Relief Teaching budget. This was used for CRTs to replace staff on long term personal leave. Other grants were for short term leave replacement, overseas paying students and CSEF. Commonwealth Government Grants included a Sports Grant from ASC for \$2,600.

Revenue Other includes bank interest of \$4,397 and \$5,000 grant for the swimming program from The City of Melbourne. Locally Raised Funds totalled \$419,444 and included monies collected from School Fees of \$113,792 Camps/Excursions \$135,101, Voluntary Contributions (includes Library, Building and Kitchen & Gardening Fund donations totalling \$42,981), Hire of school Facilities \$65,193 (Includes payment of \$40,000 from OSHClub), and fundraising revenue was \$40,139.

The major items of Operating Expenditure related to payment of Casual Relief Teaching staff totalling \$212,163, Consumables of \$113,898 (Includes Curriculum consumables of \$51,705, Non Curriculum consumables \$47,202 and photocopying \$14,991), Equipment/Maintenance /Hire of \$105,503, Utilities of \$40,639. Property Services \$90,111 (includes Cleaning \$50,730, Building Works \$34,328, and Ground Works \$1,433. Administration totalling \$25,758 for affiliations \$21,392 (includes Mathematics \$5,832, Reading Eggs \$5,034, Sponsor Ed \$1,430. ACER PAT Maths early years \$1,595). Trading and Fundraising expenses of \$20,320 includes \$6,762 for Fundraising Expenses and \$7,425 for Charities and Collections Support Services of \$45,330 includes Tech Support Specialist of \$19,330 and service provider \$26,000 (includes SENTRAL \$10,230 and \$4,950 for OSHC consultation). A further \$12,632 was spent on Professional Development and further \$125,319 was spent on Camps/Excursions.

#### 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	\$3,445,348	High Yield Investment Account	\$53,810
Government Provided DET Grants	\$438,425	Official Account	\$27,272
Government Grants Commonwealth	\$2,600	Other Accounts	\$120,240
Government Grants State	\$23,827	<b>Total Funds Available</b>	<b>\$201,322</b>
Revenue Other	\$19,819		
Locally Raised Funds	\$419,444		
<b>Total Operating Revenue</b>	<b>\$4,349,463</b>		

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$42,757
<b>Equity Total</b>	<b>\$42,757</b>

Expenditure		Financial Commitments	
Student Resource Package <sup>2</sup>	\$3,321,810	Operating Reserve	\$10,000
Books & Publications	\$7,334	Asset/Equipment Replacement < 12 months	\$36,160
Communication Costs	\$8,433	Capital - Buildings/Grounds incl SMS<12 months	\$106,397
Consumables	\$113,898	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,000
Miscellaneous Expense <sup>3</sup>	\$200,408	Revenue Received in Advance	\$4,500
Professional Development	\$13,610	School Based Programs	\$20,867
Property and Equipment Services	\$206,184	School/Network/Cluster Coordination	\$8,259
Salaries & Allowances <sup>4</sup>	\$217,274	Other recurrent expenditure	\$139
Trading & Fundraising	\$20,320	<b>Total Financial Commitments</b>	<b>\$201,322</b>
Utilities	\$29,799		
Adjustments	(\$34)		

<b>Total Operating Expenditure</b>	<b>\$4,139,035</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$210,428</b>
<b>Asset Acquisitions</b>	<b>\$34</b>



- (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.*