

# 2017 Annual Report to the School Community



School Name: River Gum Primary School

School Number: 5130



- 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

Signed 16 April 2018 at 11:19 AM by Roma McKinnon (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 18 April 2018 at 08:52 AM by Vicki Methven (School Council President)



## About Our School

### School Context

In 2017 the schools enrolments increased from 510 in 2016 to 527 in 2017. Student enrolments are drawn from the local community and reflect the changing demographics of Hampton Park in terms of socio economic indicators and families from a non-English speaking background.

Currently 80% of the enrolled students are from a non-English speaking background; this represents an increase of 24.0% over the past 4 years. 44 different languages are spoken in the homes of River Gum Primary School students; Dari, Hindi and Khmer being the languages students are predominantly immersed in. Of the non-English speaking background cohort, only 48% of students come from homes where English is spoken as the first language. In 2017 our agreed curriculum approaches were embedded through a whole school Instructional Model. All teachers followed this structured approach within their lesson planning: beginning of the lesson, explicit teaching, followed by guided & independent practice and then a review of the lesson. A whole school approach to the teaching of English through the Daily 5 and CAFE framework is used as part of everyday teacher practice. The strategies fundamental to these programs have assisted the implementation of independent and personalised learning. Similarly, a whole school approach to Writing “Writers notebook” continued as a successful approach to writing in 2017. The Big Ideas in Number remained to be our approach in Mathematics throughout the 2017 academic year. The Big Ideas in Number continued to increase teachers’ knowledge and skills so that this discipline area focused on personalising learning for all students.

The development of a diverse suite of specialist classes was designed to offer new and varied experiences that engaged many students in their learning. Music, Performing Arts, Physical Education, Art, Digital Technologies and Kitchen Garden delivered diversity whilst focusing on developing Speaking & Listening and Writing competencies. Student Voice, by way of a student leadership group had the desired effect to enhance student centred learning. The Student Voice team became a very active working party within the school during the 2017 school year. They were active, confident participants in numerous events such as; community events, whole school assemblies, I Sea I Care, careers expo and whole school production.

River Gum Primary School is in a stable period of strong, dedicated and professional leadership which has brought about significant change in school climate over recent years. There is an entrenched culture of distributive leadership with students at the centre of all conversations, decisions and allocation of resources. There is a commitment to building leadership capacity at all levels within the school and an emphasis on individual and collective accountability. In addition to the Principal, the school currently has one Assistant Principal and four Leading Teachers. These leaders have worked consultatively with teams, such as the School Improvement Team, to further the achievement, wellbeing and engagement of students and progress the school’s strategic direction. There has been a pervading commitment to professional growth and personal accountability with staff. The agreed intention was encapsulated in the motto “A culture of trust through collaboration and communication within a supportive and professional setting”. The school recognised the importance of research based frameworks for the design and delivery of all aspects of teaching and learning. The consistent and universal application of the curriculum was pivotal in preparing River Gum Primary School students for the 21st century. River Gum Primary School had an excellent foundation on which to build from as it faced the challenges of full engagement from its diverse community in the education partnership.

A culture of consistency in teacher practice and high expectations for all students created the platform for transforming the learning culture and ethos throughout 2017. Staff Performance Plans were developed using the AITSL standards, supported by the Classroom Practice Continuum and were directly related to the 2017 AIP goals. Peer to Peer observations were used as a means of improving teacher capacity through feedback. In 2017 River Gum Primary School continued to provide intervention strategies through the Students With Additional Needs program (SWAN). This program was significantly resourced by experienced teaching staff who impacted positively on student learning outcomes.

### Framework for Improving Student Outcomes (FISO)

Our School Improvement Priorities are

1. Excellence in teaching and learning – Building Practice excellence
2. Positive climate for learning - Empowering students and building school pride

We are addressing the Improvement Initiatives of “Building practice excellence” and Empowering students and building school pride.

1. In 2017 we built practice excellence by: Documentation of a yearly curriculum overview, classroom expected practices, whole school agreed curriculum approaches PLT meetings and through goal focused Professional learning.



- In 2017 we empowered students and built school pride by: beginning student led learning and laying pre-condition for introducing a whole school social and emotional learning framework.

The priorities of the Framework for Improving Student Outcomes (F.I.S.O.) and the Victorian Curriculum are being addressed through the Annual Implementation Plan. The headline data indicates that curriculum approaches and strategies are addressing the needs of our student cohort.

Research shows that the improvement model (F.I.S.O.) has the greatest impact on student outcomes.

## Achievement

During the course of the 2017 academic year, River Gum Primary School continued its commitment to improving student learning outcomes across the areas of English and Mathematics. The initiatives and curriculum approaches at River Gum Primary School align with the DET school improvement model of the Framework for Improving Student Outcomes. From this framework, River Gum Primary School chose two priority areas which were Excellence in Teaching and Learning: Curriculum Planning and Assessment and Positive Climate for Learning: Empowering Students and Building School Pride.

The Equity Funding that River Gum Primary School received in 2017 was instrumental in providing the human resources necessary to effectively address the educational needs of all students. Decisions that were made by either staff or the Executive team aligned to current DET initiatives as well as the Strategic Plan and concurrent Annual Implementation Plans.

Throughout 2017, River Gum Primary School continued with the Daily 5 and CAFÉ model in English. Individual goals were personalised at the point of cognitive challenge for students. Teachers continued professional learning in the Reading, Writing and Spelling approaches of Lisa Keskinen's Writer's and Reader's Workshop. Classroom application of these approaches met the individual needs of students and promoted increased student engagement, writing independence and love of reading.

The Big Ideas in Number continued to be implemented by teachers across the school. Students and teachers maintained consistency in setting personalised and challenging learning goals through individual conferences and strategy groupings. Teachers used the Continuum Tracker in English and Mathematics to identify what students were able to achieve and the next steps in their learning. Teachers continued to use Essential Assessment to assess student learning in all areas of Mathematics. Students were assessed through this program to determine their entry point in an area of Mathematics and a list of what the student could and could not do was determined. From there, personalised digital learning tasks were set for each student to work through. Targeted strategies were taught to students through the explicit teaching component of the Instructional Model and strategy groups through the Maths 5 approach.

In the second half of the year, continuous reporting through Seesaw provided our parent community with monitoring of student achievement and growth which was determined by informal and formal assessment pieces. To monitor and track the progress of PSD students, teachers continued to use ABLES reporting.

River Gum Primary School's teacher judgements against Victorian Curriculum continues to be 'similar' in comparison to all Victorian schools in English and Mathematics. Year 3 NAPLAN results were 'lower' in Reading and in Mathematics compared to the state median for the 2017 school year. Year 5 NAPLAN results were 'lower' in Reading and Mathematics in comparison to the 2017 state median. The Supplementary School Level Report acknowledges the learning gain made by River Gum Primary School students in Reading, Writing and Mathematics according to NAPLAN data. During 2017, there was a significant shift in the percentage of students moving from the 'Low' band to the 'Medium' band and additionally moving from the 'Middle' band to the 'High' band. In Reading, our performance results show that we are at renew level which indicate our performance is moderate however, there is declining trajectory which requires a renewed effort to be high performing. In Mathematics, our performance results show that we are at stretch level that indicate an improvement from a low or moderate base, this area can be high performing if stretched and continued to be improved. Agreed school wide assessment practices such as Essential Assessment, Effect Size (using research from Professor John Hattie), Big Ideas in Number, teacher moderation and triangulation of student data supported the growth and development of all student-learning outcomes.



## Engagement

In 2017 school Engagement focused on the areas of Student Led Learning, Student Voice, Parental/Community involvement, School Pride and Attendance, each of these areas links to the FISO (Framework for Improving Student Outcomes). Engagement is focused on the priority initiative within FISO of 'Positive Climate for learning: empowering students and building school pride'.

In the area of student led learning, Student Voice leaders were involved in weekly workshops and student led meetings, with a range of students from year 3-6. Students worked in teams linked to the Annual Implementation Plan under Achievement, Engagement and Wellbeing. Each group developed goals and action plans, focused on achieving a particular outcome, this was presented to the staff in PD where the students would 'teach the teachers'. In Term 2, these leaders worked with Hampton Park Secondary VCAL students on a joint project about healthy minds and bodies, that they presented to the community and all River Gum PS students via an Expo. Student leaders were also invited to present at staff forums to share their ideas and knowledge. They also had a role within the community, Student leaders were part of the Casey Leader initiative that included guest speakers, empowering students and letting them know that they can make a difference.

River Gum has continued community partnerships in 2017 with Hampton Park Secondary College, Hampton Park Women's Friendship Café, Noble Park English Language School, Hampton Park Library, Smith Family and Chisholm institute. We were involved in a large amount of work with the Smith Family including Learning for Life, Let's Count and Toastmasters.

The Engagement School Improvement Team planned and supported community events in 2017 that aim to bring the wider community into our school such as: Reporting Afternoon, Mother's Day, Afternoon Tea, Father's Day breakfast, Literacy & Numeracy Week, Science week, Disco, grade 6 Graduation and school production. Our events are well supported by our parent community, with good attendance.

The school takes great pride in the large array of specialist programs offered to our students from Foundation to Year 6. In 2016 students participated in Sport, Music, Performing Arts, Digi-Tech, Art, Stephanie Alexander Kitchen Garden, library and buddy classes. The diversity of programs offered is showcased at the River Gum Performing Arts Centre, our 500 seat theatre; at whole school assemblies held twice per term.

In 2017 we celebrated success in school attendance with an average of 92% attendance at school across all year levels, putting us slightly above similar schools. An attendance protocol was developed in 2016 and has been further enhanced throughout 2017 to make sure we're not just looking at which students are absent but how we can engage them to ensure they always want to come to school. This has resulted in further clarity and clear guidelines and expectations around school attendance, and the development of plans for students with 5 or more unexplained absences at any time.

## Wellbeing

In 2017, a key focus for Wellbeing was the introduction of our Social and Emotional Learning (SEL). Following extensive research in 2016, we formed an official partnership with The Resilience Project, an evidence based SEL program aimed at promoting positive mental health, and teaching practical strategies to build resilience. Our introduction included staff professional learning, sessions for all students from Foundation through to grade 6 and a parent night. All of these sessions were enthusiastically embraced by students, staff and parents alike.

Towards the end of 2017, keeping in line with the Departmental requirements, we introduced a second SEL, Resilience, Rights and Respectful Relationships. This SEL emerged as a direct result of the Royal Commission into Family Violence, and it is envisaged that it will run alongside the Resilience Project. Staff training took place during a Curriculum Day in Term Four.

Another key focus for Wellbeing was the continuation of a Breakfast Club, supported by Foodbank Victoria. It was decided in 2017, Breakfast Club would become a centralised program, rather than being class based. Breakfast Club was also supported by Bakers Delight and Eat Up Australia, and is a well attended program.

In 2017 our partnership with Chisholm Institute continued, working together to implement the River Gum Playgroup. We have a large number of families that access and participate in our playgroup each week. Playgroup offers opportunities for social and emotional development and play experiences that promote curiosity and exploration. Our Playgroup has sustained its growth and provides valuable links that support the Hampton Park community.



Transition into our school is offered all year round through the STAR (School Transition At River Gum) program which promotes early connections and relationships between community and school.

Our whole school Transition program in Term 4 allowed teachers to observe student groups, gather assessment data and information ready for the 2018 school year. This also allows teachers and students to begin building relationships with each other.

Ongoing liaison with the Noble Park English Language School Casey Campus supports our new arrival students. Students from the NPELS are invited to come for a transition day prior to starting each term. This has built relationships with teachers and peers.

For more detailed information regarding our school please visit our website at  
[www.rivergumps.vic.edu.au](http://www.rivergumps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 529 students were enrolled at this school in 2017, 275 female and 254 male.</p> <p>64 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> Similar</p> <p> Lower</p> <p> Lower</p> <p> Lower</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> 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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>28%</td> <td>57%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>55%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>47%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>39%</td> <td>38%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	57%	15%	Numeracy	29%	55%	16%	Writing	31%	47%	22%	Spelling	29%	50%	21%	Grammar and Punctuation	39%	38%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Grammar and Punctuation	39%	38%	23%																							



## 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>90 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	93 %	92 %	93 %	94 %	<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										
90 %	91 %	92 %	93 %	92 %	93 %	94 %										



## 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)

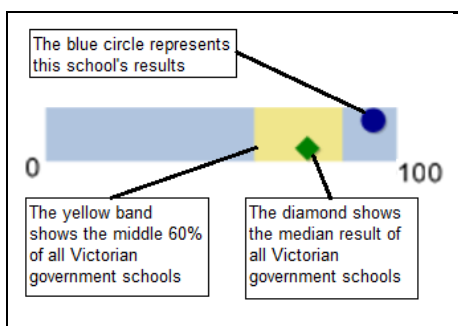
### Engagement

- 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).

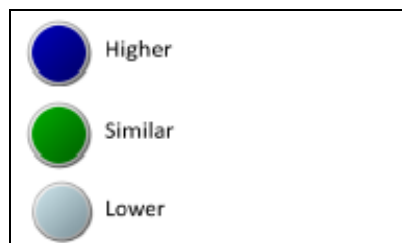


## What does *School Comparison* refer to?

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

The financial position as at 31st December 2017, as indicated by all reconciled bank accounts for River Gum Primary School, was \$319,885.74. This includes revenue of \$1,054,269 and expenditure of \$861,855. The surplus of \$192,414 was due to expected expenditure in 2018 including:

- \$20,320 Revenue received in advance
- \$60,000 Building and maintenance projects
- \$53,592 Equity funding allocated to 2018 salaries

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,895,142	High Yield Investment Account	\$187,120
Government Provided DET Grants	\$811,811	Official Account	\$31,529
Government Grants Commonwealth	\$82,123	Other Accounts	\$101,237
Government Grants State	\$0	<b>Total Funds Available</b>	<b>\$319,886</b>
Revenue Other	\$18,097		
Locally Raised Funds	\$142,239		
<b>Total Operating Revenue</b>	<b>\$5,949,412</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$816,302		
<b>Equity Total</b>	<b>\$816,302</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,805,303	Operating Reserve	\$129,875
Books & Publications	\$17,791	Capital - Buildings/Grounds incl SMS<12 months	\$60,000
Communication Costs	\$7,515	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Consumables	\$88,728	Revenue Received in Advance	\$20,320
Miscellaneous Expense <sup>3</sup>	\$141,617	Repayable to DET	\$53,592
Professional Development	\$18,494	Other recurrent expenditure	\$6,098
Property and Equipment Services	\$479,234	<b>Total Financial Commitments</b>	<b>\$319,886</b>
Salaries & Allowances <sup>4</sup>	\$41,950		
Trading & Fundraising	\$27,125		
Travel & Subsistence	\$398		
Utilities	\$39,004		
<b>Total Operating Expenditure</b>	<b>\$5,667,158</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$282,254</b>		
<b>Asset Acquisitions</b>	<b>\$74,501</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.

Please see table below for extraordinary revenue and expenditure for 2017:

Revenue	Amount	Explanation
Equity funding	\$ 816,302	Cash and Credit equity funding
Sporting Schools Grant	\$11,600	Australian Federal Government Initiative
Pre-service teacher practicum	\$37,955	Teaching academy initiative - used toward teacher supervision payments & Leadership PD
Professional learning community grant	\$7,722	To provide release for staff to participate in PLC professional development
Victorian curriculum grant	\$5,010	To implement the new Victorian Curriculum
Facilities Grant	\$22,000	To replace guttering
Swimming in schools grant	\$4,450	Subsidises the 2017 swimming program
Overseas students	\$5,117	International student fees
Expenditure	Amount	Explanation
Security card locking system	\$22,814	Long term financial viability of security maintenance
Classroom furniture	\$26,007	New classroom
Playground	\$21,853	Rolling playground improvement system
Carpet - main building	\$23,330	Building maintenance
Remove/replace guttering	\$24,235	Building maintenance – Grant received
Painting – 1 <sup>st</sup> instalment	\$50,000	Building maintenance

*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.*