

2017 Annual Report to the School Community



School Name: Ascot Vale Primary School

School Number: 2608



- 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.

Attested on 02 May 2018 at 07:56 AM by Susan Osborne (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 30 May 2018 at 10:44 AM by Helen Millar (School Council President)

About Our School

School Context

Ascot Vale Primary School (AVPS), established in 1885, is located 6km North West from the Melbourne CBD and is situated within the South-Western Region of the Department of Education & Training as one of 24 schools within the Moonee Valley Network of schools. The current multi-age structure commenced in 1984 with support from the school community and continues to be a strong feature of the way we learn together. Two or three classes combine to make a unit of children from several year levels or age groups. Teachers are assigned to a class of children of similar year levels (e.g., Year 5/6) and combine with a different age group where possible (e.g. Year Prep/1) to form a multi-age unit of learners. The multiage combinations across the school in 2017 were: Unit 1: P/1/2 & 3/4, Unit 2: P/1/2 & 3/4, Unit 3: P/1 & 2/3, Unit 4: P/1/2 & 5/6, Unit 5: 4/5/6.

In 2017 the school had an enrolment of 266 students. Students came from Ascot Vale and beyond, and as Table 1 from the Department of Education & Training shows, enrolment numbers at Ascot Vale PS are predicted to decrease. With 286 confirmed enrolments in 2018, we believe this may not be the case.

Table 1:

	AVPS ENROLMENTS					PROJECTED ENROLMENTS^			
YEAR	2013	2014	2015	2016	2017	2018	2019	2020	2021
Enrolment Totals/Projections	230	255.2	267	253	268	286**	273	276	n/a

** February 2018 Census

^ taken from DET School Information Portal - data March 2018

<http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/performreports.aspx>

The school's current enrolment capacity, based on the facilities available, is 251-275. To avoid the need for relocatable classrooms, enrolment restrictions are in place in all year levels whereby priority is given to students for whom the school is the designated neighbourhood school and to students with a sibling at the same permanent address who are attending the school at the same time. The school will be closely monitoring enrolments and liaising with regional staff over the coming years to comfortably accommodate the students enrolled in the school.

Ascot Vale PS had a Student Family Occupation and Education (SFOE) index of 0.1772 (see table 2 below) in 2017. The Student Family Occupation and Education (SFO) measure determines levels of socio-economic backgrounds and correlating levels of student educational needs in Victorian Government schools. The SFO index for Ascot Vale PS from 2012-2016 outlined below suggests that levels of disadvantage are low in comparison with other schools. In contrast, 18% of students were funded as EAL (English as Additional Language) learners in 2017.

Table 2:

AVPS – SCHOOL CONTEXT					
	2013	2014	2015	2016	2017
SFO Index School	0.2065	0.2202	0.2478	0.2318	-
SFO Index State Median	0.5175	0.5186	0.5139	TBC	-
SFOE Index	-	-	-	0.1694	0.1772
FTE Aboriginal students	0	0	1	1	1
EAL students (%)	49	46	52	51 (21%)	47 (18%)
Equity Funded Students (%)	38	38	32	18 (7%)	28 (10%)

^ taken from DET School Performance Reports - <http://www.education.vic.gov.au/school/principals/management/Pages/performreports.aspx>



The school facilities are made up of a mix of historic and modern building designs. The School Council and community collaborate to maintain the grounds at the school. Currently, the grounds offer both active and passive areas for student play, a grassed area with gardens, two adventure playgrounds, plexi-pave basketball court, sand pit, synthetic oval with running track, water tanks, a Play POD (a refurbished shipping container housing recycled, clean industrial waste that the children can use creatively) and a circular performance or outdoor learning deck. The school has an open gate approach that enables community groups and families to use and take care of the school facilities outside of school hours. The school had 18.81 Effective Full Time staff in 2017 (2 Principal Class, 12.35 Teacher Class and 4.46 Education Support Staff).

Ascot Vale PS continued to have a much celebrated and noticeable community spirit in 2017. A dedicated and talented staff, together with supportive parents, worked hard to continually improve the school focusing on identified and agreed priorities. The school operated an active School Council, a Parent Representative system for each Unit and a fundraising committee for the school. Numerous fundraising efforts generated high levels of community spirit and much needed resources for the school. Community groups also used the school facilities for sporting / fitness, artistic or cultural pursuits. The school had a large number of community and parent volunteers who dedicated spare time to assist in a variety of ways, adding much value to the school in 2017 such as, mentoring children who need 1:1 support, working bees, garden beds (adopt a garden bed), preparing fresh fruit on Fridays, camps and excursions, classroom assistance, School Council and committees.

Ascot Vale PS is well equipped to work collaboratively with its team of dedicated community members towards achieving the goals, targets and key improvement strategies outlined in the School Strategic Plan (2015-2018), highlighted by:

- Setting high expectations of achievement for all children.
- A strong focus on the work of Professional Learning Teams to share student achievement data and best practice teaching and learning strategies.
- A strong focus on numeracy and writing.
- Emphasis on distributive leadership and collective efficacy models whereby, together, everybody makes a difference.
- Expansion of the Student Voice across the school.
- Continued strengthening of parent and community relationships.
- A strong focus on student engagement and wellbeing.

Alignment of resources (human and physical) to impact effectively on goals and targets.

Framework for Improving Student Outcomes (FISO)

The [Framework for Improving Student Outcomes](#) FISO provides structure and support to implement improvement initiatives pertaining to excellence in teaching and learning and professional leadership. Two FISO improvement initiatives were identified as the focus for 2017, 'Building Practice Excellence' and 'Building Leadership Teams'.

We sharpened our improvement focus in 2017 as the 2016 Annual Implementation Plan foci were too many and varied, making it difficult to achieve success. Our focus was on high achieving students, focusing on the top two bands and relative growth, recognising that school improvement is driven by leadership and that building teacher capacity is key to improved outcomes.

Through the efforts of the PLT's (Like, Curriculum & Student Engagement & Wellbeing (SEW)) we focused on Guaranteed and Viable Curriculum and Collective Responsibility as targets to monitor in the School Staff Survey. Staff identified and agreed upon a school wide Instructional Model aligned to the new DET [High Impact Teaching Strategies](#) (HITS) that were introduced in 2017.

A part time Leading Teacher was employed to work in classrooms and coach teachers and teams with the focus of building practice excellence. This work supported the Leadership Team to develop Learning and Teaching non negotiables and develop curriculum planning templates.

<http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/improvement-model.aspx>

Achievement

Building Practice Excellence - SPOT ANALYSIS 11/2017 suggests we are Evolving moving towards Embedding Key Improvement Strategy in 2017 was to *develop a whole school Professional Learning Team plan.*

- a. **Successes:** Professional Learning was documented in a plan that featured Annual Implementation Plan goals and targets. Staff Performance and Development Plans were also prepared to reflect the Annual Implementation Plan. Staff opinion survey results improved by 10 points in the 'staff trust' category.
- b. **Areas for Improvement:** Feedback - to improve teacher practice giving and receiving feedback, Systematically build teaching capabilities with sufficient time (Professional Learning)
- c. **Evidence:** Learning Specialist employed 1 day/fortnight, Coaching program established, Writers Notebook PD, Non Negotiables in Teaching and Learning Established, Introduction of HITS, an increase in students achieving at the highest levels in writing and number (teacher judgment), improvement in staff survey data especially in: staff trust, teacher collaboration, guaranteed and viable curriculum.
- d. **Future:** Develop consistent approach to planning documentation, [Professional Learning Communities PD](#) – Professional Development for our Professional Learning Teams, Focus on HITS 1 Setting Goals & 2 Structuring Lessons, Develop or strengthen the teaching and learning coaching program.

Building Leadership Teams – SPOT ANALYSIS 11/2017 suggests we are Evolving

Key Improvement Strategy – *The PLT Leaders & Principal Class Officers will be identified as the school improvement team; they will meet regularly, then lead 'like-year level' teams, focusing on:*

- *Using evidence-based data,*
 - *Leading Professional Learning across the team by overseeing coaching and feedback methods,*
 - *Building a culture that is focused on improvement,*
 - *Strengthening the induction of new teachers and*
 - *Increasing the visibility of leaders in classrooms.*
- a. **Successes:** -PLT Leaders met and collaborated regularly (fortnightly) with a strong focus on developing consistent teaching practices. A 'non-negotiables' document was developed, highlighting the consistent features of every classroom at AVPS. The Bounceback program was introduced. Multi-age structure continued to be a strong feature. Staff identified an agreed upon instructional model to be introduced in 2018, ie, The High Impact teaching Strategies.
 - b. **Areas for Improvement:** -Leadership team leading targeted professional learning.
 - c. **Evidence:** FISO self-assessment completed in term 2 (all staff) & 4 (leadership), Induction processes for new graduates implemented, Leaders visibility in classroom increased (i.e. regular learning walks in classrooms). Parent Opinion Survey positive results, especially in general school satisfaction, student motivation and support, school pride and confidence. Staff Opinion Survey improved results.
 - d. **Future:** Increase data literacy for staff, Focus on High Impact Teaching Strategies 1 Setting Goals & 2 Structuring Lessons, [Learning Specialist](#) employed to support the implementation of the HITS and to heighten the focus on Learning and Teaching.

Engagement

Key Improvement Strategy - *Provide multi-age curriculum and learning structures that promote student involvement and engagement in their own learning.* SPOT ANALYSIS 11/2017 (Intellectual engagement and self-awareness) suggests we are Evolving moving towards Embedding.

- a. **Successes:** Increased focus on 'high expectations', which is one of our school values. Multi age Structure continues to be a strong feature of our school. Planning documents for Victorian Curriculum (yearly overviews) were developed consistently across all year levels, ensuring that 3 hours of Science is planned per week. A specialist Science program was provided in semester 1.
- b. **Areas for Improvement:** Relentless focus on differentiated learning and teaching.
- c. **Evidence:** Student Attendance data is similar when compared to schools with like characteristics, feedback from community about positive impact Science specialist and school wide program has had. Positive parent opinion survey results in the category of 'parent community engagement'. Positive Student Attitudes to School Survey results, particularly in the category of 'sense of connectedness'. Improved staff survey results in the category of 'trust in students and parents'.
- d. **Future:** Leadership and staff to investigate where Buddy Reading fits in, in relation to HITS. How can we measure the impact of buddy reading.

Wellbeing

Key Improvement Strategy - *Provide explicit teaching of social and emotional development via the introduction of the Bounce Back student wellbeing and Resilience program.* SPOT ANALYSIS 11/2017 (Health & Well Being) suggests we are Embedding moving towards Excelling.

- a. **Successes:** Student Attitudes to school survey indicates strong social and emotional wellbeing of students. Limited bullying issues or major incidents. Relationships between students and staff are strong and respectful which is evident in the tone and 'feel' of the school. This is often attributed to our Multi-age structure. Feedback from visitors back this up.
- b. **Areas for Improvement:**
- c. **Evidence:** Bounce back implemented into planning. School comparison to all Victorian Government Primary Schools is similar. 2017 data improved compared to 2016.
- d. **Future:** Professional Learning for all staff – Bounce Back in 2018 Query re training available to recognise indicators of potential mental health issues experienced by students.

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:

School Profile

Enrolment Profile

A total of 268 students were enrolled at this school in 2017, 143 female and 125 male.

19 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





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>	Similar Lower

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average) 	Similar Lower Lower Lower
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average) 	Lower Lower Lower Lower

Performance Summary

Key: Range of results for the middle 60% of 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>	<p>Reading</p> <table border="1"> <tr> <td>Low</td> <td>28 %</td> <td>Medium</td> <td>32 %</td> <td>High</td> <td>40 %</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>Low</td> <td>27 %</td> <td>Medium</td> <td>50 %</td> <td>High</td> <td>23 %</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>Low</td> <td>23 %</td> <td>Medium</td> <td>64 %</td> <td>High</td> <td>14 %</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>Low</td> <td>9 %</td> <td>Medium</td> <td>65 %</td> <td>High</td> <td>26 %</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>Low</td> <td>35 %</td> <td>Medium</td> <td>52 %</td> <td>High</td> <td>13 %</td> </tr> </table>	Low	28 %	Medium	32 %	High	40 %	Low	27 %	Medium	50 %	High	23 %	Low	23 %	Medium	64 %	High	14 %	Low	9 %	Medium	65 %	High	26 %	Low	35 %	Medium	52 %	High	13 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Low	28 %	Medium	32 %	High	40 %																											
Low	27 %	Medium	50 %	High	23 %																											
Low	23 %	Medium	64 %	High	14 %																											
Low	9 %	Medium	65 %	High	26 %																											
Low	35 %	Medium	52 %	High	13 %																											

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</p> <p>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>	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1"> <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>93 %</td><td>94 %</td><td>93 %</td><td>92 %</td></tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	93 %	94 %	93 %	92 %	Similar Similar
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	93 %	94 %	93 %	92 %										



Performance Summary

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

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



How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

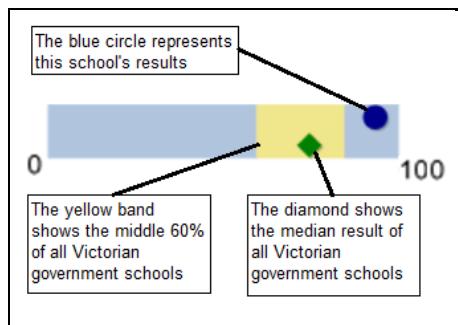
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

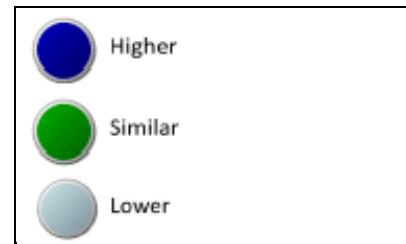


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

Revenue notes:

- *Student Resource Package* refers to refers to the revenue available to cover staff salary costs.
- *Government Provided DET Grants* refers to the quarterly cash grants the school received from the Department of Education and Training throughout the year.
- Sources of *Government Grants Commonwealth* included: Sporting Schools Grant.
- Revenue Other includes other grants such as the Camps Sports and Excursions Grant and Telstra Grant
- Sources of *Locally Raised Funds* in 2017 included: Subject contributions, fundraising activities, donations, interest, and commission, hire of school facilities, camps and excursions and, not for profit trading.
-

Equity notes:

- *Equity (social disadvantage) funding was allocated towards the employment of a Teaching and Learning coach in 2017*

Expenditure notes:

- *Student Resource Package* expenses refer to actual costs incurred for centrally paid staff in 2017.
- Program Budgets were developed to manage the expenditure across the school to ensure School Strategic Plan goals and targets remained the priority in terms of resource development and management.
- Books & Publications, Communication Costs, Consumables, Professional Development, Trading & Fundraising and Utilities refer to costs associated with these items.
- Sources of *Miscellaneous Expense* in 2017 included: Camps, excursions and MVIMP fees.
- Sources of *Property and Equipment Services* in 2017 included: Building works, ground works and maintenance.
- Sources of *Salaries and Allowances* in 2017 refer to local payroll staff including maintenance, music and relief staff.
- Trading and Fundraising in 2017 refers to all monies raised through fundraising.

Funds Available / Financial Commitments / Net Operating Deficit notes:

- Funds Available to the school at the end of 2017 totalling \$292,936 are described in the AVPS Financial Commitments statement.
- *Revenue Received in Advance* to a total of \$5,690 accounts for 2018 camp deposits.
- *Maintenance -Buildings/Grounds incl SMS>12 months* refers to funds set aside for Buildings and Grounds expenses

Net Operating Surplus / Deficit notes:

The school returned a surplus of \$120,521 in 2017. A number of factors contributed to this, including:

- Enrolments increased by 10 students which resulted in increased revenue
- An increase to the department funding formula.
- A change in staff profile resulting in lower credit/staffing expenses
- The school maintained similar cash expenses to the previous year.
- Increased locally raised funds due to the impact of the fete and a high uptake of parent payments for Essential Student Learning items and Optional items, such as the user pays program: MVIMP (Moonee Valley Instrumental Music Program.)
- 2017 surplus funds to the value of \$91521 have been allocated under the Financial Commitments section of this report in the categories of Maintenance – Buildings and Grounds <12 months and >12 months. The Buildings and Grounds Committee of school council will identify projects for these funds to be spent on after details of the capital works project have been confirmed. The remaining \$29,000 surplus is allocated as staffing or credit funds. The Finance Committee will continue to monitor the financial position of the school to ensure funds are directed to budgets and priority projects in a timely manner.

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	\$1,837,985	High Yield Investment Account	\$223,351
Government Provided DET Grants	\$261,889	Official Account	\$20,065
Government Grants Commonwealth	\$5,500	Other Accounts	\$49,519
Revenue Other	\$30,165	Total Funds Available	\$292,936
Locally Raised Funds	\$353,922		
Total Operating Revenue	\$2,489,461		
Equity¹			
Equity (Social Disadvantage)	\$8,970		
Equity Total	\$8,970		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,808,560	Operating Reserve	\$87,410
Books & Publications	\$14,677	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Communication Costs	\$6,096	Revenue Received in Advance	\$5,690
Consumables	\$42,419	School Based Programs	\$32,661
Miscellaneous Expense ³	\$197,166	Capital - Buildings/Grounds incl SMS>12 months	\$37,357
Professional Development	\$10,877	Maintenance -Buildings/Grounds incl SMS>12 months	\$79,818
Property and Equipment Services	\$119,388	Total Financial Commitments	\$292,936
Salaries & Allowances ⁴	\$117,965		
Trading & Fundraising	\$33,594		
Utilities	\$18,196		
Total Operating Expenditure	\$2,368,939		
Net Operating Surplus/-Deficit	\$120,521		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

