

2017 Annual Report to the School Community



School Name: Syndal South Primary School

School Number: 4924



- 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 30 April 2018 at 01:44 PM by Helen Freeman (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 14 May 2018 at 09:04 PM by Sandy Delaney (School Council President)

About Our School

School Context

Syndal South Primary School is located within the City of Monash in Mount Waverley, in a leafy, park like setting. We sit in amongst the houses in a local neighbourhood. Many of our 419 students come from families who speak a language other than English enriching the cultural diversity of the school.

Our shared vision, values, beliefs and shared expectations around teaching and learning strengthen our focus on continuous improvement. A supportive collegiate environment enhances teaching practice and learning.

Our school values of **respect, responsibility, resilience, integrity** and **care** are an essential part of the school's ethos and underpin our actions in all areas.

Our school is committed to providing each child with an excellent education within a support environment. We set high academic expectations and behavioural expectations for all students and assist them to achieve their personal best. Results consistently demonstrate strong student outcomes.

Students enjoy a wide variety of programs which support our focus on English and Mathematics and the application of these skills, knowledge and understandings to enhance each students learning in all Victorian Curriculum Learning Areas and Capabilities.

The school is structured around multi-age classes, except for Foundation in the first year of school. Teachers use evidenced based teaching practices when developing their programs. Our Strategic Plan drives improvement and development within the Framework for Improving Student Outcomes. Our staff work collaboratively in focused teams to analyse and track student achievement data which informs effective planning for the diverse individual learning needs of the students in each class, they use whole school approaches to learning. The teachers acknowledge the importance of evidence based informed High Impact Teaching Strategies (HITS) such as setting goals, explicit teaching, worked examples, differentiation and personal learning. The purposeful use of a range of technologies supports student engagement and 21st century learning requirements.

Our additional Specialist programs include Visual Art, Music, Physical Education and our Language is Japanese. Our specialist intervention programs include Reading Recovery, MacqLit and QuickSmart Maths programs, English as an Additional Language program (EAL) and Program for Students with Disabilities (PSD). We also support our students with the implementation of individual learning plans to support extension and additional assistance needs. The school's extensive extra-curricular program is designed to extend student's scope of experiences and develop personal interests and skills beyond the core curriculum. These include: aerobics, choir, chess, gardening, coding, taiko drumming, mindfulness Sporting Schools and many others.

Syndal South Primary School has 31 equivalent full-time staff: 2 principal class officers –Principal and Assistant Principal; 22.2 Teachers and 6.66 Education Support Staff. There are 18 classes and students learn in well-maintained classrooms. The school is addressing attendance issues through ongoing communication with the school community about the importance of attending school each day; this includes newsletter articles and posters around the school. A procedure is in place for addressing any unexplained or long-term absences. This procedure is regularly reviewed for effectiveness and changes made as required. This year the school purchased the COMPASS package which enables the school to electronically notify parents if a student hasn't arrived at school by a certain time each morning.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning – Building Practice Excellence

This improvement priority has found the school focusing on building whole school consistency of practice with the trialling of Essential Assessments. All teachers, led by Team Leaders have trialled Essential Assessments in Mathematics. They have undertaken pre tests with students, analysed and utilised the data to plan a differentiated teaching program catering for all students.

The development of a whole school, agreed plan for the implementation of 'Learning Intentions' and 'Success Criteria' was developed. All teachers now have LT's and SC included in their planning documents and on display in their classrooms.

Positive Climate for Learning – Empowering Students and building school pride

This improvement priority has found the school focusing on a whole school approach to build the connection between wellbeing, positive behaviour and learning. The Wellbeing Strategic Team led the school to trial and model strategies from the School Wide Positive Behaviour Framework. The acknowledging and embedding of the school values has resulted in them being more visible around the school and in the newsletter. The introduction of a 'Gotcha Award' where a student is recognised for positive behaviour linked to the monthly school value has been introduced at assembly. 2018 will see the completion and use of the Whole School Behaviour Matrix.

There has also been a focus on the development of student voice within the learning program and in particular providing feedback – student to students, teacher to student and student to teacher. Teachers have trialled at least two different methods of providing effective feedback to their students excluding verbal feedback so that students can articulate Where am I going? How am I going? and Where to next? Evidence of changes in teacher practice based on student feedback is evidenced in planning documents.

Achievement

Syndal South is proud of its achievements in student learning, continuing to be amongst the top 20% of government schools in Victoria. Of note were the percentage of students at or above the expected VELS level in English (96.5%) and Maths (98.4%). The school works to support students who achieve below the expected level (D) or considerably above the expected level (A) by developing Individual Learning Plans (ILP), targeting specific areas for improvement and using a team approach to support all learners. Several of our students were assessed on an English as an Additional Language (EAL) report. The school maintained the teaching time allocated to EAL in 2017, to better support these learners. Overall our students achieved higher than the State median and School Comparison data indicates that our students are achieving at a 'similar' level in English and Mathematics to students of similar backgrounds in other schools.

Our NAPLAN Literacy and Numeracy data remains strong. The results in Reading and Numeracy were above the median for Victorian government schools for both Year 3 and Year 5, with Year 3 Numeracy results and Year 5 Reading results higher in School Comparison. The four-year average for Reading and Numeracy were in the top 20% of achievement for both Year 3 and Year 5. In 2017, the learning gain between Year 3 – Year 5 demonstrated significant numbers of students achieving medium or high growth. Of note was the level of high growth - with 48.6 % of Year 5 students achieving high growth across two years in Reading, 26.3 % in Numeracy and 34.3 % in Writing. The school has also noted the results of students with low growth in this two year period. The development of school wide protocols in 2018 will ensure all students in need of Level 2 intervention are clearly identified and supported along with the continued focus of ILP's and a review of the school's assessment schedule. These procedures will support those students with low growth in Reading (20%), Writing (17%), Spelling (12.8%), Numeracy (18.4%) and Grammar and Punctuation (23.1%). The Year 5 Reading results are higher in School Comparison; however the Year 3 results are lower than Comparison schools in the four year average in Reading. Whilst they remain well above the median range in the state, this needs deeper investigation.

Effective teaching practices, including purposeful differentiation and continued support through parent engagement, is at the core of these achievements.

The continued development of a whole school approach to Numeracy, with common language and strategies, has had an impact on results in 2017. Due to the continued reduction of class differences in the teaching of mathematics, the school is seeing growth in mathematics results. The school further embedded the use of Writer's Notebook across the school and will again focus on writing and spelling with the introduction of the Big Write and VCOP program across the school in 2018.

By focusing on 'What we teach' 'How we teach' and 'How we assess and give feedback' the school has been able to analyse current documentation and practice. Our Pedagogy Strategic team have supported our ability to focus further on common practice across the school in 2017 including the publication of curriculum documents.

In 2017, the Learning Strategic Team supported teachers to implement Learning Intentions, Success Criteria and Feedback into their weekly planning. Learning Intentions have become visual descriptors in each classroom indicating what the students should know, understand and be able to do at the end of a learning period or unit of work. The Success Criteria is also visually displayed showing students what the expectations are to have met the learning intention. In 2018, this will become common practice across the school.

The Digital Technologies Team focused on reviewing current practices in the classroom in relation to the Vic Curriculum and sharing this knowledge between levels at staff meetings. Staff will continue to build an effective learning program for all students ensuring that the use of digital technologies is embedded and that their skills and student outcomes continue to grow. The BYOD program for students in year 5/6 was implemented. This program will be evaluated with the possibility for further year levels to be included in 2018.

Engagement

The school has continued to focus on finding something that every child loves about school. We have worked to support students in the area of social skills and used Restorative Practices to build and maintain relationships across the school. Our Wellbeing Strategic team was able to provide support to new staff to use this approach. Embedding the use of Circle Time in every classroom has enabled all students to have a voice within their classroom. The Just Get Active program throughout the school has continued to impact both mental and physical health and wellbeing, with students learning about positively controlling their thinking space and being encouraged and empowered to improve their physical fitness and confidence.

In 2017, the Feedback Strategic team focused on teacher to student feedback, student to student feedback and student to teacher feedback. They were able to explore and share current practices with staff, identify resources that could support staff to further develop their skills in the area of feedback, therefore supporting student voice in learning. In 2018, the School will continue to explore Student Voice and how students can have an impact on what they learn and how they learn. The focus will include using feedback to make a change to program planning and also exploring students providing feedback to staff. Student goal setting across the school will continue to be a focus, with goals being visually displayed in classrooms so that other students can support the student with evidence to achieve their goals.

Student Attitude to School results were again positive, overall. It was the first year that Year 4 students have been required to complete the survey. Areas to investigate further with staff and students include Student Teacher Relations and Effective Teaching Practice for Cognitive Engagement.

The Parents' Association was able to undertake community events in 2017, making connections within the parent community. Our School Captains ran Harmony Day events in Term 1, with a focus on Cultural Diversity.

Student attendance was again better than the state median and attendance at each level is in the mid 90% range. For our school, extended family holidays have an impact on student attendance. The school promotes the strategy that 'Every Day Counts', with regular reminders in the newsletter about the importance of school attendance and the direct impact absences have on student learning outcomes. The school has a clear process for regularly following up unexplained student absences. There is also a procedure for monitoring regular absence and follow up phone calls and meetings occur with parents after absence thresholds are reached. The introduction of COMPASS has meant that parents are informed by email if their child hasn't arrived at school by 10.10 a.m.

Wellbeing

In 2017 Syndal South continued to provide support to students, parents and staff in the area of Wellbeing, with funds allocated for a locally funded Welfare Worker. The Welfare Worker was able to support students with 1:1 counselling, small group sessions, advice and support for classroom teachers and parents. Thanks to continued support from School Council this position continued in 2017. The use of Circle Time throughout the school has enabled a focus on effective practices and strategies that students can implement in their day-to-day school life. It has also provided an effective avenue for feedback.

Access to specialist assistance via the DET's Student Support Service Officers and other Community Agencies continued as need arose for students throughout the school. There continued to be a number of students with specific and complex needs. Staff worked with parents and experts to enable all students to access the learning program. Wellbeing continued to have a high priority at Team and Staff meetings. The school continues to support staff to understand severe behaviour and trauma and will continue with a focus on inclusion in 2018.

The Wellbeing Strategic Team focused their work on investigating a framework to develop a School Wide Positive Behaviour approach. They explored how the school values could be better promoted and used in our work with students. They identified ways to celebrate the values in practise. The team explored a positive behaviour framework and drafted a Positive Behaviour Support Rubric. The team has set plans for trialling and modelling strategies from the positive behaviour framework/rubric and will investigate ways to engage parents in the framework. There will also be a focus on exploring current knowledge and practice in the areas of disability and learning difficulties. Making links with new families and a formal induction program were implemented.

At the beginning of 2017 the staff participated in a curriculum day focusing on Wellbeing with Maria Ruberto exploring mental health, positive psychology, optimism and tools for wellbeing. Our exploration of these ideas in 2017 will support the wellbeing of students, parents and staff.

Child Safe Standards has continued to form a good deal of the work on policy and procedure leading to full compliance. Staff and School Council took part in many briefing sessions and learning sessions around strategies, policy and procedures. This will continue in 2018.




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 419 students were enrolled at this school in 2017, 207 female and 212 male.

41 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.















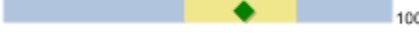






Performance Summary

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> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Lower</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> 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>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><tr><td>16 %</td><td>35 %</td><td>49 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Numeracy</p> <table><tr><td>18 %</td><td>55 %</td><td>26 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Writing</p> <table><tr><td>20 %</td><td>46 %</td><td>34 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Spelling</p> <table><tr><td>13 %</td><td>59 %</td><td>28 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Grammar and Punctuation</p> <table><tr><td>23 %</td><td>56 %</td><td>21 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table>	16 %	35 %	49 %	Low	Medium	High	18 %	55 %	26 %	Low	Medium	High	20 %	46 %	34 %	Low	Medium	High	13 %	59 %	28 %	Low	Medium	High	23 %	56 %	21 %	Low	Medium	High	<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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<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><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>94 %</td><td>91 %</td><td>93 %</td><td>94 %</td><td>93 %</td><td>93 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	91 %	93 %	94 %	93 %	93 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	91 %	93 %	94 %	93 %	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)

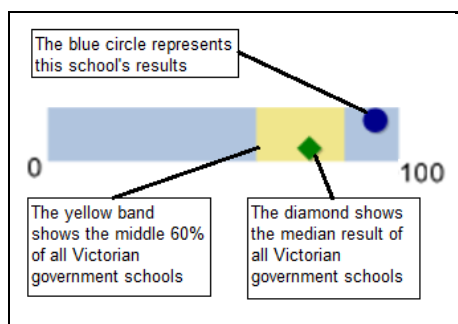
Engagement

- 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).

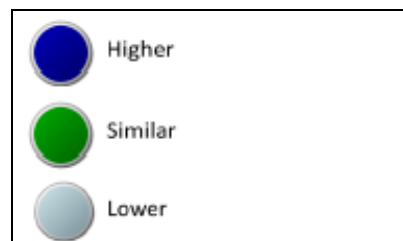


What does *School Comparison* refer to?

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

Syndal South finished the 2017 school year with a net operating surplus of \$157, 631. This surplus includes unallocated monies from locally raised funds and fundraising that has been targeted to purchase reading books for all levels across the school. Included in the DET grants is the Overseas Students funds. Commonwealth Grants include the Sporting in Schools and the Out of School Hours Care grants. Revenue in Locally Raised Funds includes Parent Contributions, fees for Camps and Excursions, Out of School Hours Care fees and Hire of School Facilities. The major expenditure item under Miscellaneous is the payment of Camps and Excursion activities throughout the year. Within the Property and Equipment Services, major payments were for tree works and the purchase of ICT hardware, Smart TV's and iPads. Financial commitments for School based programs this includes resources for a new ICT Server, Welfare Worker costs, SRP Sub program – Cash to Credit, Furniture and Professional Learning. Importantly, Syndal South's financial commitments equalled the funds available, evidencing that the school operated in a fiscally responsible manner in 2017. High Yield and Official accounts hold operational funds to meet the 2018 budget the school also has a term deposit account with the Bendigo Bank.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$2,922,099
Government Provided DET Grants	\$368,956
Government Grants Commonwealth	\$121,310
Revenue Other	\$40,100
Locally Raised Funds	\$650,757
Total Operating Revenue	\$4,103,221

Equity ¹	
Equity (Social Disadvantage)	\$5,681
Equity Total	\$5,681

Expenditure	
Student Resource Package ²	\$2,873,928
Books & Publications	\$1,366
Communication Costs	\$6,927
Consumables	\$109,905
Miscellaneous Expense ³	\$265,882
Professional Development	\$23,821
Property and Equipment Services	\$252,896
Salaries & Allowances ⁴	\$284,042
Trading & Fundraising	\$84,680
Travel & Subsistence	\$4,230
Utilities	\$24,448
Adjustments	\$13,465

Total Operating Expenditure	\$3,945,590
Net Operating Surplus/-Deficit	\$157,631

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$382,277
Official Account	\$46,493
Other Accounts	\$362,502
Total Funds Available	\$791,271

Financial Commitments	
Operating Reserve	\$161,928
Asset/Equipment Replacement < 12 months	\$25,156
Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$74,150
Revenue Receipted in Advance	\$65,662
School Based Programs	\$224,642
Provision Accounts	\$15,155
Other recurrent expenditure	\$16,386
Capital - Buildings/Grounds incl SMS>12 months	\$70,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$38,193
Total Financial Commitments	\$791,271

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.