

# 2017 Annual Report to the School Community



School Name: Essendon Primary School

School Number: 483



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 May 2018 at 02:44 PM by Christine Nash (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 03 May 2018 at 08:21 PM by Ava Adams (School Council President)



Education and Training



## About Our School

### School Context

Essendon Primary School's Vision is '**to provide an education that engages, challenges and supports students to become independent learners**'. Our Mission is to develop ongoing learners who have the capacity to inquire, communicate and innovate in an ever-changing world. Our objective is to develop authentic learners by using evidence-based strategies to support student learning and thinking. The core purpose of our work is to enable all students to be responsible for their continuous growth and make good learning choices to become interdependent learners.

Essendon Primary School was first opened in 1850 and is situated in quiet surroundings on the corner of Nicholson and Raleigh Streets Essendon. Opposite the school is the famous 'Windy Hill' football ground. The school is approximately eight kilometres from the centre of Melbourne and comprises 37.25 equivalent fulltime staff: 2 Principal class, 2 Leading Teachers, 32 teachers and 9 Education Support staff. The school's SFO is 0.2611 with a school population of 506 students to make up 21 grades. The school is located in four buildings, including a portable structure. In order to cater for increasing enrolments and to deliver the curriculum using 21st century pedagogy the school completed significant redevelopment and modernisation of the school's internal and external facilities in 2017.

Essendon Primary School is recognised for its strong academic achievement, focused on high quality teaching and community involvement. There continues to be a strong emphasis on the delivery of a high-quality Literacy, Numeracy and Inquiry Curriculum, with teachers committed to developing their skills through professional learning programs and coaching. Teachers plan the curriculum in year level teams, developing a balanced and comprehensive program that reflects best practice, provides students with many opportunities to develop thinking and problem-solving skills and stimulates high achievement. Students are supported to be articulate, self-confident and socially responsible. Programs are carefully designed to cater for the needs of individuals, enabling students to participate as active, engaged learners to achieve their personal best. A 1:1 iPad program was introduced at year 5 and year 6 in 2013, allowing students to experience a curriculum that promotes higher order thinking and that is engaging, relevant and purposeful as teachers lead them through negotiated curriculum tasks and provide inquiry-based learning frameworks.

Exemplary specialist Science, Visual Arts, Performing Arts, Physical Education and Language (Japanese) programs support the belief that learning should be varied, enjoyable, stimulating and challenging. We are sensitive to individual student learning needs and circumstances and our supportive environment encourages students to be enthusiastic learners. Students are encouraged and supported to develop their talents, build resilience and confidence, and have respect for themselves and others. The School Wide Positive Behaviour Support (SWPBS) framework is used throughout the school with lessons emphasising the Essendon Primary School values of co-operation, respect, responsibility and achievement. Students take up a wide range of leadership roles and actively participate in the Student Representative Council. Parents are keenly involved in a wide range of school programs at all levels including fundraising, School Council and School Council Sub-Committees. Students have the opportunity to participate in a broad range of programs that not only support their classroom learning but also allow them to have an enriched experience throughout their years at school.

### Framework for Improving Student Outcomes (FISO)

The priorities for Essendon Primary School in 2017 using the Framework for Improving Student Outcomes was to focus on building teaching practice excellence and the development of the Essendon Primary School Guaranteed Viable Curriculum in line with the new Victorian Curriculum for planning and assessment. In 2016 a full curriculum audit was conducted with English and Mathematics Proficiency goals developed from Foundation to Year 8 that aligned with the Victorian Curriculum Standards. The Literacy and Numeracy Scope and Sequence documents and the Essential Learning Goals (Standard Goals) for Literacy and Numeracy at each year level have now been developed using the audited Victorian Curriculum proficiency goals. Proficiency Learning Goals in the Capabilities and Learning Areas in line with the 2year Inquiry Cycle and Specialist Program has also been completed. The 6 Inquiry Units have been reviewed to align with the Victorian Curriculum 2 year cycle of assessment and reporting requirements for all areas of learning other than Literacy, Numeracy, Science and Physical Education.

Two whole school moderation days over the year have assisted teachers (especially those who were new in 2017) to confidently and consistently discuss, identify and apply the standards to student work samples and teacher judgements. PDP plans are closely aligned to the AIP goals and targets. Teachers are also beginning to make links between student outcome data and their own professional learning needs. Through our recent participation in the Department of Education and Training 8 Module PLC Program teachers are now beginning to reflect on student outcome post data to identify effective teaching strategies. The whole school Professional Learning Program was aligned to support AIP and SSP targets. The FISO self-evaluation rubric, in addition to data collected through school surveys, suggests that our practices in the areas of Excellence in Teaching and Learning- Building Practice Excellence and Positive Climate for Learning need more work. These would be suitable school priorities for the 2018 AIP.

### Achievement



The overall measurement of student learning continues to be above the state average and within the same range as schools with similar population characteristics. Essendon Primary School experienced significant disruption due to the capital works project over the course of 2016 and 2017 which had an impact on some of our data. Combined teacher assessment from the Victorian Curriculum and results from the NAPLAN Literacy and Numeracy assessments show that students are performing above the median of all Victorian Government primary schools in years 3 and 5, but not always as well as in previous years. The relative growth data indicates that more than 80% of students between Years 3 and 5 made medium to high growth in Reading, Writing, Spelling, Grammar and Punctuation. The school's future focus is to increase the number of students who make high growth in Numeracy to equal the high growth in all other areas. At Year 3, NAPLAN results show that students performed above the state average in all subject areas and within the same range as schools with similar population characteristics, except for reading. At Year 5, NAPLAN results show that students performed above the state average of all Victorian Government primary schools and within the same range as schools with similar population characteristics for all subjects. It is disappointing to note that student achievement in both the 2017 Reading and Numeracy NAPLAN in Year 3 and 5 is below the 4-year average. All students in the Program for Students with a Disability (PSD) demonstrated progress towards achieving their individual personal learning goals.

Curriculum Planning and Assessment in the 2017 Annual Implementation Plan cycle has seen progress in a number of key areas. The school has done significant work in refining Guaranteed Viable Curriculum Documents, developing and implementing the Essendon Primary School instructional models and strengthening our use of data and feedback to inform teaching. Writing had a particular focus with intense analysis using the 6 Plus 1 Traits of Writing Rubric. We worked consistently to ensure that we continued to track the growth of student learning and that each student has shown at least 12 months growth for one year of learning with targeted support for those students who require additional assistance. Additional support included the continuation of a Levelled Literacy Intervention program (Years 1 & 2) and the continued use of student Individual Education Plans. Teaching and Learning Coaches assist and support Teaching Teams to identify and observe peers who model effective teaching strategies. The leadership team provides time and resources for teachers to research and implement evidence-based practices that improve learning and participates in Professional Learning Teams conversations.

## Engagement

Essendon Primary School's attendance in 2017 was an improvement on 2016 but not as high as our 4-year average. Absence data indicated that we are below the state mean and similar to results for primary schools with similar characteristics. It is important to note that a significant number of families took extended holidays in 2017. Significant effort has been expended to enhance communication and awareness within our school community and to ensure student attendance and punctuality remain a priority.

Engaging our learners was and continues to be an explicit focus across the school. In 2017 teachers identified goals to focus on to ensure all lessons were motivating and engaging and encouraged students to develop a passion for learning and to strive for excellence. Active learning is highly promoted in every classroom. Students are encouraged to rate the learning goal at the beginning of every lesson to determine the level of challenge. They have the opportunity to collaborate with others in relation to prior knowledge and experience. Teachers then explicitly teach the skill or content where they will then have the opportunity to practice during independent learning time. Students then rate themselves again at the end of the lesson to see the improvement.

Explicit feedback to students about what they know and where they need to go next in their learning is a key part of our work. Teachers believe it is important for students to know and take responsibility for their assessment results and then to know and understand how they can improve. A range of incursions are planned every year to support and build on classroom learning. Camping opportunities for Years 3 to 6 add to learning depth and breadth. Specialist facilities and resources for Science, Visual Arts, Performing Arts, Physical Education and LOTE Japanese enable rich and engaging learning to take place. The school's focus on valuing each student and providing many events and extra curricula activities such as camps, excursions, school choir, school production, mathematics competitions, instrumental music tuition and various lunch time activities provide further opportunities for engagement.

We ensure learning for our students is personalised and that there is a high level of student responsibility for learning and decision-making. Students have an opportunity to be involved in school-based decision-making and influence through inquiry learning, the 'Student Representative Council' and school-house leadership roles. Our model for inquiry learning is centred around students developing key concepts and thinking skills that allow them to have an enduring understanding of the key learning statements that connects to their everyday lives. The new 2018 focus on the Inquiry Learning approach will provide the opportunity for students to have a voice in the development of curriculum units of work.

Maintaining high levels of student attendance, as well as enhancing a safe and secure environment that promotes student leadership, positive relationships, mutual respect and enhanced connectedness to school are ongoing priorities.

## Wellbeing



The Student Attitudes to School Survey data had seen fluctuating results in past years. The 2017 results are lower than the state average but similar to schools with the same population characteristics in both Connectedness and Student Perceptions of Safety. In order to foster a cohesive and consistent response to student safety and well-being, strategies that targeted regular attendance and appropriate behaviours were implemented in 2017 as part of the School Wide Positive Behaviour Support (SWPBS) framework.

Leadership initiatives include a Student Representative Council, leadership forum for House Captains, the Year 5 Buddy Program, student-led conferences with parents and teachers and student run assemblies. The Student Representative Council and House Captains work diligently throughout the year to make a positive difference within their area of influence focusing on improving the attitudes and wellbeing of themselves and others. These initiatives empower students with the belief that they can positively influence their community and in turn promote an optimistic outlook.

Essendon Primary School has a 'whole-school' approach to transition. Early in November incoming Foundation students participate in a series of 4 school visits to ensure that the students and their families become familiar with the school setting, its procedures and expectations. In their last visit they are introduced to their year 5 buddies who help them settle in to school following year and provide an additional support network during playtime. During each Prep Transition session, all students in Years 1-5 participate in an extensive Step-up Transition Program. This provides an opportunity for students, and teachers to explore different teaching and learning styles and expectations in preparation for the following year. We continue to provide positive support for all students as they move through the school and for those who enter or exit through the school year.

All of our exiting Year 6 exit students are supported in their transition to secondary schools through a school-based Transition Program that focuses on strategies to assist each student's organisational skills. Students in Years 5 and 6 attend a range of activities at local secondary schools to ensure familiarisation in the secondary context. We have a sound relationship with local secondary schools that ensures an effective, smooth transition for our students.

Parent Information sessions are conducted early each year to help families gain a better understanding of the approach to teaching and learning and the curriculum at Essendon Primary School. This has enabled an improved shared understanding of how the curriculum is taught and assessed at each level. Our school newsletters provided a wealth of information about events and achievements across the school.

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

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



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 506 students were enrolled at this school in 2017, 244 female and 262 male.</p> <p>21 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> Higher</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Higher</p> <p> Similar</p> <p> Higher</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<div style="text-align: center;"> <p><b>Reading</b></p> <p>15 %    55 %    30 % Low    Medium    High</p> </div> <div style="text-align: center;"> <p><b>Numeracy</b></p> <p>26 %    48 %    26 % Low    Medium    High</p> </div> <div style="text-align: center;"> <p><b>Writing</b></p> <p>19 %    37 %    43 % Low    Medium    High</p> </div> <div style="text-align: center;"> <p><b>Spelling</b></p> <p>18 %    51 %    31 % Low    Medium    High</p> </div> <div style="text-align: center;"> <p><b>Grammar and Punctuation</b></p> <p>18 %    44 %    38 % Low    Medium    High</p> </div>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

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="549 913 1035 1008"> <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>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	93 %	93 %	93 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	93 %	93 %	93 %	93 %										



## Performance Summary

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

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

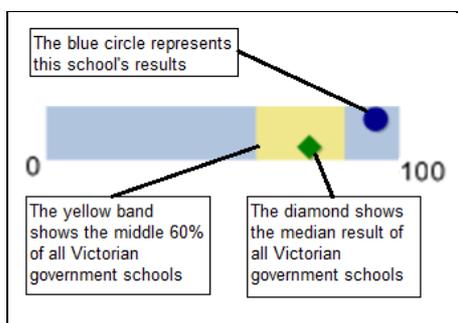
### Engagement

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

### Wellbeing

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

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

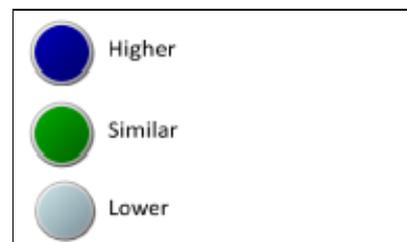


## What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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

## Financial Performance and Position

### Financial performance and position commentary

All financial processes were performed and record-keeping maintained in accordance with the Department of Education and Training (DET) requirements and regularly reviewed by the Finance Sub-committee and School Council. Essendon Primary School maintained a sound financial position throughout 2017. Essendon Primary School expenditure was directly linked to identified goals and priorities specified in the 2017 Annual Implementation Plan and School Strategic Plan. Resource allocation continued to focus on student learning, teacher professional development, student wellbeing and Information and Communication Technology. A significant portion of the Salaries and Allowances expenditure were devoted to Casual Relief Teachers to cover absences incurred through professional development activities and some unexpected long-term absences. Future school expenditure will be linked to the priorities identified within the 2015-2018 School Strategic Plan and the 2018 Annual Implementation Plan.

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	\$3,501,274	High Yield Investment Account	\$54,318
Government Provided DET Grants	\$323,717	Official Account	\$29,302
Government Grants Commonwealth	\$8,531	Other Accounts	\$36,777
Revenue Other	\$7,136	<b>Total Funds Available</b>	<b>\$120,397</b>
Locally Raised Funds	\$483,713		
<b>Total Operating Revenue</b>	<b>\$4,324,370</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$14,352		
<b>Equity Total</b>	<b>\$14,352</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,451,370	Operating Reserve	\$13,072
Books & Publications	\$5,599	Repayable to DET	\$85,000
Communication Costs	\$22,657	Other recurrent expenditure	\$22,325
Consumables	\$79,261	<b>Total Financial Commitments</b>	<b>\$120,397</b>
Miscellaneous Expense <sup>3</sup>	\$289,100		
Professional Development	\$9,073		
Property and Equipment Services	\$252,079		
Salaries & Allowances <sup>4</sup>	\$100,873		
Trading & Fundraising	\$50,909		
Utilities	\$15,902		
<b>Total Operating Expenditure</b>	<b>\$4,276,824</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$47,547</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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

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

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

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

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