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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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.
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| Attested on 02 May 2018 at 10:27 AM by Loren Peavey (Principal) |

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| * 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.
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| Attested on 15 May 2018 at 08:59 PM by Elizabeth McDonell (School Council President) |

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| **2017 Annual Report tothe School Community** |

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| School Name: Romsey Primary School |

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| School Number: 366 |

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| **About Our School** |

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| School Context |

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| Romsey Primary School is a government education setting for 284 students from Prep to Year 6. The school was established in 1865 and was relocated in 1994 to the township of Romsey, which is a slow growing satellite town 60kms north-west of Melbourne. In 2017 there were 284 students enrolled, drawn mainly from the town and immediate area and there has been a downward trend in enrolment occurring over the last two years. The students at Romsey Primary School draw from families with a socio-economic profile higher than the state average. The Student Family Occupation and Education (SFOE) index of the school in 2017 was 0.3761, indicating a lower likelihood of education disadvantage when compared to the state median SFOE of 0.4479. In 2017 the staffing profile consisted of the equivalent of 16.2 Equivalent Full Time teaching staff which were made up of 2 principal class members and 12 class teachers and 3 specialist program teachers (Physical Education, Visual Arts and Performing Arts) and a .6 intervention teacher P-2. There was the equivalent of 4.2 Educational Support (ES) staff who worked across the school in administration, the Program for Students with Disability (PSD) and first aid. The school leadership team consisted of the principal, assistant principal, leading teacher and unit/ curriculum leaders.After the 2016 review the school modified its school vision, motto, values and school logo. The whole school community was involved in the process of framing the new vision -RPS strives to be a creative, inclusive and stimulating learning community where we all “dare to be excellent”, around high expectations for all. The values were modified to include Respect, Integrity and Responsibility. The values were positioned in our new values triangle to overarch the You Can Do it Keys of Resilience, Confidence, Team Work, Persistence and Organisation as the skills which form a strong base for our excellent learners. The You Can Do It program underpins the social emotional learning program for the school. Over the course of the year the students and staff created a document outlining clear consequences for negative yard behaviour. In Term 4 a classroom equivalent was completed along with a school wide matrix for positive school behaviours which will be launched and implemented in Term 1 2018.The school implements a whole school consistent approach to teaching literacy and numeracy. The teachers differentiate the curriculum to suit the learning needs of our students and additional programs are offered for extension and intervention. Quality planning and assessment practices are a high priority. The curriculum takes into account student learning needs using data to track performance and plan future programs. In 2017 the school operated 12 classes on the 11.5 hectare site. The information, communication and technology (ICT) infrastructure includes quiet areas, investigative spaces and community hubs. Netbook banks are provided in all areas of the school and interactive whiteboards are in all classrooms to support the learning environment.The school facilities include a gymnasium, library, performing arts centre, art room and canteen. Within the grounds, there are areas for soccer, football and cricket, an athletics track, basketball and tennis courts. Environmental projects within the school grounds include the kitchen garden area, orchard and chook shed. In 2017 PlayPod and a large sandpit were introduced to the school to engage and stimulate children in creative and imaginative play. The PlayPod is housed in 2 portable storage container units.Parent involvement at the school includes opportunities within the School Council, the Parent Committee and classroom support programs. Parents are partners with staff in developing positive educational outcomes. Parents participate in their children’s education through fundraising, special days, celebrations and classroom support.The school meets all requirements of the VRQA. |

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| Framework for Improving Student Outcomes (FISO)  |

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| In 2017 Romsey Primary School focused on three FISO priority areas which were identified through the 2016 School review:1. **Excellence in teaching and learning** – with a focus on curriculum planning and assessment.

**Goal**: *To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-*wide sources of evidence.Achievements made in this FISO priority area during 2017 included: * Consistent planning templates use across all areas of the school
* Development and adoption of a school assessment schedule
* Victorian Curriculum ( Vic Curric) introduced and reported on for the first time
* Words Their Way testing (spelling) explored and implemented
* SMART spelling explored and lead staff trained for 2018 implementation
* Visual timetables established across the school
* CAFÉ strategies for reading re-established across the year levels
* Atrium libraries introduced for each area of the school
* Fountass and Parnell reading assessment introduced and P-2 staff trained.

 Implementation to flow up the school each year from Year2 1. **Building Leadership teams-**

**Goal:** *To build the capacity of School Leaders to lead the learning in the school.*Achievements made in this FISO priority area during 2017 included: * Development of a larger and inclusive School Improvement Team (SIT) representing all units within the school
* SIT team Professional Learning with a leadership coach over the course of the year.
1. **Positive climate for learning**- setting expectations and promoting inclusion .Calm, orderly and safe learning environment.

**Goal:** *To implement a consistent Romsey based school-wide positive behaviour approach (RPB) that ensures all students feel safe, learning time is maximised and students are engaged.*Achievements made in this FISO priority area during 2017 included:* Clear Consequences document yard fully implemented
* Clear Consequences document classroom: completed and shared with the community
* Large sandpit installed
* Playpod pod introduced and installed next to the portables. Playpod squad established
* Respectful Relationship Training commenced for Wellbeing leaders
* Wellbeing leader, Principal and Assistant Principal trained in Berry Street Model
* Koori Education Support Officer engaged with the school and Koori students. Cultural Audit tool completed and action plan developed.
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| Achievement |

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| Romsey Primary School is focussed on increasing achievements in student leaning. Victorian Curriculum results for 2017 were similar to like schools for all year levels. NAPLAN data indicates the school is similar to other government schools though the Year 3 four year trend and is similar to like schools in NAPLAN. Year 5 data is below on a school comparison basis. The Year 5 four year trend is lower than similar schools making this an area of focus over the course of the 2017- 2020 strategic plan.2017 NAPLAN data indicates an improvement from 2016 in Reading and Numeracy achievement for Year 3. This is consistent with similar schools. Year 5 achievement data demonstrates an increase in reading data and is aligned with like schools. Numeracy data at Year 5 indicates consistent levels with 2016 data which is below like schools.The NAPLAN learning gain from Year 3 to Year 5 increased in Reading and Writing in both medium and high growth bands. Targets for both areas which were Annual Implementation Plan (AIP) goals for 2017 were well exceeded.* Reading high growth target 8% - 18% achieved- 2020 target 25%
* Writing high growth target 10%- 17.6% achieved – 2020 target 25%

Numeracy low growth decreased and medium growth improved, high growth however decreased. Medium growth increased in the area of Grammar and Punctuation. Spelling experienced a decrease in high and medium growth prompting a specific focus in 2018 on spelling. Spelling results for Year 3 students however was high providing optimism for the coming growth data in 2019.The school continued to focus on documenting and implementing a consistent whole school approach to teaching literacy and numeracy. Regular individual conferences identify students’ individual reading and writing goals are conducted as part of the Literacy Program which will continue to be guided by the CAFÉ reading menu and the Six Traits in Writing. 2017 saw the school transition to the Victorian Curriculum with the development of consistent planning proformas and whole school scope and sequence documents in line with the new curriculum. Lead staff were trained in Vic Curric planning in Semester 2 of the year.The Program for Students with Disability (PSD) showed all students progressed at satisfactory levels or above in achieving their learning goals. Each PSD student had one SSG meeting per term. |

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| Engagement |

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| The school aims to provide a supportive environment that challenges students to accomplish their goals and celebrate achievements. Weekly You Can Do It Awards were presented at assemblies and advertised in the school newsletter. Average attendance for all students is commensurate with similar school and is consistent across the school. In 2016 average day of absences across the school was 14.45 days in 2017 this fell to 11.7 days. The main reasons for absence is illness and a number of families taking extended holidays. The number of unexplained absences has decreased significantly with regular follow ups with parents by teachers and the office staff. Student attitudes to school data was new for 2017 with Year 4 students being included in the data set. We fell just below similar schools in connectedness to school. In the area of management of bullying we achieved higher than the median scores. The year 5/6 data when compared to 2016 showed marked improvement especially in the areas of behaviour, safety and management of bullying. We attribute this improvement to the implementation of the clear consequences process and documents.Developing the home school partnership is important and teachers place a high emphasis on having parents involved in a range of activities in 2017. The Updated app was introduced to send reminders to parents about events and messages. Updated is linked to the school website making communication more easily pushed out to the school community. The Sentral student management system was set up for urgent message communication. 2 Coffee, Cake and Conversation forums with the principal team and staff were conducted each term in 2017. School developed surveys were sent out twice (start Term 2 and 4) to parents and carers during the school year providing timely feedback on initiatives and activities. Feedback on Prep Transition and the Swimming Program were also surveyed but limited responses were received, this may indicate survey fatigue. The parent satisfaction perception data improved in 2017 though still below the state is it now with in the range of similar schools The areas of school communication, promoting positive behaviour and management of bullying extended into the 3rd quartile for the first time in a number of years. Staff satisfaction data also improved. These results have been encouraging and indicate a need to continue with these initiatives into the 2018 school year and beyond.  |

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| Wellbeing |

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| In 2016 the Whole School Values Triangle was established with community consultation. Students over the year were involved in activities focussed on the whole triangle and how all of the components work together to support the development of our vision -RPS strives to be a creative, inclusive and stimulating learning community where we all “dare to be excellent”. Central to wellbeing at Romsey Primary School is the social emotional program “You Can Do It”. The Bendigo Bank continues to sponsor the program. Our weekly celebration awards support the explicit teaching of “getting along, confidence, resilience, organisation and persistence” the keys in this program.The school offers a range of leadership opportunities for senior students including School Captains, Student Council, school sporting team captains, Peer Mediators, PlayPod Squad and specialist leaders.Buddy classes support the building of close relationships between students and increase their feeling of safety. Individual behaviour management plans are in place when required and regular meetings are held with parents to support these plans (Student Support Groups SSG). Comprehensive transition programs support students starting prep, moving onto secondary education and moving between year levels. Transition data is one of our highest areas of satisfaction for students and parents. Staff commenced professional learning in the area of Respectful Relationships and The Berry Street Education Model as a focus for our work in 2018 in building meaningful relationships and connectedness across the school population. |

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| For more detailed information regarding our school please visit our website athttp://www.romseyps.vic.edu.au |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 284 students were enrolled at this school in 2017, 134 female and 150 male.1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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). |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:•         English•         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| **Performance Summary** |

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| NAPLAN Year 3The 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. |

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| NAPLAN Year 5The 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. |

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| **Performance Summary** |

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| School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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.Average 2017 attendance rate by year level: |

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| Few absences <------> Many absences |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| How to read the Annual Report |

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| The School Comparisonshows 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. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **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. |

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| **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’). |

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| **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. |

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

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| **What does *School Comparison* referto?**TheSchool 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. |

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| **Financial Performance and Position** |

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| **Financial performance and position commentary** |

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| *Surplus was the result of the school operating in Term 1 without a Business Manger due to an unforeseen ongoing illness. In Term 1 the school also operated without an Assistant Principal due to the late appointment of the substantive AP to a Principal role.* *The school generally commits to a surplus equivalent to one mid-range staff member for CRT coverage in the following financial year. $16,000 was received in 2017 to furnish the severe weather evacuation portables, this money will be expended in the 2018 financial year.* |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| Financial Position as at 31 December, 2017 |

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| --- |
| **Revenue** |

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| --- |
| **Actual** |

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| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $131,714 |
| Official Account | $15,706 |
| Other Accounts | $6,681 |
| **Total Funds Available** | **$154,101** |

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| --- |
| Student Resource Package |

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| $2,040,201 |

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| --- | --- |
| Government Provided DET Grants | $404,728 |
| Government Grants Commonwealth | $1,328 |
| Government Grants State | $25,300 |
| Revenue Other | $9,805 |
| Locally Raised Funds | $214,921 |

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| **Total Operating Revenue** |

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| **$2,696,284** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $24,817 |

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| **Equity Total** |

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| **$24,817** |

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| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $86,014 |
| Maintenance - Buildings/Grounds incl SMS<12 months | $45,096 |
| Revenue Receipted in Advance | $22,990 |
| **Total Financial Commitments** | **$154,101** |

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| Student Resource Package² |

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| $1,865,880 |

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| --- | --- |
| Communication Costs | $1,453 |
| Consumables | $63,435 |
| Miscellaneous Expense³ | $80,210 |
| Professional Development | $10,122 |
| Property and Equipment Services | $272,647 |
| Salaries & Allowances⁴ | $172,778 |
| Trading & Fundraising | $44,603 |
| Utilities | $23,831 |

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| **Total Operating Expenditure** |

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| **$2,534,959** |

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| **Net Operating Surplus/-Deficit** |

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| **$161,326** |

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| **Asset Acquisitions** |

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| **$0** |

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| (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. |

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| *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.* |

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