

# Chalcot Lodge Primary School

School Number: 5231

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*







## About Our School

### School Context

Chalcot Lodge Primary School aims to develop a supportive community of active learners who are confident, curious, creative and critical thinkers. The school provides a high quality education for each student in a safe, supportive and inclusive environment, preparing them for life and learning as global citizens in an ever changing world.

In 2017, the school had 31.73 equivalent full time staff: 2.0 Principal class, 17.6 teachers and 12.13 Education Support staff. In 2017, the school enrolment was 295 with 147 female and 148 male students. The school community represents diverse cultural backgrounds with 27% of students having English as an additional language.

Chalcot Lodge Primary School focuses on providing a high quality education which addresses the individual learning needs of each student. A comprehensive and relevant curriculum is provided, with a key focus on Literacy and Numeracy. Our Teachers and Educational Support Officers are highly skilled, dedicated and caring professionals and the school regards a close parent / school partnership as vital. Student learning is enhanced through the daily use of technology, with interactive whiteboards, laptops and iPads in each classroom. The Media Centre also includes a computer lab, radio station and TV studio.

Specialist teachers are employed to present programs including Performing Arts, ICT & Media, Sport & Physical Education and Visual Arts.

The school proudly offers an extensive range of extra-curricular programs that nurture student's individual skills and interests. Chalcot Lodge not only provides our students with the essential Literacy and Numeracy skills required to succeed in life, but also prepares our next generation of engineers, programmers, athletes, musicians, performers, film makers, radio DJs, chefs, environmentalist and future leaders. The school offers programs such as; Choir, Dance Crew, Production, Camps and Sporting, Student Leadership, Robotics, Coding, Chess, Buddies, Instrumental Music, Swimming, Gardening, Cookery and Media.

There is a strong parent / school partnership. Mutual respect between parents, students and staff allows open communication and collaborative decision-making at all levels, thus contributing to the community working collaboratively to support and achieve our shared vision.

The School Performance Summary report highlights the excellent learning and teaching at Chalcot Lodge Primary school. The report highlights that:

- the teacher judgement of students in Years Foundation to 6 working at or above the expected level in English and Mathematics, is similar to most schools;
- the percentage of students in the top 3 bands of testing in NAPLAN Reading and Number at Year 3, is similar to most schools;
- the percentage of students in the top 3 bands of testing in NAPLAN Reading and Number at Year 3, over a 4-year average, is higher than most schools;
- the percentage of students in the top 3 bands of testing in NAPLAN Reading and Number at Year 5, is similar to most schools;
- the percentage of students in the top 3 bands of testing in NAPLAN Reading and Number at Year 5, over a 4-year average, is similar to most schools; and
- both parent and staff survey results are higher than that of most schools.

The excellent learning environment provided at Chalcot Lodge Primary School is also evidenced by its productive, vibrant and happy atmosphere. This contributes to the high student achievement levels and the pride and positive school spirit demonstrated by the community both within and beyond the school.

We call ourselves the 'Chalcot Family!'



## Framework for Improving Student Outcomes (FISO)

**Excellence in teaching and learning** - Curriculum planning and assessment

**Positive climate for learning** - Empowering students and building school pride

In 2017, all students from Years Prep to 6 participated in a weekly one hour Physical Education, ICT and Visual Arts session which were taught by specialist teachers and a fortnightly two hour Cookery session supported by an Educational Support Officer. During one semester, Students also participated in a weekly one hour, Performing Arts session. The teaching of a Language other than English (Mandarin) focusing on the Chinese culture was taught by the classroom teachers. Year 6 students also participated in an online Mandarin language program.

All classroom teachers worked within Professional Learning Teams to plan and implement an engaging differentiated curriculum that focused on Literacy, Numeracy and Global Inquiry. The school's detailed and comprehensive timetables enabled all teachers to plan and teach in collaborative groups which focus on the individual learning needs of students, particularly in the areas of Number and Reading. Individual Educational Learning Plans were also developed for all students identified as 'at risk' and for those students on the Program for Students with Disabilities.

Literacy Intervention and Wellbeing programs were facilitated by a designated Wellbeing Coordinator and implemented by Educational Support Officers. Educational Support Officers were also employed to assist with the individual learning needs of students funded through the Program for Students with Disabilities.

During 2017, staff professional development focused on improving teachers' knowledge, skills and expertise in the area of Numeracy with consultant Goerge Booker, the introduction of the on line Essential Assessment Tool and the introduction of the Resilience Project.

The following actions were implemented in 2017 to ensure the successful achievement of the school's key improvement strategies and FISO initiatives.

- Increased teacher capacity in teaching high quality hands on Mathematical Program in line with the Victorian Curriculum – using strategies from George Booker and resources including FUSE and DET websites.
- Implementation of the new Victorian Curriculum – reviewed and modified current planning documents.
- Implementation of the Chalcot Lodge Science and Critical & Creative program in line with the Victorian Curriculum.
- Investigation and trial of a new Mathematic assessment tool in line with the new Victorian Curriculum - 'Essential Assessment Tool'.
- Implementation of the Language Support Program by Educational Support Officers for designated students from years Prep to 6.
- Improved teacher capacity and community understanding of the 'Resilience Project', with a particular focus on Mindfulness.
- Embedded the teaching of Mandarin in Years Prep to 6.
- Implementation of the Pre Foundation Victorian Curriculum to designated students.
- Implemented strategies to improve student engagement and attendance for designated students. These strategies included senior boys and girls club, designated attendance officer and extra curriculum activities for targeted students.
- Strengthened relationships with wider school community including Kindergartens, Day Care Centres and City of Casey Services.
- Strengthened the Pre School Transition Program- Pre School visits to Chalcot Lodge, links with the City of Casey Services with the school's Little Frogs Program, qualified Early Years Teacher facilitating the Little Frogs Program and purchase of high quality resources.

## Achievement

### Teacher judgements against the Victorian Curriculum indicate that:

- 93.5% of students across the school achieved at or above the expected levels in Measurement and Geometry;
- 91.7% of students across the school achieved at or above the expected levels in Number & Algebra;
- 93.2% of students across the school achieved at or above the expected levels in Statistic and Probability;
- 93.2% of students achieve at or above in Reading & Viewing;
- 86.4% of students achieved at or above in Writing; and
- 96.4% of students achieved at or above in Speaking & Listening.

Teacher assessments from the Victorian Curriculum for Years Prep to 6 compares similar with the median of all Victorian government schools.

### The Year 3 students achievement data in NAPLAN tests indicate that:

- 89.2 % of students are above the National Minimum Standards for Punctuation & Grammar;
- 94.7 % of students are above the National Minimum Standards for Numeracy;
- 92.1% of students are above the National Minimum Standards for Reading;
- 98.3% of students are above the National Minimum Standards for Spelling; and
- 100% of students are above the National Minimum Standards for Writing.

The Year 3 mean score in relation to National Minimum Standards for all areas of NAPLAN is higher than that of all Victorian government schools. The Year 3, four year average scores for both Reading and Number continues to be higher than the state median.

### The Year 5 students achievement data in NAPLAN tests indicate that:

- 85.7 % of students are above the National Minimum Standards for Punctuation & Grammar;
- 85.7 % of students are above the National Minimum Standards for Numeracy;
- 91.7% of students are above the National Minimum Standards for Reading;
- 93.9% of students are above the National Minimum Standards for Spelling; and
- 93.9% of students are above the National Minimum Standards for Writing.

The Year 5 mean score in relation to Minimum Standards for all areas of NAPLAN is also higher than that of all Victorian government schools. The Year 5, four year average scores for Reading and Number is similar to the state median.

It is also pleasing to note that the percentage of students in Years 3 and 5 in the top 2 NAPLAN bands for Numeracy, Reading and Writing continue to be above that of similar schools.

Students supported through the Program for Students with Disabilities (PSD) made very good progress in achieving their individual learning goals. Individual Learning Plans were developed for all students on the PSD and Student Support Group meetings were held each term.

In 2017, many strategies were put in place to improve student learning outcomes across the curriculum, these included:

- Curriculum Leaders established for Literacy, Numeracy, Inquiry and Resilience Project to ensure all school projects were completed and new initiatives implemented;
- Introduction of the new Victorian Curriculum with a focus on Number;
- all students Foundation to Year 6 participated in the Seven Steps Writing program and components of the Readers CAFÉ program;
- students continued to be placed in differentiated collaborative teaching and learning groups according to their individual learning needs in Number and Reading;
- students deemed at risk progressed through their own Individual Educational Learning Plans;
- students participated in Inquiry learning which was designed to develop meta-cognition, questioning and research skills;
- Designated students in Years Foundation to 6 participated in Literacy Intervention programs; and
- Teachers undertook professional development in enhancing their understandings of the teaching and learning of Numeracy with Mathematic Consultant George Booker.
- Teachers and Student participated in the Resilience Project focussing on Mindfulness, and parents were giving the opportunity to partipate in parent information briefings and Mindfulness activities during family nights.



## Engagement

The average student attendance rate is similar to the median of all Victorian government schools with the number of days absent per student from Years Foundation to 6 being 15.34 days, an improvement from the 2016 data. Unexplained absences has also significantly improved from 4.13 days in 2016 to 2.21 unapproved days in 2017.

Absence figures were negatively impacted through long periods of illness by students (particularly the Year 1 cohort).

Student attendance was monitored and cases of recurring absences were pursued with parents, first by class teachers and then, if necessary, by the Student Wellbeing Coordinator or Principal. Individualised intervention programs and extra curriculum activities have been developed for designated students to enhance school connectedness and improve student attendance.

The Student Attitudes to School data compares similar to the median of all Victorian government schools with the results for 'Attitude to Attendance', Motivation & Interest' and Stimulating Learning' being in the third quartile.

All student participated in engaging programs including the Resilience Project, Performing Arts, Physical Education, Cookery and the school's innovative ICT/Media Program. These programs foster student engagement, parent participation and support learning and teaching in an exciting and authentic context. Education Week Celebrations, Family Day activities and the Chalcot film night have continued to be an excellent opportunity to strengthen school connectedness and to showcase students' Media, Art and Literacy skills.

Parent Opinion Survey data indicates that 91% of parents believe the school has a stimulating learning environment. Chalcot Lodge provides diverse programs for children's interest and abilities, our academic standards are challenging and teachers are very good at making the learning engaging. It is pleasing to note that parent satisfaction is higher than the median of all Victorian government schools.

The positive student attitude towards school and parent satisfaction is enhanced by: the comprehensive Student Engagement and Wellbeing Program; an engaging curriculum focussing on individual learning needs; student access to extensive extra curriculum programs and the strong partnership between parents and the school; and the culture of the school as the 'Chalcot Family'.

## Wellbeing

The Students Attitudes to School data is similar to that of the median of all government schools. The attitude to school survey indicates that students have high expectations for success and are motivated & interested in their learning.

The extensive ICT, Student Leadership and Buddies programs have continued to develop positive communication skills for students across the school and the lunch time 'Student Wellbeing Centre' has supported students with developing friendship groups and feeling connected with their peers.

During 2017, the school has continued on an 'Inquiry Learning' approach that has given students the opportunity to have a voice in what they are learning, develop their thinking and metacognitive skills and be engaged in local and global environmental issues and topics. 2017 also saw the introduction of the Resilience Project with a key focus on Mindfulness. In 2018, the program will be extended to include all components and Chalcot Lodge will become a Resilience Project Partnership School.

Student voice has also been enhanced through Student Led Conferences. These conferences have allowed students to take responsibility for sharing their learning with their peers and parents/guardians. It gives students the opportunity to showcase their work, to celebrate their achievements and discuss their future learning.

Parent Opinion Survey indicates that their children feel safe at school and that the school has a positive approach to student behaviour and managing bullying.

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



## Performance Summary

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

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

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

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 295 students were enrolled at this school in 2017, 146 female and 149 male.</p> <p>28 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>





## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>50%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>59%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>53%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>44%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	50%	22%	Numeracy	19%	59%	22%	Writing	32%	42%	26%	Spelling	19%	53%	28%	Grammar and Punctuation	28%	44%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	28%	50%	22%																							
Numeracy	19%	59%	22%																							
Writing	32%	42%	26%																							
Spelling	19%	53%	28%																							
Grammar and Punctuation	28%	44%	28%																							



## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>89 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	89 %	93 %	92 %	92 %	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 %	89 %	93 %	92 %	92 %	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)

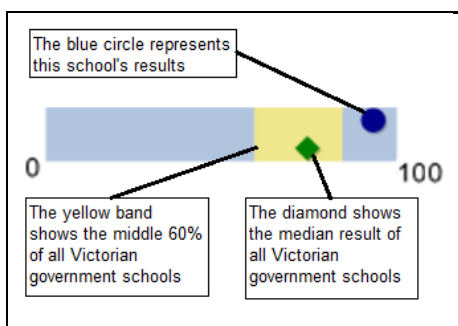
### Engagement

- 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).

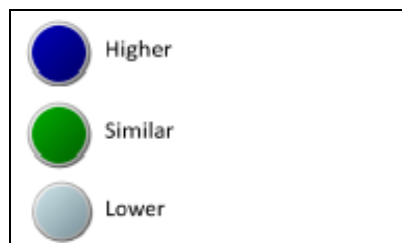


## What does *School Comparison* refer to?

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

In 2017, there was a surplus of \$62,390 in the SRP credit budget and a deficit of \$46,109 (including \$7,453 in CSEF & \$80,000 in credit to cash transfer) in the cash budget.

Included in the government provided DET figure of \$385,411 is the Early Years Koori Literacy & Numeracy (EYKLN) Program Grant of \$6,800. Other Grants received were Sports Grant of \$4,300, Vic Curriculum Planning Grant of \$3707, Internationalising Support Grant of \$1000 and Wi-Fi expansion grant of \$2640.

The financial commitment for facilities including: buildings, grounds, urgent and planned maintenance and inspections were supplemented by the amount of \$126,943 over and above the amount provided for this purpose by the Department.

In 2017 refurbishing the courtyard deck cost \$40,043, replacing the perimeter fence & front entrance cost \$103,377, admin repairs & carpet cost \$9,020, furniture for classrooms & art room cost \$14,846, laptop upgrades & Mac computers cost \$21,489 and \$13,900 was spent on Professional Development.

Locally raised funds were gained through parent curriculum ICT donations, facilities hire and fundraising by the school and the Parent Club. Fundraising profit for the year was \$21,555.

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	\$2,639,865	High Yield Investment Account	\$11,989
Government Provided DET Grants	\$400,409	Official Account	\$4,578
Government Grants Commonwealth	\$8,875	Other Accounts	\$180,439
Revenue Other	\$8,809	<b>Total Funds Available</b>	<b>\$197,007</b>
Locally Raised Funds	\$175,062		
<b>Total Operating Revenue</b>	<b>\$3,233,020</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$197,384		
<b>Equity Total</b>	<b>\$197,384</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,514,419	Operating Reserve	\$66,697
Books & Publications	\$773	Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Communication Costs	\$3,388	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,672
Consumables	\$52,671	Revenue Received in Advance	\$13,131
Miscellaneous Expense <sup>3</sup>	\$180,649	School Based Programs	\$3,507
Professional Development	\$16,738	<b>Total Financial Commitments</b>	<b>\$197,007</b>
Property and Equipment Services	\$323,959		
Trading & Fundraising	\$12,575		
Travel & Subsistence	\$0		
Utilities	\$15,881		
<b>Total Operating Expenditure</b>	<b>\$3,121,055</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$111,966</b>		
<b>Asset Acquisitions</b>	<b>\$12,291</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.*