

2016 Annual Report to the School Community



School Name: Winchelsea Primary School

School Number: 2015

Name of School Principal: Winchelsea Primary School

Name of School Council President: Karen Turner

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

‘Winchelsea Primary School is a learning community that values each other and encourages excellence in each individual. We aim to support our students to develop and grow in a safe and caring environment that is dedicated to providing a stimulating and challenging curriculum.’

Our Winchelsea Learning Triangle *Be Kind, Be Safe and Learn Well* forms the basis of our *School Values* and are thoroughly embedded in all that we do, say and believe in. We consistently set high standards and expectations in all areas of our school learning and community and we continually revise and modify what we teach, why we teach and how we teach. We have created and promote a strong sense of pride, value and respect within the school and wider community and this has been pivotal in developing a positive school culture and climate.

Our school is strongly committed to:

- developing all students as active participants in their learning
- assisting all students to reach their highest potential in intellectual, aesthetic, physical and behavioral endeavors
- delivering a broad, challenging developmental curriculum with programs and resources which enable quality education, high performance and pride in achievement
- promoting a code of positive student behavior that is supported by the school community
- creating and promoting a sense of pride, value and respect for themselves and others within the school and wider community
- fostering harmonious and effective communication, collaboration and co-operation between staff, students, parents and the wider community.
- Creating and promoting a school culture and environment that recognises the importance of student wellbeing
- providing an Afterschool Care Program, Kids Club and Breakfast Club
- endorsing Sunsmart strategies.

We have a Performing Arts facility, well-resourced Library, flexible learning spaces, spacious grounds including an oval, netball and basketball courts, full sized indoor multipurpose sports stadium and a SAKG school vegetable garden.

We provide exemplary, innovative ICT Programs and effectively use a range of digital technologies to enhance teaching and learning from Prep-Year 6. All students in Years 4-6 participate in an individual iPad Program.

Winchelsea Primary School is a learning community that values each other and encourages excellence in each individual. We aim to support our students to develop and grow in a safe and caring environment that is dedicated to providing a stimulating and challenging curriculum. We provide our students with engaging, differentiated, strategically structured and effective teaching and learning programs – Writers Workshop, CAFÉ Reading, Words Their Way, WPS Numeracy Program all drive our English and Mathematics teaching and learning. All students are active participants in their learning with Learning Goals and individual conferences in Reading, Writing and Number being strong focusses across F-6.

In 2016 we began the journey of developing and implementing an agreed and consistent WPS Instructional Practice across the school to ensure there is high growth and low variability between all classes. Our WPS Instructional Practice will be the vehicle to drive best practice teaching strategies and will ensure student outcomes are maximised across all levels of the school.

In 2016 our enrolment was 155 students with a total of 18 staff (teaching and ESS).

Framework for Improving Student Outcomes (FISO)

In 2016 our FISO main priority was *‘Excellence in Teaching and Learning’*.

Building Teacher Practice was supported by the development of our WPS Instructional Model and also our WPS agreed *Instructional Practice*. Julie Chandler worked intensely with the Leadership Team and whole staff to commence our journey to improving student outcomes. Our Instructional Practice was based on *Classroom Instruction that Works (research-based strategies for increasing student achievement)* to develop whole school-wide strategies, processes and expectations that will be implemented in every classroom to ensure there is low variability and high reliability in what, why and especially how we teach. In 2016 three of the 9 strategies were researched and were ready for 2017 implementation – the remaining 6 strategies will be developed and then implemented in 2017.



Curriculum Planning and Assessment. Our Instructional Model encompassed a whole school PLC structure that worked hard to ensure all common and agreed curriculum planning and assessment documentation was aligned to the Victorian Curriculum and that it was consistently implemented across the school by all teachers. All documentation was strategically stored on Google Docs for easy whole-school access and for accountability purposes – all staff are able to access all colleagues planning and assessment documentation. Assessment schedules were developed and ensured assessment was informative and the driver of future teaching. To support differentiated learning all children specifically worked on their individual Learning Goals in Reading, Writing and Number and the teacher/student conferences ensured the goals were achieved and student learning was maximized. Effective teacher feedback to students was an Instructional Practice strategy that was introduced and implemented by all teachers and this will continue to be a focus area in 2017.

Achievement

Semester 2 2016 AusVELS:

PREP

Speaking & Listening Level A or B 26% (2015 0%) and Level C 76% (2015 100%)

Reading and Viewing: Level A or B 37% (2015 42%) and Level C 42% (2015 53%)

Writing Level A or B 32% (2015 68%) and Level C 64% (2015 32%)

Number Level A or B 27% (2015 32%) and Level C 74% (2015 68%)

YEAR 1

Speaking & Listening Level A or B 24% (2015 10%) and Level C 74% (2015 86%)

Reading and Viewing: Level A or B 62% (2015 29%) and Level C 33% (2015 71%)

Writing Level A or B 48% (2015 33%) and Level C 67% (2015 57%)

Number Level A or B 43% (2015 24%) and Level C 57% (2015 76%)

YEAR 2

Speaking & Listening Level A or B 9% (2015 35%) and Level C 87% (2015 60%)

Reading and Viewing: Level A or B 35% (2015 45%) and Level C 65% (2015 45%)

Writing Level A or B 30% (2015 30%) and Level C 65% (2015 60%)

Number Level A or B 31% (2015 35%) and Level C 65% (2015 60%)

YEAR 3

Speaking & Listening Level A or B 38% (2015 25%) and Level C 63% (2015 65%)

Reading and Viewing: Level A or B 48% (2015 45%) and Level C 47% (2015 50%)

Writing Level A or B 32% (2015 25%) and Level C 63% (2015 55%)

Number Level A or B 37% (2015 28%) and Level C 63% (2015 73%)

YEAR 4

Speaking & Listening Level A or B 26% (2015 20%) and Level C 70% (2015 77%)

Reading and Viewing: Level A or B 40% (2015 42%) and Level C 52% (2015 53%)

Writing Level A or B 31% (2015 34%) and Level C 52% (2015 57%)

Number Level A or B 26% (2015 20%) and Level C 65% (2015 75%)

YEAR 5

Speaking & Listening Level A or B 24% (2015 24%) and Level C 74% (2015 76%)

Reading and Viewing: Level A or B 44% (2015 57%) and Level C 48% (2015 38%)

Writing Level A or B 24% (2015 24%) and Level C 52% (2015 67%)

Number Level A or B 28% (2015 19%) and Level C 64% (2015 62%)

YEAR 6

Speaking & Listening Level A or B 60% (2015 21%) and Level C 40% (2015 78%)

Reading and Viewing: Level A or B 60% (2015 35%) and Level C 36% (2015 52%)

Writing Level A or B 32% (2015 30%) and Level C 60% (2015 57%)

Number Level A or B 51% (2015 39%) and Level C 36% (2015 48%)

2016 NAPLAN data for Year 3:

Reading Bands 5 and 6 is 33% which is below *Similar Schools* and Band 3 and 4 is 60% and bottom 2 Bands is only 7% (24% in 2015)

Numeracy Bands 5 and 6 is 27% (2015 24%) and Band 3 and 4 is 53% (2015 48%).

Writing Bands 5 and 6 is 72% (2015 37%) and Band 3 and 4 is 28% (2015 53%). No students were in the bottom 3 Bands (Percentage of students in top 2 Bands is 72% and in *Similar Schools* 47% - very positive)



In NAPLAN our Year 3 Writing data was positive and we will continue with our Writers Workshop program and Words Their Way spelling program in 2017

2016 NAPLAN data for Year 5:

Reading Bands 7 and 8 is 20% and Bands 5 and 6 is 45%.

Numeracy Bands 7 and 8 is 19% (similar to 2015) and Band 5 and 6 is 34% (Percentage of students in top 2 Bands is the same as *Similar Schools*)

Writing Bands 7 and 8 is 14% (2015 0%) and Bands 5 and 6 is 48% (Percentage of students in top 2 Bands is the same as *Similar Schools*)

Student Learning Data was collated and strategically analyzed to track individual student progress and growth and to drive the next level of teaching and learning. In 2017 data will continue to be a whole school-wide focus to maximize the improvement in student learning outcomes.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

At WPS we implemented numerous effective programs to support the various transitions our students made - entering, within and exiting our school. The programs aiding positive within school transitions included multi aged learning activities and sports days, regular visits by children to other classrooms, specific whole class, small group and individual support by the Welfare officer, a focus on the importance of our school value *Learn Well*, cultural days, student sharing days, whole school incursions and performances, Buddy Program with new students and visits to and from the neighboring secondary schools. We developed strong communication links with our feeder preschool during Terms 2, 3 & 4 of 2015 when the Year 5 students visited the kinder to work with their 2016 buddies. Our Prep transition to school was aided by a productive 4 day transition program in Term 4. The 'buddy' system similarly contributed to developing the Prep students' social skills and supported them with their transition to school.

The school wide behavior of our students continued to be extremely positive and they remained very clear of the consistent high expectations and responded positively to our whole school standards with both behavior and school work.

At the commencement of 2016 staff conducted 'teacher to teacher' linked to the 'Talk to the Wall' professional conversations to discuss their 2015 students' needs, academic performance and learning styles with the 2016 teacher. Our exiting Year 6 students enrolled at a range of Government, Catholic and Independent schools in Geelong and Colac. Strong relationships with these schools, Year 6 Graduation and a Personal Development program assisted our students to make successful transitions in 2017. The students were involved in several engaging transition days throughout 2016.

Absenteeism:

% of students absent in all year levels in 2016 was very similar to the State, Network and Similar Schools comparisons. Absenteeism will continue to be an area that will be addressed in 2017. We will continue to regularly monitor student absences within our school using the '*It's Not OK to Be Away*' Program and work with the Welfare Officer will focus on building positive attitudes to school attendance with the students and families.

Attitudes to School Survey: (% of positive responses – the remaining were neutral responses. There were no Negative responses)

Teaching and Learning (Years 5-6): % is well above 2015 in all areas

Student Relationships: % is well above 2015 in Year 5 (*Connectedness to Peers* 2015 70% and 2016 81%, *Classroom Behavior* 2015 15% and 2016 57%, *Student Safety* 2015 35% and 2016 67%). Year 6 (*Connectedness to Peers* 2015 84% and 2016 71%, *Classroom Behavior* 2015 47% and 2016 62%, *Student Safety* 2015 84% and 2016 57%) – in 2017 a focus will be on building student safety to increase the data

The 5 year trend of Year 5 and 6 students indicates there is an increase in the percentage of students with a positive attitude towards schooling.



Parent Opinion Survey

In 2016 87% of the parents were satisfied with the school overall and indicated an increase from 2015 to 2016 in *School Improvement, Teacher Morale, Parent Input, Stimulated learning, Behaviour Management, Reporting, Learning Focus, Transitions, Homework, General Satisfaction, Connectedness to Peers, Student Motivation, Social Skills and School Connectedness*. Student Safety will continue to be a focus in 2017.

Staff opinion Survey

School Climate Summary % is higher than All Primary Schools.

School Staff Safety and Wellbeing Summary % is higher than All Primary Schools

Teaching and Learning Summary % is higher than All Primary Schools

Wellbeing

2016 Student Attitudes to School Survey data reflected above Network, LGA, Region, and State in all aspects of *Student Relationships, Teaching and Learning and Wellbeing*. The ATSS results were extremely positive.

Our effective whole-school restorative practices approach and our 'Behavior Relationships Triangle' values focused on students' appropriate behaviors, thus reflective of the ATSS positive data. We continually aimed to develop a respect for people, property and for learning in our classrooms and playground and we strongly encouraged and rewarded positive student behavior and set high standards in all that we did.

Our whole school focus of building positive relationships and adhering to our school values of *'Be Kind, Be Safe, Learn Well'* resulted in teachers and students working and learning in a stimulating, safe and productive environment.

In 2016 an extremely effective Primary Welfare Officer supported our school values and positive welfare programs and assisted in promoting a safe and friendly learning environment. Students and families were supported on numerous levels and we will continue to focus on enhancing and building upon these values in 2017.

Our school valued strong partnerships between students, staff, parents and the community and we prided ourselves on the personalized education we provided our students.

Winchelsea Primary School's purpose is to provide a safe, caring and challenging environment that supports all students to be active participants in their learning in preparation for life long success.

For more detailed information regarding our school please visit our website at
<https://winchps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 147 students were enrolled at this school in 2016, 74 female and 73 male. There were < 10% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>44%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>60%</td> <td>30%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>43%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>48%</td> <td>48%</td> <td>5%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>52%</td> <td>33%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	44%	17%	Numeracy	60%	30%	10%	Writing	43%	43%	14%	Spelling	48%	48%	5%	Grammar and Punctuation	52%	33%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Spelling	48%	48%	5%																							
Grammar and Punctuation	52%	33%	14%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>89 %</td> <td>89 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	89 %	93 %	92 %	92 %	93 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	89 %	93 %	92 %	92 %	93 %	94 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

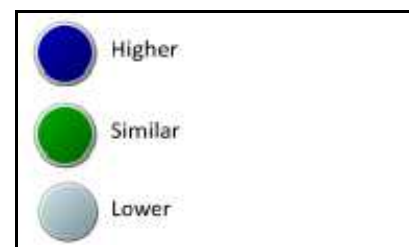
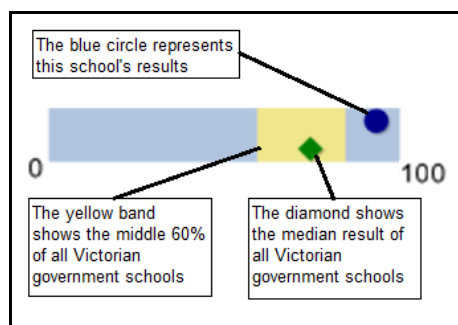
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

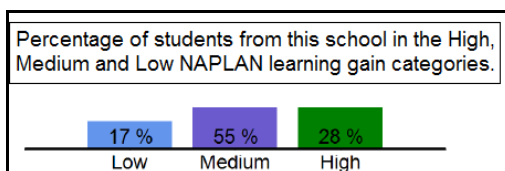
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,247,682
Government Provided DET Grants	\$164,288
Government Grants Commonwealth	\$14,482
Revenue Other	\$4,838
Locally Raised Funds	\$112,497
Total Operating Revenue	\$1,543,788

Expenditure	
Student Resource Package	\$1,084,671
Books & Publications	\$1,779
Communication Costs	\$3,213
Consumables	\$36,881
Miscellaneous Expense	\$65,178
Professional Development	\$9,437
Property and Equipment Services	\$70,142
Salaries & Allowances	\$73,345
Trading & Fundraising	\$30,723
Utilities	\$14,303

Total Operating Expenditure **\$1,389,671**

Net Operating Surplus/-Deficit **\$154,117**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$8,569
Official Account	\$2,665
Other Accounts	\$48,373
Total Funds Available	\$59,607

Financial Commitments	
Operating Reserve	\$45,968
Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
School Based Programs	\$3,639
Total Financial Commitments	\$59,607

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.