

# 2017 Annual Report to the School Community



School Name: Kallista Primary School

School Number: 3993



- 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 04 May 2018 at 01:35 PM by Christine Finighan (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 04 May 2018 at 05:21 PM by Richard Hecker (School Council President)



Education and Training



## About Our School

### School Context

Kallista Primary School is nestled in Sherbrooke Forest in the beautiful Dandenong Ranges National Park. Our school community appreciates close proximity to the forest, and our children enjoy clean air, and open, interesting spaces in which to play. Echidnas, lyrebirds, kookaburras, parrots and cockatoos visit our grounds, and our students take walks in the forest to learn about the geography, flora and fauna of our local area. We are very lucky to enjoy such a unique natural environment, which enhances creative play, and nurtures happy, healthy children.

Our facilities include:

- Spacious and attractive play areas, including an oval and hard court areas for ball sports. We have a mix of natural play-scapes, using recycled and construction parts for creative and social play, and modern age appropriate play equipment
- Beautiful and well-resourced kitchen and kitchen-garden for our Stephanie Alexander cooking program
- A General Purpose Room, used for Before and After School care, whole school assemblies, and Physical Education
- Library, Computer Lab, Instrumental Music Rooms, Art Room with Kiln, and a Japanese Language Room

At KPS we provide a supportive and respectful learning environment, where our knowledgeable and dedicated teachers develop positive relationships with the children in their care. Our students are catered for in seven classes from Foundation to Year 6. We have twelve teachers, and six education support staff, who work in the office and support student learning in classrooms.

The most powerful way for students to learn is to provide them with the opportunity to discover and make connections for themselves. At Kallista Primary, our teachers provide explicit instruction, and help students develop independence and inquiry skills throughout all levels. From Foundation to Year 6 at KPS, our students develop knowledge, skills and confidence through a broad range of core curriculum including:

- Fundamental knowledge and skills in numeracy and literacy, complemented by THRASS, Bridges Literacy Program, Toe by Toe, and Quicksmart Maths
- Languages Other Than English (LOTE)- Japanese
- Visual Arts
- Health and Physical Education
- Music and performing Arts
- Integrated Inquiry- Incorporating Science, Technology, Engineering and Humanities

Our students use technologies to enhance learning. We have a large bank of networked computers and notebooks, both in our computer lab, and classrooms. Our students use iPads for particular learning tasks, and enjoy a range of exciting and engaging computer applications that enhance their ability to express their creativity, to research and publish, and to use coding and design. Coding, robotics, clay animation, and film are just some of the ways our students use computer and information technologies at our school.

We warmly welcome parents to be active members of our school community and value the contribution of parents in supporting the learning environment in a number of ways.

- Friends of Kallista Primary School- our social and fundraising group
- School Council and Sub-Committees
- The Stephanie Alexander kitchen-Garden program always needs parent helpers!
- Classroom helpers, such as listening to children read, providing specialist subject support in an area of your expertise(the Arts, maths, science, computer technologies)
- Uniform Shop
- Working bees
- School excursions, sports assistance and special activity days



## Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) is a Victorian Government and Department of Education and Training improvement model for Victorian schools. The FISO contains Priorities and Initiatives that, based upon current research, create positive and high impact results for school improvement, and these Priorities and Initiatives form the basis of our forward planning.

In the KPS Strategic Plan (2016-2019), our three key goals were to improve student achievement in Numeracy and Literacy, to create a positive learning culture of high expectations, and to increase student learning engagement across the whole school.

The 2017 Annual Implementation Plan focused these intentions into two FISO Improvement Priorities-

‘Excellence in Teaching and Learning’ and ‘Positive Climate for Learning’.

Our FISO Improvement Initiatives are-

‘Curriculum Planning and Assessment’ and ‘Empowering Students and Building School Pride’.

To develop teacher capacity in Curriculum Planning and Assessment in 2017, we utilised the student management system, Compass, to enable teachers to collect, monitor, and measure school based assessment data. This improved capacity to track learning enables teachers to target planning teaching for their whole class and individual students. In Literacy, teachers refined their knowledge of the new Victorian Curriculum standards in Writing, through participation in regular sessions of writing moderation, and in Numeracy, we employed maths consultant Michael Ymer as a coach in the use of inquiry and differentiation in mathematics lessons.

In terms of Empowering Students and Building School Pride, our 2017 student wellbeing data showed very pleasing results in a majority of aspects of the Attitude to School Survey and the Parent Survey. One hundred percent of our students reported that it is ‘OK to be different’ at our school. We were very pleased with that result, as it reflects our inclusive culture- we appreciate and celebrate difference at our school.

In 2018, our school will continue to focus on excellence in teaching, learning and assessment in Numeracy and Literacy, through continuing to develop teacher capacity in data literacy, formative assessment and the documentation of a whole school instructional model. Alongside we will continue to develop with our students, a creative and stimulating learning environment, and will continue to improve our whole school approach to student management and wellbeing, by reviewing our policies and processes in light of School Wide Positive Behaviours and Respectful Relationships.

## Achievement

Our school meets the VRQA standards and provides a viable curriculum aligned to Victorian curriculum. Our teachers understand the personal interests and learning needs of their students, engaging curiosity and inspiring learning.

In Student Learning in 2017, we made modest growth in Numeracy NAPLAN, in the top two bands, but less so in Writing. Therefore, as a teaching staff, we will continue our focus in FISO Curriculum Planning and Assessment, undertaking from the beginning of 2018, a scheduled and evidence-based program of professional development in the area of Spelling and Writing. We will build our teachers' pedagogical knowledge in Writing and Spelling; build knowledge of tools and strategies in formative assessment in Writing and Spelling; and document and consistently implement a whole school instructional model, based on Whole-Part-Whole. In unpacking the ‘Part’ of this instructional model, we will focus on tools and strategies for differentiation of instruction in lessons, the use of ongoing assessment ‘for’ learning to teach to a student’s point of learning need, and the use of student goal-setting.

We will utilise the support of our Department of Education, Education Improvement Leader (EIL), to build the capacity of our School Improvement Team to influence and further improve teaching, learning and assessment in Maths and English across the school.



## Engagement

Our 2017 student engagement and wellbeing data was very pleasing in both the Attitude to School Survey and the Parent Survey. School data shows student safety, motivation, school connectedness, teacher effectiveness and attitudes to attendance are much improved from the beginning of the school's strategic planning cycle, and actual attendance figures were greatly improved.

Our school values were decided upon through a community consultation process in 2016. They are: respect, compassion, trust, perseverance and creativity. We have continued to promote these values over 2017 through our newsletter and assemblies, in classrooms, and through the Student Representative Council. This has developed greater clarity about the expectations and norms of our school community, and has set the pre-conditions for a calm, secure and happy classroom and playground environment at our school.

To begin the year, we involved students in a question- 'What makes a great school?' Parents and students had the opportunity to share their thoughts and the general consensus was that it was us, the people of our whole community, that make our school a great place to be, to learn, and to play together.

Over 2017, students were able to take part in many activities pertaining to the development of leadership and confidence, through activities and roles both within our school, and through partnerships with external agencies.

Student voice is encouraged through 'Student Actions', where students and their families organise social and community fundraisers and collections to make a difference in our school or community. Student leadership in action is an important aspect of student engagement at our school.

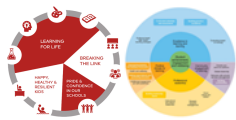
The Kallista Student Representative Council- made up of two representatives from each class- met regularly to discuss student ideas, concerns and community issues. Picnic Sports, Kallista Athletics and Ball Sports days involved Year 5 and 6 students in the opportunity to organise events and lead teams, and house meetings provide a sense of togetherness and fun. The monitor roles also provide children with authentic responsibilities for aspects of school management, for example, music, library, art, kitchen- garden, Kinder Connections, and office administration. School and House Captains undertook leadership training with Kate Wilde in early 2017, and held multi-age lunch games called, the Values Carnival, for students. In 2018 we continue to aim for the development of a positive shared learning culture where student voice and aspirations are activated, and all members of the school community take pride in our school.

## Wellbeing

Student wellbeing is central to our purpose at KPS. Ways that we enhance the wellbeing of students at our school:

- Caring and dedicated teachers
- Values education and the provision of a safe and secure learning environment, based on School Wide Positive Behaviours
- Student leadership programs across the whole school, including Student Representative Council, Prep to Year 6
- Effective anti-bullying policy and restorative practices
- Adherence to the Child Safe Standards and requirements of the VRQA
- Provision of Student Support Services (school psychologist and speech pathologist available by referral)
- Trauma informed teaching practice based on the principles and practice of the Berry Street Education Model

This year our students enjoyed Harmony Day, where we celebrated the great personal qualities we bring to our family, school and the world. We value building educational connections with school communities from outside our local area. Our children have benefited from inter-cultural exchanges, and we have enjoyed having visitors from Japan and China over the year. We are proud to say that our students are polite, generous and caring hosts to all visitors to our school. We value Aboriginal education at our school and Aboriginal elders Perry and Murrindindi performed smoking ceremonies for us in 2017. The Welcome Ceremony carried out by Murrindindi was a very special time for our school and our visiting Aboriginal sister school to share. Our Northern Territory sister school is in the Yarralin Community and we were very honoured to have them stay with us in 2017 for 8 days. We all learned so much from each other, and we look forward to visiting them again in 2018 with Year 5 and 6 students.



The school's highly engaging Stephanie Alexander Kitchen Garden program operates in an in-depth way, linking the school's garden and kitchen through student ownership of food preparation- from garden to plate.

A secure and successful transition from kindergarten, and to secondary school, is supported by our school through a range of transition activities that enable children to become familiar with their new settings, before they begin the new year. Students, staff and parents enjoy our school's strong sense of community. Our collective mission is to create an environment where every child learns to their full potential, and is happy and healthy.

*Kallista Primary School- a place where everyone learns!*

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:

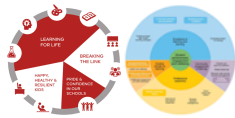
<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 168 students were enrolled at this school in 2017, 81 female and 87 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<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> Lower</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> Similar</p> <p> Similar</p> <p> Lower</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: ◆

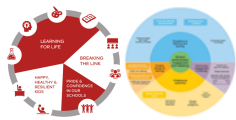
Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined 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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>44%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>58%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	56%	24%	Numeracy	29%	50%	21%	Writing	36%	44%	20%	Spelling	33%	46%	21%	Grammar and Punctuation	25%	58%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><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>91 %</td> <td>86 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	86 %	91 %	91 %	93 %	91 %	90 %	<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> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	86 %	91 %	91 %	93 %	91 %	90 %										



## 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)

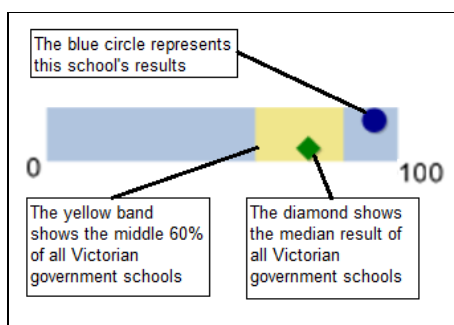
### Engagement

- 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).

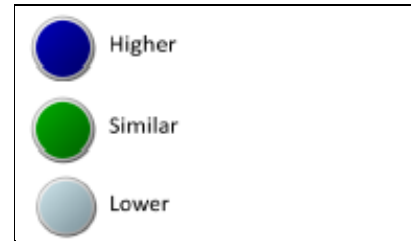


## What does *School Comparison* refer to?

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

Kallista Primary School finished the 2017 year, with a small surplus of \$30,568.00. Two years ago, we were in deficit. We have carefully managed our finances in order to be able to reinstate a Music specialist teacher in 2017, and into 2018, we plan to further financially support the teaching of Literacy.

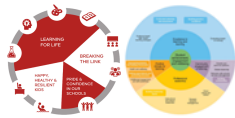
Five students and two teachers from our sister school, Yarralin, in the Northern Territory came to visit last year and we contributed Yarralin fundraising funds raised by our parents to cover the cost of food and activities. The Shire of Yarra Ranges also donated one thousand dollars to support a smoking ceremony and other activities for our Yarralin visitors.

The \$7176.00 Equity funding was absorbed into provision of education support for Toe by Toe and Quicksmart maths, and the Koorie Education Grant of \$1700 provided classroom support twice a week for a student in our school. We received \$11,000 from the Department of Education and Training as a one off payment to support teaching and learning interventions identified through our review process in 2015/16.

Those funds were spent at the school's expense in 2016, to provide professional learning to teaching staff on key areas identified in the 2016 AIP.

Finally, we would like to acknowledge the marvellous work of the Kallista Primary School's parents association, who raised \$13,967.70 in 2017.

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	\$1,234,706	High Yield Investment Account	\$8,071
Government Provided DET Grants	\$178,214	Official Account	\$9,230
Government Grants Commonwealth	\$19,808	Other Accounts	\$53,680
Revenue Other	\$5,917	<b>Total Funds Available</b>	<b>\$70,982</b>
Locally Raised Funds	\$182,034		
<b>Total Operating Revenue</b>	<b>\$1,620,679</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$7,176		
<b>Equity Total</b>	<b>\$7,176</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,204,139	Operating Reserve	\$20,000
Books & Publications	\$134	Asset/Equipment Replacement < 12 months	\$725
Communication Costs	\$4,851	Capital - Buildings/Grounds incl SMS<12 months	\$1,000
Consumables	\$46,732	Maintenance - Buildings/Grounds incl SMS<12 months	\$3,625
Miscellaneous Expense <sup>3</sup>	\$159,005	Revenue Received in Advance	\$20,715
Professional Development	\$12,058	School Based Programs	\$22,717
Property and Equipment Services	\$74,324	Other recurrent expenditure	\$2,200
Salaries & Allowances <sup>4</sup>	\$41,237	<b>Total Financial Commitments</b>	<b>\$70,982</b>
Trading & Fundraising	\$16,576		
Utilities	\$28,122		
<b>Total Operating Expenditure</b>	<b>\$1,587,177</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$33,501</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.*