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

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| **About Our School** |

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| School Context |

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| Beaufort Primary School is located on a co-located site, with Beaufort Secondary College and Beaufort Early Learning Centre. The educational precincts work cohesively together, however, are their own commodities, with their own vision, funding model, staffing and teaching and learning models. Beaufort Primary School is the largest primary setting between Ballarat and Ararat, with an official enrolment of 152 students at the end of the 2017 school year. Throughout the 2017 school year, the school enrolled an additional 19 students, who moved to the Beaufort community, after February census (137 students).In 2017, the school was structured into 2 x Prep/1, 1 x Grade 2, 2 x 3/4 and 2 x 5/6 with an average class size of 22 students. With 13 students eligible for Program Support funding, most classes were supported by Educational Support (ES) staff. Specialist subjects remained the same as previous years, with The Arts, Physical Education and LOTE being included in the weekly schedule.The staff make up consisted of a principal, 12 teachers (EFT 8.4), 5 ES staff (EFT3.86), a business management and 2 casual ES staff. In 2017, the school employed a school based family/social worker (casual position) who worked 4 hours per week.In 2017, the school commenced its second year of the 2016-2019 School Strategic Plan, continuing with a focus of embedding the established Mathematics approach. We began exploring Reading and Writing, with a desire to continue this into 2018.Quicksmart Mathematic intervention and Fountas &Pinnell Reading intervention were introduced for students deemed to be requiring additional learning assistance in Number and Reading.  |

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| Framework for Improving Student Outcomes (FISO)  |

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| After reviewing the curriculum development completed in 2016, Building Practice Excellence and Building Leadership teams were identified as the key FISO initiative in the 2017 Annual Implementation Plan.Building Practice Excellence was identified to allow for the embedding of the Mathematics change of practice – Fluid Group Structure and ongoing assessment. Teachers worked collaboratively during Semester 1 to ensure practices were all in place and teams were working collegially. Fiona Ross, in her role as Lead Teacher, continued to work with teachers and professional learning communities (PLC’s) to investigate best practice and enhance our teaching and learning.The teaching and learning of Reading and Writing began to be investigated during Term 2, with some development in conferencing and moderation documents, to be further developed and implemented in 2018.Throughout 2017, staff were actively involved in weekly PLC meetings, where the key collaborations and conversations were around the use of student data to inform teaching. Two PLC leaders, Lead Teacher and Principal made up the leadership structure in the school. All leaders had the opportunity to further develop their understanding about key Department of Education (DET) initiatives by attending principal briefings and forums, as well as taking part in conversations with leaders in other schools.Curriculum Days in 2017 were based around student learning, data literacy and School Wise Positive Behaviour Support (SWBPS). Teachers took part in fortnightly Teaching and Learning sessions with key focuses on curriculum developments and implementation. Teacher resources were purchased and became a focus or guide for implementation.During the self evaluation process against FISO, the leadership team gauged that we had made considerable growth against the continuum in the 2 identified FISO initiatives.  |

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| The 2017 school year saw the continuation of specific teaching approaches, the development of others and the implementation of key intervention programs to target specific learning needs for students. There was an increase in the celebration of student growth in the fluid group structure and this saw greater increase in student self pride and personal belief.In Semester 2, the development of the Beaufort Primary School Teaching Model began, pulling together all the elements that had been being developed and implemented over the past 24 month. Connections were made to Marzano’s High Reliability Framework, Hattie’s Visible Learning, High Impact Teaching Strategies (HITS) and research into common and best practice in teaching and learning. An implementation structure was defined which included the use of learning intentions, individual goals for students and explicit teaching of skills. As follows in their report; Relative to other schools with similar background characteristics (like schools), our students are performing1. At a similar level in English and Mathematics across Foundation (Prep) to Year 6, based on teacher judgements. Our school indicator is slightly below the median for all Victorian Government schools
2. At a similar level in Year 3 and lower level in Year 5 reading, based on the 2017 NAPLAN results. The 4-year average remains lower in both Year 3 and Year 5 results.
3. At a higher level in Year 3 and lower level in Year 5 Numeracy, based on the 2017 NAPLAN results. The 4-year average is similar in both year levels.

The Department of Education looks at all schools’ NAPLAN data and prefers a 25% (low), 50% (middle), 25% (high) bell curve in learning growth when comparing students Year 3 and Year 5 NAPLAN results in the 5 assessed areas. Our student data indicates:1. A large number of students (44%) made low growth in Reading, whilst 50% made medium growth.
2. The bell curve in Numeracy was on par with DET goals with 75% of students making medium or high growth
3. A large percentage of students (56%) made medium growth in Writing, whilst 13% made high growth
4. A large percentage of students (44%) made low growth in Spelling, with the same percentage making medium growth
5. Over half the student (56%) made low growth in Grammar and Punctuation, whilst 38% made medium growth

When analysing end of year teacher judgements (Victorian Curriculum):1. In **READING,** 36% of students were deemed below expected level, 29% deemed at expected level and 35% above expected level, compared to 30%, 40% and 30% respectively, in 2016
2. In **READING,** 32% of students were deemed to have made less than 12 months growth, 40% deemed to have made 12 months growth and 28% deemed to have made greater than 12 months growth in 1 year, compared to 26%, 49% and 11% respectively, in 2016.

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|  | Below | At | Above |  |  | Below | At | Above |
| Foundation | 30% | 45% | 25% |  | Year 4 | 34% | 28% | 38% |
| Year 1 | 35% | 24% | 42% |  | Year 5 | 35% | 35% | 30% |
| Year 2 | 50% | 18% | 32% |  | Year 6 | 41% | 30% | 30% |
| Year 3 | 23% | 23% | 54% |  | Whole School | 36% | 29% | 35% |

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|  | < 12 months growth | 12 months growth | > 12 months growth |  |  | < 12 months growth | 12 months growth | > 12 months growth |
| Foundation | NA | NA | NA |  | Year 4 | 60% | 27% | 13% |
| Year 1 | 20% | 47% | 33% |  | Year 5 | 33% | 33% | 33% |
| Year 2 | 53% | 33% | 13% |  | Year 6 | 29% | 42% | 29% |
| Year 3 | 11% | 57% | 32% |  | Whole School | 32% | 40% | 28% |

1. In **WRITING,** 36% of students were deemed below expected level, 40% at expected level and 24% above expected level, compared to 35%, 45% and 20% respectively, in 2016.
2. In **WRITING,** 18% of students were deemed to have made less than 12 months growth, 52% were deemed to have made 12 months growth and 30% were deemed to have made greater than 12 months growth in in 1 year, compared to 16%, 72% and 12% respectively, in 2016

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|  | Below | At | Above |  |  | Below | At | Above |
| Foundation | 30% | 50% | 20% |  | Year 4 | 33% | 44% | 23% |
| Year 1 | 12% | 65% | 24% |  | Year 5 | 61% | 26% | 22% |
| Year 2 | 37% | 36% | 27% |  | Year 6 | 52% | 26% | 22% |
| Year 3 | 23% | 32% | 45% |  | Whole School | 36% | 40% | 24% |

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|  | < 12 months growth | 12 months growth | > 12 months growth |  |  | < 12 months growth | 12 months growth | > 12 months growth |
| Foundation | NA | NA | NA |  | Year 4 | 27% | 40% | 33% |
| Year 1 | 7% | 73% | 20% |  | Year 5 | 33% | 58% | 8% |
| Year 2 | 27%  | 60% | 13% |  | Year 6 | 13% | 42% | 46% |
| Year 3 | 11% | 47% | 42% |  | Whole School | 18% | 52% | 30% |

1. In **NUMBER & ALGEBRA**, 25% of students were deemed below expected level, 32% at expected level and 43% above expected level, compared to 28%, 43% and 29% respectively, in 2016
2. In **NUMBER & ALGEBRA,** 34% of students were deemed to have made less than 12 months growth, 42% were deemed to have made 12 months growth and 24% were deemed to have made greater than 12 months growth in 1 year, compared to 15%, 63% and 22% respectively in 2016
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|  | Below | At | Above |  |  | Below | At | Above |
| Foundation | 10% | 30% | 60% |  | Year 4 | 28% | 44% | 28% |
| Year 1 | 53% | 29% | 18% |  | Year 5 | 53% | 29% | 18% |
| Year 2 | 14% | 45% | 41% |  | Year 6 | 41% | 26% | 33% |
| Year 3 | 37% | 27% | 36% |  | Whole School | 25% | 32% | 43% |

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|  | < 12 months growth | 12 months growth | > 12 months growth |  |  | < 12 months growth | 12 months growth | > 12 months growth |
| Foundation | NA | NA | NA |  | Year 4 | 67% | 27% | 7% |
| Year 1 | 67% | 33% | 0% |  | Year 5 | 25% | 42% | 25% |
| Year 2 | 7% | 67% | 27% |  | Year 6 | 17% | 46% | 38% |
| Year 3 | 32% | 37% | 32% |  | Whole School | 34% | 42% | 24% |

***NOTE: These school-based results do not include students with a diagnosed intellectual disability.**** Reading, Writing and Number remain the key focus areas of the 2018 Annual Implementation Plan, with the key driver of improving student outcome and increasing the growth of ALL students.
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| Engagement |

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| In 2017, the staff continued their learning around the Art and Science of Teaching (ASoT) and John Hattie’s Effect Sizes in learning. The Beaufort Primary School Teaching Model was drafted, based on the research of Marzano and Hattie and linked closely to the Department of Education’s High Impact Teaching Strategies (HITS). Teachers discussions at Professional Learning Community (PLC) meetings were student centred, where effective teaching and learning were discussed, ensuring all students were catered for in their learning. The staff at Beaufort Primary School believe that students must be at school to learn and develop. In 2017, we continued in the DET attendance trial with Beaufort Secondary College to attempt to lower absences and unexplained absences. Policies and procedures were put in place to track students with increased absences, notifications were sent out to remind parents to update our attendance information and data was reviewed every month by the business manager and principal. The Student Absence data indicated that our students attendance rate was similar to like schools and was within the 60% of all Victorian Primary Schools. Attendance rates remained above 92% in almost all year levels, except Prep (90%). The school follows the ‘It’s Not OK to be Away’ guidelines of DET, as well as continually monitoring student attendance. The school continued to run various days throughout the year that allowed for cross years to join together to take part in different activities. We moved around some major events i.e. sports and swimming, to capitalise on opportunities and prepare our students for different sporting teams, as well as providing students with water safety activities at the beginning of Summer. In Terms 2 and 4, we ran our school based electives program, where students had the chance to choose an activity of their interest. The students thoroughly enjoyed this time, and the program will continue in 2018. Alternatively, in Terms 1 and 3 we ran Buddies and this allowed for whole school learning about our school values, friendships and being respectful to all |

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| Wellbeing |

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| In 2017, we had an improved focus on the School Wide Position Behaviour Support (SWPBS) system across the whole school. Our professional learning day, visiting schools in Ararat, reignited the processes and systems that we had in place, allowing the SWPBS team to review and revamp the procedures in the classroom and schoolyard. The school values matrix was redeveloped and simplified, allowing for greater understanding and ease of use for students and teachers. The boys education program *The Battle for Boys* continued with 8 boys from Grade 6. The lessons were similar to the key messages of the 2016 trial program and focused on choices they make, the changes that will occur during puberty and the pressures they face. This program continued to run for 1 hour a week for the duration of the school year. The staff at Beaufort Primary School credit this program to one of the main positive contributors to the change in schoolyard culture in our Grade 5 and 6 boys. After analysing the 2017 Student Attitudes to School data, a *Girls Talk* session was introduced for some of the Grade 6 girls, as the results showed that they might have some growing concerns with friendship groups, connectedness to school, self-awareness and the upcoming changes to secondary college. These sessions ran weekly throughout the term, encompassing very open and honest communication with the girls about changes that may, or will happen, throughout transition to secondary college and puberty.For the first time, Grade 4 students were included in the Student Attitude to School Survey. Although still behind in most areas, when compared to state and like school, the increased enjoyment and positive responses was a chance to celebrate some initiatives we have introduced that made a positive impact on students and their enjoyment of school. When combining the responses of all students in Grades 4, 5 and 6 to like schools, our results indicate1. Our students Sense of Connectedness was lower than like schools, and falls just outside the 60% of all Victorian schools, an improvement on 2016
2. Our students Management of Bullying was lower than like schools, and falls outside the 60% of all Victorian schools.

Upon reviewing the Management of Bullying section in the Attitudes to School Survey, the school family worker ran some additional investigations with the Grade 4 boys and identified a few areas for us to further investigate. These recommendations where discussed and the SWPBS team are working on these focuses in 2018.The parent satisfaction, according to the parent Opinion Survey, indicated pleasing results, performing about the median Victorian Government Schools. The staff satisfaction, according to the School Staff Survey, fell within the 60% of Victorian Schools but is still tracking behind the state median. |

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

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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 137 students were enrolled at this school in 2017 (February census), 64 female and 73 male.< 10 percent were EAL (English as an Additional Language) students and 7 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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| Achievement |

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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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| School Comparison |

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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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| 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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| 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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| **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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| 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 | $40,555 |
| Official Account | $1,746 |
| Other Accounts | $95,597 |
| **Total Funds Available** | **$137,898** |

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| --- |
| Student Resource Package |

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| $1,291,445 |

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| Government Provided DET Grants | $179,362 |
| Revenue Other | $8,054 |
| Locally Raised Funds8 | $87,162 |

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| **Total Operating Revenue** |

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| **$1,566,022** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $61,141 |

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| **Equity Total** |

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| **$61,141** |

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| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $10,000 |
| School Based Programs5 | $22,300 |
| School/Network/Cluster Coordination6 | $95,597 |
| Repayable to DET7 | $10,000 |
| **Total Financial Commitments** | **$137,898** |

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| Student Resource Package² |

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| $1,279,930 |

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| --- | --- |
| Books & Publications | $41 |
| Communication Costs | $3,700 |
| Consumables | $27,142 |
| Miscellaneous Expense³ | $56,165 |
| Professional Development | $11,802 |
| Property and Equipment Services | $65,290 |
| Salaries & Allowances⁴ | $81,861 |
| Trading & Fundraising | $17,651 |
| Utilities | $12,557 |

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| **Total Operating Expenditure** |

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| **$1,556,139** |

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

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| **$9,883** |

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| **Asset Acquisitions** |

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| **$10,675** |

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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.(5) School Based Programs refers to money raised by Parents and Friends committee(6) School/Network/Cluster Coordination refers to money in the School Plantation investment and expenditure accounts(7) Repayment to DET is the Cash to Credit repayment from the 2017 budget. (8) Locally raised funds refers to any parent payment, use of CSEF/Draught etc., Grade 6 uniform, hats. |

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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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