

2016 Annual Report to the School Community



School Name: Mornington Primary School

School Number: 2033



Name of School Principal:

Silvio Vitale

Name of School Council President:

Deborah Osborne

Date of Endorsement:

09.05.2017

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.



Education and Training



About Our School

School Context

Our school vision: *'Inspiring a passion for learning and personal excellence, whilst preparing students to become globally responsible citizens,'* reflects our belief that by instilling the appropriate values, promoting the development of positive qualities and providing opportunities to develop the required skills, our children will be well-placed to flourish and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities and environment, believing each of them has the potential, through their actions, to make the world a better place.

As an [International Baccalaureate World School](#), authorised to teach the [Primary Years Program \(PYP\)](#), we encourage our students to become more 'internationally minded' in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills.

The [learner profile](#) and the [attitudes](#) of the PYP encapsulate these and form the basis from which students in each class collaborate to develop a 'class vision' and an 'essential agreement' that reflect a positive learning culture for our school. Our students are encouraged to be reflective individuals and personal development is an important aspect of our curriculum.

Our teaching philosophy continues to reflect a more [inquiry-based](#) approach to learning and developing deeper understandings in all areas of the curriculum. In particular, this is evident in our [programme of inquiry](#) which encourages an inquiry approach to learning through a [concept-driven](#) curriculum which challenges students to understand how the world works, consider the important issues we face and 'take action' to make a positive impact.

Through using an inquiry methodology, our students will be better equipped to increasingly [plan and self-manage their own learning](#). We seek to develop well-rounded individuals by encouraging them to have a better understanding of their own learning, emotional capacities, social development and meta-cognition. These areas of learning are reflected in the [trans-disciplinary skills](#) of the PYP: thinking skills, social skills, communication skills, self-management skills and research skills.

Students have opportunities in the areas of sports, visual arts, performing arts, ICT and French language & culture. Involvement in choir, instrumental music, singing tuition, school band, RACV Energy Breakthrough, school production and clubs [further broadens opportunities for our students to connect with the school community and build relationships with like-minded peers](#). These opportunities will help students develop a broad range of interests, some of which may become life-long passions. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship.

Established in 1878 and located in the heart of Mornington, Mornington Primary School is integral to the Mornington community having generations of families attending the school. The school's enrolment is experiencing steady growth and currently sits at 487 students distributed amongst 20 classes: Prep, junior (P-2), middle (3-4) and senior (5-6). Specialist classes consist of visual arts, performing arts, physical education and French.

Mornington Primary School has 34.07 equivalent full-time staff: 2.8 principal class, 23.2 teachers and 8.07 Education Support Staff. With a [clear purpose and a culture of continuous improvement](#), our school provides a comprehensive education for all our students.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement.

In 2016 Mornington Primary School had a particular focus on three FISO school improvement strategies.

- Excellence in Teaching and Learning – [Building practice excellence](#) (Achievement)
- Positive Climate for Learning – [Empowering students and building school pride](#) (Engagement)
- Positive Climate for Learning – [Setting expectations and promoting inclusion](#) (Wellbeing)

Under each improvement strategy, Mornington Primary School set school specific goals which were in line with the FISO improvement strategies:

Achievement – To maximise the learning growth in our students while maintaining high expectations of achievement in all areas of the curriculum by improving teacher practice.

Engagement – To have a culture that inspires students, engages and connects them to their learning and encourages learner agency

Wellbeing – To have a community of support that actively develops the wellbeing and resilience of students and staff within a safe, inclusive and stimulating environment. In 2016, the school began incorporating the 'Respectful Relationships' program from DET within this initiative.

A key strategy implemented at Mornington Primary School relates to the continued improvement of teaching practice. On-going improvements to teaching practice that include collaborative curriculum planning, professional learning, peer/principal observations and an effective and team-based performance and development process are important features of our school's approach to improvements in student learning outcomes. It is through the excellent work of our teachers and support staff, along with our *continuous improvement* approach, that we have been able to achieve strong



results in many areas.

The school strategic plan and annual implementation plan reflect the FISO goals and clearly outline the key strategies and methods of evaluation to be implemented to deliver continued school improvement. Both documents are available on the school website.

Achievement

In 2016 Mornington Primary School continued to achieve strong results in a broad range of areas.

In NAPLAN, our students consistently perform above the State mean in Reading and in 2016 were also above the State mean in Grade 5 Numeracy, Grammar and Punctuation. Students have also shown improvement in the areas of Numeracy, Writing and Spelling. The percentage of our students who scored in the top two NAPLAN bands for Reading, Writing and Numeracy was either 'at' or 'above' that of similar schools throughout the state.

In Mathematics, NAPLAN data shows that both Grade 3 and Grade 5 students are achieving either 'at' or 'above' the State mean, with Grade 5 students showing a clear trend up over the past 5 years. This could be partly as a result of "I Can" Mathematics which has been implemented across the school, which particularly focuses on each student's 'point of need'. Improved Mathematics results could also be attributed to the targeted learning support programs which have been implemented throughout the school, teacher professional development in the area of Mathematics and to the significant resources the school has allocated to train a Mathematics Coordinator/Coach.

A particular feature of Mornington Primary School NAPLAN data is the strong growth which is shown between year three and year five students. In all areas of NAPLAN, the levels of high growth in our year 5 students either match or outperform the high growth of other year five students in the state. As stated in previous Annual Reports, it may be because some of our students commence school in need of extra support, yet by the time they reach Year 3 and, further, Year 5, they are achieving 'similar' or 'higher' results to students in comparative schools. Strong student engagement and motivation to learn, along with quality, targeted teaching and a variety of learning support programs in Literacy and Numeracy are also all likely to contribute to this learning gain.

As noted again this year there is no clear relationship between NAPLAN scores and those of Teacher Judgements. This has been reflected in our data for a number of years, with the NAPLAN results being consistently above those of teacher judgments. Throughout 2017 work will be done to try to ascertain some of the reasons as to why this might be occurring.

In 2016, Mornington Primary School was involved in our first International Baccalaureate (IB) Primary Years Programme Evaluation; a rigorous process of review by evaluators from the IB. Our school was extremely pleased to receive a number of commendations for the philosophy, curriculum, teaching, learning and assessment which is being implemented through this program. We believe the strong results in our "Student Attitude to School" surveys are partly a reflection of the IB program, as it is through our guided inquiry approach that students are able to follow their passions, explore issues and ideas which interest them and take authentic action.

In 2016, through the "Student Attitude to School Survey" senior students indicated very high levels of learning confidence, student motivation, stimulating learning and teacher effectiveness. In all areas of the survey our year five and six students indicated higher levels of satisfaction than with schools in our region and the state.

Through the "Parent Opinion Survey" our parents have indicated an extremely high rate of general satisfaction with the school, an achievement which has remained consistently high over a number of years. Parents also rated our school highly in the areas of school connectedness, extra curricula opportunities, student motivation, connectedness to peers and social skills.

At Mornington Primary School we understand that our goal is for continuous improvement in all of the key indicators of performance. Teacher knowledge and effectiveness are key to this goal and it is with this in mind that we continue to have a focus on, and invest significant resources in, staff professional development; particularly in the areas of wellbeing and building resilience, developing learner agency, collaborative planning, moderation, student tracking and assessment.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

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

Engagement



Mornington Primary School continues to implement a range of cohesive strategies to provide opportunities for our students to be engaged with their learning, their peers and their school. This has included the implementation of the Primary Years Programme (PYP) of the International Baccalaureate, Positive Classroom Culture and many other opportunities that engage students in a diverse range of interests.

These include school choir, science club, junior and senior dance groups, Lego club, running and fitness club, school band, open library sessions, chess club, instrumental music, singing tuition, acting classes, RACV Energy Breakthrough, gardening club and guitar jammers. Some of these clubs and activities have been initiated by our students, giving them an opportunity to directly influence the nature of their school, whilst others have been initiated by our teachers and support staff.

We recently set up two 'play pods' in the school – one in the senior and one in the junior playground. The pods are colourfully converted shipping containers full of recycled loose parts with which children can play at lunchtimes. Based on a highly successful, researched-based model in the USA and the UK, the pods transform our playgrounds to make them into more creative, innovative and friendly spaces for our children during lunchtime play break.

It is our belief that when students have a range of learning opportunities to look forward to each day, they are more likely to feel connected to their school and therefore be more engaged in the learning throughout the day. Over recent years, the 'Connectedness to School' factor derived from the Students Attitudes to School survey has indicated a 'higher' level of connectedness by our students when compared to similar schools. An important aspect of engagement is the ability to connect with the curriculum. This is much harder for students who have learning difficulties and some anecdotal correlation exists between 'student absences' and 'student achievement'.

Our learning support program assists students in years Prep to Grade 3 who require further support in literacy and numeracy. Students requiring this support are identified through comprehensive diagnostic and on-going teacher assessments. Students are more likely to be engaged in their learning when they acquire the necessary literacy and numeracy skills to access the curriculum at their level.

A further measure of engagement relates to school attendance levels. Mornington Primary School has implemented many strategies to improve student attendance with some success over recent years. Our school's attendance rate is now 'similar' to 'comparative' schools. This has been achieved through the implementation of a multi-faceted set of strategies that include the close monitoring of students with high levels of absenteeism, learning support for students at risk, school attendance awards and the provision of family support via our student wellbeing support person. Aggregate attendance figures are regularly published in the school newsletter to ensure the issue remains prominent in our school community. Further, attendance is a listed item on all mod team agendas and the school implements its documented approach to monitoring student attendance. Students with high absenteeism are also discussed at 'Wellbeing' meetings attended by school support services personnel, the student wellbeing officer and an assistant principal.

Mornington Primary School will continue to implement a pro-active, multifaceted approach to ensuring our students have a high level of engagement with their learning, peers and school.

Wellbeing

Student wellbeing, as measured by the 'Attitudes to School Survey,' indicates that our students have a positive perception of their learning experience at Mornington Primary School. The International Baccalaureate – Primary Years Programme (PYP) provides our school with a positive framework and a research based approach to teaching through an inquiry methodology and the development of appropriate personal qualities as espoused through the PYP 'learner profile' and 'attitudes'.

A further aspect of developing a positive learning environment is the implementation of the 'MPS Positive Classroom Culture' philosophy. Each year, all classes spend the first week of school participating in learning activities specifically designed to develop an understanding of, and commitment to, a positive culture in every individual class and across the whole school. Teachers and students work together to create their own class vision of the positive learning environment they would like to have in their class. This includes reflections and conversations on the behaviours and attitudes that will best facilitate their vision. A clear link to the PYP 'learner profile' and 'attitudes' is made through this collaborative process which includes a commitment from each person, including the teacher, to make their classroom the best possible learning environment. Each class also reflects on the 'purpose' of school and develops an 'essential agreement' relating to the things they value about learning. Specialist teachers also collaborate with students to create visions and positive learning protocols that will create optimum learning environments within each of their areas. This whole-school process assists in creating a learning environment that all students commit to and is a constant reference point throughout the year.

Through the PYP Units of Inquiry, our students are encouraged to 'take action' on issues they can contribute to. We are endeavouring to empower students to understand that they are capable of learning and of making the world a better place through their actions.

Encouraging the development of a positive learning environment with respectful relationships and recognizing effort and good citizenship are fundamental to our approach. Providing students with social skills programs, implemented by our teachers and the student wellbeing support person, assists them in developing the appropriate protocols for life and are also key factors in developing a positive school environment.

We demonstrate our value of appropriate behaviours through our weekly 'Shooting Star Awards' presented at assemblies and based on the PYP 'learner profile'. A playground monitoring system ensures playground issues are followed-up in an appropriate manner and positive playground



behaviour is also recognised at school assemblies. Good citizenship is acknowledged through the 'Citizen of the Term Award' presented to a boy and girl from each class, nominated by peers for consistently demonstrating the PYP attitudes.

Morningson Primary School implements many strategies and programs to support the wellbeing of our students. These include social skills programs, playground support activities in the junior area, learning support programs in literacy and numeracy, speech support and comprehensive playground behaviour monitoring systems. The student 'Attitude to School' survey indicates that our students have 'higher' levels of 'connectedness' to their school and experience 'similar' levels of 'safety' to students in comparative schools.

For more detailed information regarding our school please visit our website at www.morningsonps.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 469 students were enrolled at this school in 2016, 229 female and 240 male. There were 3% 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> 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 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> Similar</p> <p> Similar</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> Similar</p> <p> Higher</p> <p> Similar</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 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>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>45%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>49%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	49%	24%	Numeracy	20%	56%	24%	Writing	30%	45%	25%	Spelling	21%	47%	32%	Grammar and Punctuation	17%	49%	34%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	27%	49%	24%																							
Numeracy	20%	56%	24%																							
Writing	30%	45%	25%																							
Spelling	21%	47%	32%																							
Grammar and Punctuation	17%	49%	34%																							



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="560 824 1043 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>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	94 %	90 %	92 %	92 %	<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										
93 %	94 %	93 %	94 %	90 %	92 %	92 %										



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> Similar</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

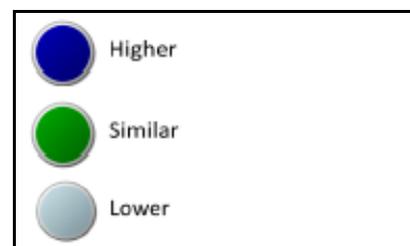
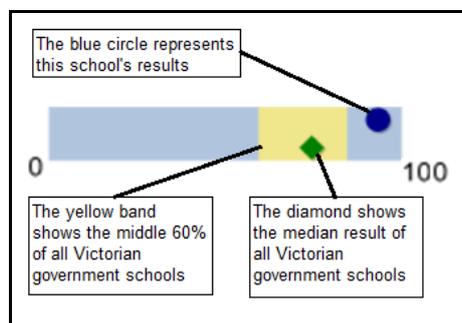
What are student outcomes?

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.

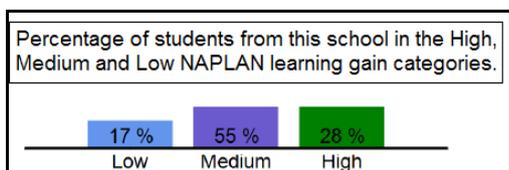
You can see these results for the latest year, as well as the average of the last four years (where available).

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

A small operating surplus was achieved and this is within appropriate financial practice. Extraordinary funds include, \$25,000 for the Education Excellence Award in 2015 and \$16,000 furniture grant for two portable classrooms. Further grants included equity funding of \$41,678 used to implement and expand learning support for students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,075,478	High Yield Investment Account	\$204,712
Government Provided DET Grants	\$333,305	Official Account	\$21,911
Government Grants Commonwealth	\$63,836	Total Funds Available	\$226,622
Revenue Other	\$15,823		
Locally Raised Funds	\$358,088		
Total Operating Revenue	\$3,846,529		
Expenditure		Financial Commitments	
Student Resource Package	\$3,118,379	Operating Reserve	\$108,384
Books & Publications	\$3,673	Revenue Received in Advance	\$28,388
Communication Costs	\$8,879	Repayable to DET	\$43,068
Consumables	\$101,937	Asset/Equipment Replacement > 12 months	\$30,000
Miscellaneous Expense	\$162,143	Maintenance -Buildings/Grounds incl SMS>12 months	\$16,783
Professional Development	\$33,706	Total Financial Commitments	\$226,622
Property and Equipment Services	\$193,926		
Salaries & Allowances	\$137,138		
Trading & Fundraising	\$36,441		
Utilities	\$28,816		
Total Operating Expenditure	\$3,825,037		
Net Operating Surplus/-Deficit	\$21,492		
Asset Acquisitions	\$6,045		

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.