

2017 Annual Report to the School Community



School Name: Watsonia North Primary School

School Number: 4988



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 26 April 2018 at 02:00 PM by Tina King (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 02 May 2018 at 10:45 AM by Maria Collins (School Council President)



About Our School

School Context

Watsonia North PS is a friendly, happy and warm place with a strong history of stability in both the community and school. Situated in the residential suburb of Watsonia North, about 17 kilometres from the City of Melbourne, our school enjoys an enviable reputation in the community. The school is catering for the maximum number of students that the facilities will accommodate, resulting in a cap on enrolments.

A staffing profile comprising Principal, Assistant Principal, 3 Leading Teachers, 27.39 equivalent full time (EFT) teaching staff and 4.85 EFT Education Support Staff, work collaboratively to form a strong team in order to ensure attainment of the school's goals. Teams are effective and supportive and work towards cohesive teaching and learning outcomes. The school curriculum is well balanced, offering opportunities for all students to develop academically, physically, socially and emotionally. We believe that it is the core business of our school to help every child reach their full potential. Our purpose is to ensure that each child is literate, numerate and curious and all staff members have strong commitment in achieving this goal. Our teachers and support staff deliver high quality curriculum programs in Literacy and Numeracy. Our students engage in challenging and meaningful learning through the Inquiry Learning approach. Student non-attendance is low with an average of 93% attendance rate across all year levels. The most common reasons for non-attendance include extended family holidays and illness.

Our school is committed to the ongoing implementation of the *Curiosity & Powerful Learning* strategy as the framework for continuous growth and improvement. We utilise data to drive our teaching and maximise achievement and growth. We embrace the theories of action which support the development of teacher competencies and whole school improvement. Our vision and purpose is to provide the best possible learning environment for our students and those who come to us in the future. The school's culture and ethos is driven and influenced by a common purpose in pursuing high performance whilst embedding a social framework which is supportive of students in their growth and development as learners.

We continue to provide high interest programs that are valued by our community and supported by School Council. These include a rigorous Physical Education Program, Camping and Outdoor Education Program, innovative Information & Communication Technology Program which includes a 1 to 1 Netbook program in Years 3 to 6, and creative Music and Visual Arts Program. Parent satisfaction results, as derived from the annual *Parent Opinion* survey, indicate a high endorsement with mean factor scores well above state means in all areas.

Framework for Improving Student Outcomes (FISO)

Our school is committed to the ongoing implementation of the Curiosity & Powerful Learning (C&PL) strategy as the framework for continuous growth and improvement through the implementation of the ten Theories of Action. This approach aligns itself favourably with the FISO initiative and the Government's *Education State* agenda. Over recent years, we have ensured that we have the preconditions for school improvement in place by safeguarding a safe and orderly environment, developing the leadership capacity of staff and embedding high expectations and authentic relationships for all. As identified in our current School Strategic Plan, our work will continue to focus on developing staff capacity to implement highly effective teaching and learning practices while reducing variability in the quality of instruction for students. Ultimately this will lead to ongoing improved student learning and outcomes.

We recognise that in order to initiate and implement change, a range of leadership styles need to be employed and the leadership capacity of individuals needs to be developed. We have ongoing commitment and moral purpose in building the leadership capacity of our teachers to ensure school improvement initiatives are supported, embedded and sustained in practice.

In 2017 our direct focus has been on the following FISO initiatives:

Building practice excellence through:

- Continuing to build teacher capacity and collaborative professional learning through ongoing implementation of the C&PL strategy.
- Extending peer observation program to include action research and use of critical friends outside of the school.
- Continued implementation of the Watsonia North *Learning to Learn* document through the Inquiry Learning approach.

Curriculum Planning and assessment through:

- Developing and documenting an agreed and viable curriculum which is reflective of the Victorian Curriculum and C&PL strategy.
- Expanding teaching and learning methods in reading, writing and numeracy, ensuring differentiated teaching approaches that meet the needs of all students.
- Extending global cultural links through involvement in Sister School Partnership with Doan Thi Diem PS in Hanoi, Vietnam.

Building leadership teams through:

- Extending the capacity of the School Improvement Team (SIT) and Leadership Team to drive school growth and continuous improvement through demonstration of moral purpose, adopting shared protocols, reflective practice and strategic use of data.



Achievement

Student performance summaries for 2017 demonstrate sustained growth and improvement, from existing high levels of achievement. Analysis of 2017 student performance data indicates that our students are achieving higher than the state median given the background characteristics of our students. This is extremely pleasing and a high endorsement of the school's teaching and learning methodologies and programs.

Teacher assessment data against the Victorian Curriculum relating to *English* and *Mathematics*, shows a high percentage of students at or above expected levels. When compared to the median of all Victorian government primary year levels Prep to Year 6, our students are performing in the high range.

In relation to 2017 NAPLAN data, the table below demonstrates our student performance (WNPS) against schools with similar students (SIM) and all Australian students (ALL):

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3 (WNPS)	473	448	452	502	429
Year 3 (SIM)	441	415	421	445	415
Year 3 (ALL)	431	414	416	439	409

Year 5 (WNPS)	530	491	506	530	498
Year 3 (SIM)	509	475	502	501	493
Year 3 (ALL)	506	473	501	499	494

As indicated in the table above, Year 3 and Year 5 results demonstrate achievement above similar schools and all Australian schools **in all areas**. This is an outstanding result and we are very pleased with these high achievements.

In Year 3, our students outperformed others significantly in all areas of English and Numeracy. Similarly, in Year 5 the results in *Reading*, *Writing* and *Grammar* are most pleasing however *Spelling* and *Numeracy*, whilst favourable and above comparisons, will be a future focus.

There continues to be clear evidence that the school adds considerable value to student learning. The NAPLAN Relative Growth Year 3 to Year 5 student outcomes in the domains of *Reading*, *Writing*, *Grammar* & *Punctuation* demonstrates that the majority of all Year 5 student's growth is in the middle 50% (Medium) or top 30% (High). In general terms and in all domains, over 70% of students are making medium to high growth. A focus area however is *Numeracy* where the results indicate a high proportion of students (27%) are making low growth.

We are committed to continued use of student data to differentiate teaching and learning. Professional Learning Teams (PLTs) are continuously required to gather accurate and broad data to establish where students' current achievements fall, set targets and measure growth over time. With this knowledge, staff tailor programs aimed at maximising growth beyond average levels and towards excellence. The school will continue to build a consistent whole school approach to learning and teaching based on core teaching protocols. There will be continued emphases on developing whole school writing, reading and spelling approaches and continued refinement of teaching practices. Better teacher planning for differentiation in Mathematics will be a focus in 2018.

We are committed to engaging learning mentors and consultants with expertise in the fields of Literacy, Numeracy and Inquiry in order to enhance the skills set and repertoire of our teachers.

All students at the school have individual learning goals and these are used to set short and long term goals. Additional assistance is provided via reading and writing programs, EAL literacy support, mathematics support and extension programs. All 'Program for Students with a Disability' (PSD) students showed progress at satisfactory or above level in achieving their individual goals.



Engagement

Our attendance data demonstrates that Watsonia North Primary School students have a similar rate of attendance to students from schools with a similar student profile. Student data for 2017 shows an attendance rate of to 94% in Prep and 93% across all other year levels. The average absence rate from Prep to Year 6 equates to 13.33 days slightly higher than last year. Student illness and extended family holidays account for the majority of absences with several families taking holidays during school term dates. We continue to monitor school absences and take particular notice of students whose absence rate is higher than the state average. Absence from school can have a significant impact on students' learning and we continue to promote to parents and students the Department's initiative – Every Day Counts by encouraging students and families to value the learning opportunities and experiences that are offered at school. Interestingly, from the **Student Attitudes to School Survey** the factor domain relating to **Attitudes to attendance** indicates that 91% respondents said they always try to attend school whilst 98% responded that their parents believe that going to school is important.

It is worth noting that in 2017, the annual **Student Attitudes to School Survey** was administered to students from Years 4 to 6 for the first time. In the domain of **Social Engagement** questions were asked relating to students' *Sense of Connectedness*, *Sense of Inclusion* and *Student Voice and Agency*. To date, there is no comparative data against state means however from the 230 students who participated, 88% responded positively to questions relating to *School Connectedness and Sense of Belonging*, 92% responded positively to *Sense of Inclusion* and 68% responded positively to Student Voice and Agency. Engaging student voice is a powerful lever available to improve student learning and such opportunities have been promoted and extended, especially through the Inquiry Learning approach and our *Learning to Learn* protocols.

Watsonia North has a strong, supportive parent community as evidenced by the favourable responses in the Parent Opinion survey. The school's ICT program provides students with a range of tools to support their learning and our many extra-curricular programs offer opportunities for students to find ways of engaging with their education. In 2017, the one to one computer program was made available for all students in Years 3 to 6 with implementation supported by two ICT expert teachers.

Our school has an extensive and multi-faceted Transition Program which focuses on ensuring students move into, through and out of the school in a positive, well informed and supportive way. A highly successful Prep Transition Program has been operational at Watsonia North for many years. This involves ongoing liaison with feeder preschools and opportunities for prospective students and parents to visit our school. As part of this orientation program, information and induction sessions with experts in Early Childhood Development, are provided to families. Parent feedback on the school's prep transition program is sought and the responses indicate that the families are highly endorsing and complementary on how we support student's transition into school. The Year 6 to Year 7 transition is an important milestone and we ensure that this is as successful as possible for our students. The exit destination of our Year 6 students is widely distributed however we focus on the development of strong links and connections with secondary colleges within the Banyule Network.

Wellbeing

Student survey data continues to show a high level of student engagement with a strong sense of belonging and connectedness. Results in the **Student Attitudes to School Survey** for Year 4, 5 and 6 are pleasing. In relation to domain of *Student Safety*, 93% of respondents indicated they had an advocate at school. From the 230 respondents, 26% indicated that they had experienced bullying whilst 84% responding favourably to the manner in which the school manages bullying.

The school's positive culture is entrenching of the our five core values with individuals (students, staff & parents) all having commitment and understanding in helping to maintain and foster a happy and productive learning environment. We have gone to extraordinary lengths to build a sense of community around our core values. The Restorative Practices program continues to form the foundation of our school relationships and provides the framework to deal with issues as they arise. The concepts which underpin the restorative practices approach permeate the language of the school. In 2017 we will extend our wellbeing programs by including The Resilience Project. Developing resilient students, with the capacity to bounce back when faced with adversity or set back is a key to future success.

Staff continue to provide extensive pastoral care and support for students. Development of student independence and leadership has continued to be fostered with extended opportunities for an increased number of students to be recognised as leaders. The student leadership program is extensive and well considered and genuinely attempts to give students a significant voice and role in the life of the school. The school puts considerable resources into its student leadership program and provides many opportunities for the leaders to act as role models to the younger students.

For more detailed information regarding our school please visit our website at
www.wats-north.vic.gov.au



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 551 students were enrolled at this school in 2017, 281 female and 270 male.</p> <p>15 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

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

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> Higher</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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>48%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>56%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>53%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>47%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	48%	33%	Numeracy	27%	56%	16%	Writing	13%	53%	34%	Spelling	16%	58%	26%	Grammar and Punctuation	18%	47%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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>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</p> <p>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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	93 %	93 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	93 %	93 %	93 %	93 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Students Attitudes to School - Management of Bullying</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)

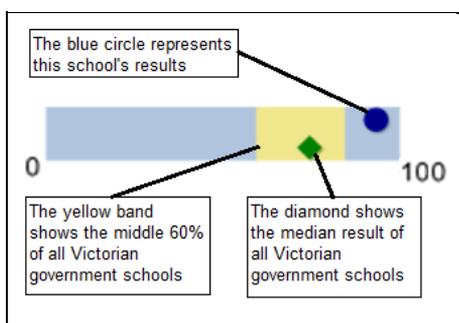
Engagement

- 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).

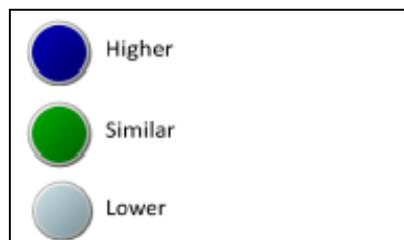


What does *School Comparison* refer to?

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

Our strong financial position is possible through careful planning and monitoring of revenue and expenditure. The school has maintained and will continue to maintain excellent accountability measures with regard to financial management. School Council carefully analyses bank account movements and works collaboratively with staff to set annual program budgets. Expenditure is carefully budgeted within the parameters of revenue. Funding priority continues to be targeted towards achieving excellence in *Literacy, Numeracy* and *Curiosity*. The expansion of the ICT program and network infrastructure has been an added priority. Equity funding received by the school has been expended on literacy and numeracy support programs across the school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,896,403	High Yield Investment Account	\$191,672
Government Provided DET Grants	\$415,074	Official Account	\$31,911
Government Grants Commonwealth	\$131,432	Other Accounts	\$202,271
Government Grants State	\$4,621	Total Funds Available	\$425,855
Revenue Other	\$99,067		
Locally Raised Funds	\$601,616		
Total Operating Revenue	\$5,148,212		
Equity¹			
Equity (Social Disadvantage)	\$59,262		
Equity Total	\$59,262		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,714,011	Operating Reserve	\$212,372
Communication Costs	\$6,270	Maintenance - Buildings/Grounds incl SMS<12 months	\$3,213
Consumables	\$152,735	Revenue Received in Advance	\$58,154
Miscellaneous Expense ³	\$258,621	School Based Programs	\$16,265
Professional Development	\$72,073	School/Network/Cluster Coordination	\$16,239
Property and Equipment Services	\$190,305	Provision Accounts	\$71,247
Salaries & Allowances ⁴	\$520,240	Maintenance -Buildings/Grounds incl SMS>12 months	\$48,365
Trading & Fundraising	\$99,369	Total Financial Commitments	\$425,855
Utilities	\$28,311		
Total Operating Expenditure	\$5,041,935		
Net Operating Surplus/-Deficit	\$106,278		
Asset Acquisitions	\$16,150		

(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.