

2015 Annual Report to the School Community

Maffra Primary School

School Number: 861



Name of School Principal: Chet Dervish

Name of School Council President: Melissa Hrehoresen

Date of Endorsement: 22 / 03 / 2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

About Our School

Maffra Primary School has a clear focus on delivering a comprehensive learning program to students from Years Prep to 6. The values / expectations seen as being central to our school community are: Learning – ‘Step Up’; Resilience – ‘Bounce Back’; Safety – ‘Take Care’; and Respect – ‘Be Kind’. On school census day in February 2015, there were 295 students enrolled and they were placed in 13 classes. There were 17.8 (Equivalent Full Time) teaching staff, including the principal, assistant principal, classroom teachers and specialist programs in art / global studies, music, Mandarin, physical education and student welfare. They were supported by 3.0 (EFT) integration aides and 1.8 (EFT) administrative supportive staff. In 2015, we were able to provide a 0.4 (EFT) student wellbeing worker funded through the National School Chaplaincy and Student Welfare Program. The school is located in the rural town of Maffra, Victoria, within the Macalister Irrigation District of Central Gippsland which is renowned for its dairy industry.

The Government School Performance Summary rates the school as being in the ‘mid’ range in the overall socio-economic profile. This is a shift from the ‘low-mid’ range rating in 2014. Special programs included a Breakfast Program provided each Wednesday with the support of local churches.

Upward trends have continued in student learning. Teacher assessments from Australian Curriculum / Victoria Essential Learning Standards (AusVELs) are at similar levels to other government schools. The school has moved from ‘Similar’ to ‘Higher’ in the NAPLAN Year 3 Numeracy 4-year average. Despite the Year 5 Numeracy achievement sitting well within the average range and close to the median for all Victorian Government primary year levels, a ‘Lower’ rating reflects a lower than expected growth when comparing the Year 3 and Year 5 scores for this particular cohort. ‘Similar’ results were achieved in Year 3 and Year 5 reading. The Year 3 NAPLAN 4-year average in Reading has moved up from ‘Lower’ to ‘Similar’ in the School Comparison.

Student attendance moved from ‘Similar’ in 2014 to ‘Lower’ in 2015 when compared to other government schools. Comparisons with the previous year indicate a 1 or 2% increase in absenteeism in Years 1, 3, 5 and 6. Teachers are diligent in monitoring attendance and following up absences. Welfare and administrative staff become involved where there are repeated unexplained absences, with action including regular contact with parents and meetings arranged where needed. ‘Parent Satisfaction’ as measured by the Parent Opinion Survey is in the mid-range.

From the ‘Students Attitudes to School’ survey we found ‘Similar’ levels when compared to Year 5 and Year 6 students at other schools. The best results were in the areas of ‘Learning Confidence’ and ‘Stimulating Learning’. There was an upward trend in most areas.

The 9 students on the Program for Students with a Disability all showed progress at satisfactory or above in achieving their individual goals in 2015. The school introduced Mandarin as an additional language provided in Years Prep and Year 1, sharing an accredited teacher and language assistant with Maffra Secondary College.

Implementation of the 2013-2016 School Strategic Plan commenced in 2013. The Assistant Principal – Teaching and Learning Coach and Curriculum Leadership Group closely monitor progress with updates reported at each staff meeting and school council meeting. All Year 3 Achievement Milestones were achieved in 2015 and plans were in place to ensure continued improvement in all areas, as outlined in the 2016 Annual Implementation Plan.

Achievement

During 2015, teacher programming and assessments were based on the Australian Curriculum / Victorian Essential Learning Standards (AusVELS). Teacher assessments showed steady improvement in all areas of student learning with levels close to state mean scores in all curriculum areas.

The NAPLAN Reading and Numeracy tests indicated that there have been some tremendous improvements in recent years. School Comparisons indicate that Maffra Primary School is at similar levels to other schools. The additional emphasis in the priority area of writing certainly paid dividends in 2015 with an upward spike in NAPLAN results and improving teacher judgment data. NAPLAN data indicates that 84.6% of students achieved medium or high growth in Writing between Year 3 and Year 5. Another solid performance in 2015 advanced the Year 3 Reading 4-year average to ‘Similar’. 2015 NAPLAN Numeracy shows that students have achieved in the mid-range with scores close to the Victorian state median, however a ‘Lower’ school comparison is given because the learning gain from Year 3 to Year 5 was not as high as anticipated. NAPLAN results indicate that 93.5% of students in Year 5 were achieving above the national benchmark in Numeracy. The 4-year average in Year 3 Numeracy advanced to a ‘Higher’ category, a further sign of sustained improvement.

During 2015 all teachers participated in a professional learning day with renowned mathematics expert, Charles Lovitt. All teachers have had training in the ‘Seven Steps to Writing Success’ approach and one teacher did a further two days training to qualify as a coach. There are many examples of quality writing being produced by students at all levels. Professional Learning Teams have spent time developing whole school approaches to teaching spelling and writing and this work will continue in 2016. The provision of a Literacy Tutors Program has been a valuable intervention at all year levels.

The school council determined that a further two year subscription would be undertaken in the ‘Mathletics’ online support program which is providing reinforcement of mathematics skills for students in Year 1-6, both in class and from home with 24/7 accessibility. Mathletics includes a competitive element and certificates which can be achieved at all levels. The presentation of bronze, silver and gold certificates to students at weekly school assemblies provides a great incentive for maximizing achievements. Together

with a Mathematics Policy review, additional assistance programs and the impact of experts Michael Ymer, Charles Lovitt and Rob Vingerhoets in up-skilling teachers, there have been a broad range of strategies implemented which have contributed to overall improved student outcomes in this area. We have also utilized the skills of experienced teachers to provide additional mathematics assistance for targeted students, both for reinforcing basic skills and providing extension.

Individual Education Plans were developed for students achieving teacher ratings of A, D or E against AusVELS, with close monitoring and intervention provided as required. This intervention included programs such as Literacy Tutors and Mathematics Assistance, with documented improvements for both lower and higher achievers.

The school is particularly proud of opportunities provided in 'The Arts' with high achievements evident in instrumental music, the annual musical production and the visual arts program. Comprehensive sports and physical education programs have contributed greatly to improving levels of student fitness and skill development. Many students had opportunities at School Sports Victoria district, division, regional and state levels in a variety of sports in 2015.

Engagement

In 2015 the average student attendance rate by year level varied from 89% to 92% which was lower than 2014. This fall resulted in a School Comparison of 'Lower' when compared to other schools. The highest level of student absenteeism was at the Year 5/6 level. There were several students with long-term absences due to unusual family circumstances, and extended family holidays. The total number of student absences due to extended holidays was 472. The average days absent per student increased from 16.31 in 2014 to 17.99 in 2015. The importance of school attendance is promoted through the school newsletter and in other parent forums. Our staff are diligent in promoting good attendance habits and following up unexplained and unapproved absences with parent contact and student support group meetings. It will be important to continue to monitor student attendance closely so that this downward trend can be reversed.

The annual school musical production – 'This Is My Life,' involved all students, in two sell-out shows at the Entertainment Centre in Sale. Months of preparation resulted in a high quality show described by many as ... 'the best yet!' This claim was supported by the sale of 80 copies of the DVD.

Our Parents and Friends Club members provided special lunches known as 'Fun Food Days'. Representatives from each class from Years 3 to 6 formed a student council which responded to student ideas about school improvements and organized many special events including lunchtime activities, carnival days and theme days in support of our World Vision sponsored child and other charitable organizations.

Teaching staff provided engaging classroom programs using a range of school and local community resources. Highlights included regular use of the cookery centre and the development of raised vegetable gardens which provided fresh produce for student cooking activities. Teachers are to be commended also for the many lunchtime activities which have included a range of sports games, scrap-booking, use of the library facilities and Lego building. Regular staff versus student sport challenges also created a great deal of fun and interest. Year 3 and 4 students enjoyed a day trip to the Melbourne Zoo and Year 5 and 6 students participated in a two night camp at Sovereign Hill, Ballarat.

The Curriculum Leadership Group led teachers through a process of reviewing the Integrated Studies (formerly Throughlines) Program. The review set out to ensure that Australian Curriculum subjects, including Science, Geography, History, Economics, and Health and Physical Education were included. The next task was to consider ways of making the curriculum more engaging by incorporating a comprehensive list of experiences including camps, excursions, incursions, visiting speakers and performers, and hands-on activities.

The Parent Opinion Survey was generally quite positive. Trend Analysis Charts have all variables at, or close to state benchmark scores, including the General Satisfaction category.

Wellbeing

The Performance Summary indicates that the Year 5/6 Students Attitudes to School Survey fell into the 'Similar' Category when compared to results at a state and regional level. The 4-year average indicates that we have had consistently strong results in recent years. In 2015 the most positive results were in the areas of teacher effectiveness, teacher empathy and student motivation.

The School Wide Positive Behaviour (SWPB) Support team continued to be a priority area in 2015, often with the support of Wellington Network psychologist, Jenni Allan. The school expectations of Step Up, Bounce Back, Take Care and Be Kind were embedded into the language and culture of the school. Students created banners highlighting these expectations and these are displayed in each classroom. The school displays commercially produced banners and flags with these key words. The impressive banners are hanging in the school gymnasium and are regularly referred to during whole school assemblies and at other times. The flags are portable and are displayed during special events such as open days and sport days. School Wide Information System (SWIS) has been used to collect data on playground behaviour but limitations on the scope of this American software led the team to form the view that the school would be better served by developing its own program, so the subscription was not renewed. We have embarked on a process of developing our own data collection system and various models have been trialed. The school continued to take advantage of the SWPB professional learning opportunities provided at a Wellington Network level. Student council initiated various litter reduction strategies which assisted in reducing the incidence of litter in the school grounds. A school 'Expected Behaviours' matrix was implemented and formed the basis of the 2015 social skills program.

The student welfare program benefitted greatly from the support of very experienced staff in the student welfare teacher role (2 days each week) and the student wellbeing worker role (2 days each week – federally funded). This allowed for the introduction of

preventative programs and a great level of support for parents in managing complex issues with their children. Access Ministries continued to provide accredited instructors for the revamped Special Religious Instruction which was an elective available to all students where parent consent was given.

The school 'Buddies' program proved useful as older students were matched with prep students and this helped them develop greater confidence in the school environment. Student council 'safety officers' were very visible in their bright coloured vests and also provided an extra set of eyes and support in the playground and a meaningful leadership role for student councillors.

The Maffra Uniting Church continued to support the Breakfast Program with fundraising, and coordinating a team of combined churches volunteers who supported a target group and many others who enjoyed the social interaction, on one morning each week.

Strong links were forged with Maffra preschools and Maffra Secondary College, to ensure the smoothest possible transitions at these levels, with regular visits of staff and students. A Wellington Network Transition Policy which was developed in 2013 to ensure a consistent and effective transition for students moving between schools at any level was continued in 2015. The policy includes a student tracking sheet with relevant student information which is passed on to the receiving school so that teachers from Year Prep to Year 7 are better informed and can better support students from the day they arrive. In meetings with Maffra SC principals, a Year 6/7 Transition Survey was developed and administered early in 2015 to gain feedback from parents and students and ultimately further strengthen existing transition processes. The survey indicated that Year 7 parents and students shared the view that the existing processes are very effective. Some responses suggested that additional visits to Maffra Secondary College would increase student readiness, and this influenced the decision to provide extra opportunities in Term 4, particularly for more vulnerable students.

Productivity

Goals and priorities outlined in the School Strategic Plan and the Annual Implementation Plan were the clear focus of resource allocation through program budgets. Decision making kept in mind the Student Learning goal: To improve student learning outcomes in literacy and numeracy across the school.

Minimizing class sizes within the available Student Resource Package was the starting point in planning. Targeted additional support was provided through the Literacy Tutors Program and Mathematics Assistance programs, with clear benefits across all levels. School council committed funds to continue the subscription to 'Mathletics' which has been embraced by all levels of the school community and is contributing to a significant improvement in student outcomes in numeracy. Funds were directed towards teacher professional learning with staff participating in Spelling, Writing (Seven Steps to Writing Success), and Mathematics (Charles Lovitt – Problem Solving) training. Further funds were allocated to support the training of an experienced teacher to be a Seven Steps coach so that a higher level of ongoing mentoring support would be available to teachers over coming years. Provision was made within the timetable to allow the literacy coach to visit classrooms and provide support in the targeted areas of Years 2 - 4 in 2015.

The Assistant Principal – Teaching and Learning Coach position created in 2013 continues to bring great benefits as we work together to achieve improved outcomes.

School council explored the use of a range of phone Apps in an effort to further enhance strong channels of communication with our local community. A decision was taken to trial the Skoolbag App and provision was made in the 2015 program budget to fund a subscription. The trial was extremely successful with a take-up of around 75% of families, so Skoolbag will continue to be available in 2016, with most families now appreciating the benefits offered.

The contribution of volunteers in the school cannot be understated. School Council, Parents and Friends Club, Uniform Shop Coordination and the many parent helpers all contribute enormously to the fabric and many successes of the school. Support from the wider Maffra community, including businesses and local service clubs, is also integral to providing the high quality educational programs at Maffra PS.

Resources were allocated in the 2016 program budget to support the process of advertising and selecting a new principal, replacing retiring principal, Chet Dervish. The process commenced at the December 2015 School Council meeting, with the intention of having a new principal in place at the start of term two, 2016.

For more detailed information regarding our school please visit our website at
<http://www.maffraps.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 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.

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 295 students were enrolled at this school in 2015, 154 female and 141 male. There were < 10% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.



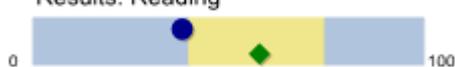
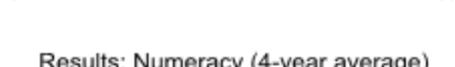
Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Higher</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> Similar</p> <p> Lower</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>62%</td> <td>4%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>50%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>62%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>46%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	62%	4%	Numeracy	42%	50%	8%	Writing	15%	62%	23%	Spelling	23%	58%	19%	Grammar and Punctuation	38%	46%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>89 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	92 %	91 %	89 %	89 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	92 %	91 %	89 %	89 %										

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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

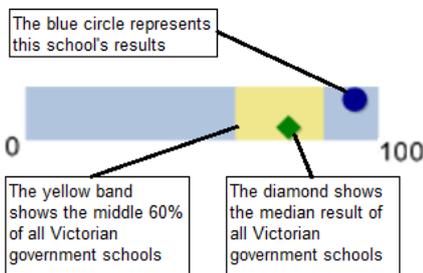
What are student outcomes?

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 colleges, 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.



What is a School Comparison?

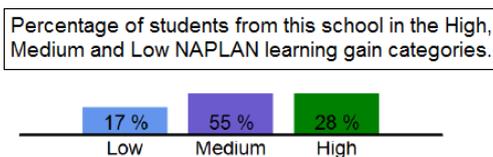
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

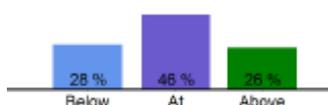
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,086,725	High Yield Investment Account	\$182,318
Government Provided DET Grants	\$1,518,603	Official Account	\$1,808
Government Grants Commonwealth	\$4,950	Other Accounts	\$361,945
Revenue Other	\$22,463	Total Funds Available	\$546,072
Locally Raised Funds	\$132,276		
Total Operating Revenue	\$3,765,016		
Expenditure		Financial Commitments	
Student Resource Package	\$2,088,451	Operating Reserve	\$57,942
Books & Publications	\$4,656	Maintenance - Buildings/Grounds incl SMS<12 months	\$3,500
Communication Costs	\$5,735	School Based Programs	\$31,313
Consumables	\$39,963	School/Network/Cluster Coordination	\$445,787
Miscellaneous Expense	\$1,624,711	Other recurrent expenditure	\$7,530
Professional Development	\$8,653	Total Financial Commitments	\$546,072
Property and Equipment Services	\$110,198		
Salaries & Allowances	\$118,586		
Trading & Fundraising	\$39,721		
Travel & Subsistence	\$1,113		
Utilities	\$20,733		
Adjustments	\$0		
Total Operating Expenditure	\$4,062,521		
Net Operating Surplus/-Deficit	(\$297,505)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

[Insert financial commentary here]