

2017 Annual Report to the School Community



School Name: Ivanhoe Primary School

School Number: 2436



- 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 20 April 2018 at 11:23 AM by Mark Kent (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 23 April 2018 at 06:17 PM by Tracey Cox (School Council President)



About Our School

School Context

Ivanhoe Primary School, located in a residential area in Melbourne's North Eastern suburbs, can trace its roots of providing education to the local community back to 1853. The current site contains the original building. Built in 1923, it houses an administration block and 10 classrooms.

This building is complemented by 16 relocatable classrooms and a Multi Purpose Room (housing two classes in 2018). A school hall provides enhanced facilities for performing arts and physical education. Existing facilities are currently being upgraded as a \$2,000,000 Capital Works Grant has been provided to upgrade the facilities. Four relocatable classrooms have been removed and the development of a dynamic new learning environment has begun and is due to be completed before the end of the 2018 school year. 2017 was the first year of the 2017 - 2020 School Strategic Plan (SSP) and the development of six school wide goals as part of our commitment to the (FISO) Framework for Improving Student Outcomes. In 2017 our student enrolment increased from 589 to 609 and is continuing to rise. Enrolment patterns are reflected in the growing number of classes across the school. In 2016 there were 24 classes, in 2017 25 classes and in 2018 there will be 28 classes. The school's enrolment ceiling is 650 students.

The 2017 enrolment of 609 saw a Student Family Occupation (SFO) Index of 0.1847, well below the state median of 0.5166. This SFO Index places the school in the high socio-economic group of schools.

The school teaching team comprises 30 classroom teachers, a Principal and Assistant Principal, two Leading Teachers, a Learning Specialist and specialist teachers. Specialist classes are offered in Music, Art, Physical Education and Italian Language. The Principal and Assistant Principal along with the Leading Teachers/Learning Specialist form the leadership team. Ten education support staff work in roles including administration, library, integration, Reading Recovery, first aid and learning support. The school's Fulltime Teaching Equivalent (FTE) is 39.60.

The school has maintained a focus on differentiation and feedback to maximize teacher capacity to address the needs of all learners as individuals. Differentiated learning, along with Reading Recovery for Year 1 students and a variety of effective support programs cater for students at either end of the learning spectrum. The school has a firm commitment to providing opportunities for students to develop their artistic, physical and technological talents. The Curriculum incorporates the teaching of thinking skills and the innovative use of Digital Learning Technologies.

A comprehensive school review in 2016 resulted in the redefining of Ivanhoe Primary School's Mission Vision and Values as the following:

Mission Statement: Ivanhoe Primary School provides a positive, vibrant and inspiring environment where students are valued and encouraged to succeed in becoming life-long learners.

Vision Statement: Ivanhoe Primary School encourages the development of the whole student. Our aim is to support learners in becoming curious, reflective and critical in their thinking as global citizens.

Values: Confidence, Independence, Persistence, Resilience, Respect

Framework for Improving Student Outcomes (FISO)

Ivanhoe PS has actively worked to align itself with the Framework for Improving Student Outcomes (FISO). The FISO priorities in 2017 were Excellence in Teaching and Learning: Curriculum Planning and Assessment, as well as Positive Climate for Learning: Setting Expectations and promoting Inclusion.

In 2017 professional learning of staff focused on the use of assessment data to better evaluate key learning areas for development for individual students and cohorts, coaching for improvement and the use of digital learning technologies for improving teacher knowledge and student outcomes.

A highlight of 2017 was the Innovation Day which was a hands-on program involving every year level, some community partnerships and over 200 parents exploring technologies and their uses across the school.

Staff and parents have adopted an ongoing whole school community focus to support and understand personal, social and emotional competencies as well as proactively developing strategies to manage challenging behaviours and mental health issues.



The 2016 school review and assessment of the school's position on the FISO continuum suggested that climate and culture could be further enhanced by providing students with greater opportunities to give feedback on classroom teaching practices therefore this has featured in our strategic planning and in our school wide goals. The school continues to work toward the development and implementation of a whole school instructional model as a focus for improved student outcomes. IPS is a member of a Community of Practice focussed on the Curiosity and Powerful Learning Strategy with several neighbouring schools.

In 2018 IPS will build on the FISO initiatives Curriculum Planning and Assessment, Setting Expectations and Promoting Inclusion and look to develop Building Practice Excellence and Empowering Students and Building School Pride.

2017 – 2020 Strategic Plan School Goals

- All students to be literate, numerate and curious learners.
- Build a consistent instructional practice in Literacy and Numeracy of every teacher.
- All students to be engaged, connected and make positive contributions to the development of the whole school community.
- Empower students through approaches that provide them with a greater voice in decisions that affect their school experience.
- All students to be resilient and display behaviors and attitudes that reflect the school values.
- Ensuring students have the tools, skills and modelling to enable them to develop positive and self-regulating behaviours.

Achievement

The Achievement targets that were set as part of IPS's 2017 Annual Implementation Plan (AIP) in relation to NAPLAN outcomes took into account the feedback given in the previous year's review and were based around individual NAPLAN components to enable the tracking and collection of more meaningful data.

The areas of focus were Reading, Spelling and Numeracy for Year 3, and Reading, Writing and Numeracy for Year 5. The thresholds for each component's target, although ambitious, were set in context of outcomes of the respective student cohorts.

To support the school in its strategic aims, teachers across all year levels focussed on developing their use of data to support teaching and learning and improve student learning outcomes in identified curriculum areas, which formed part of the teachers' Performance and Development Plans.

Ivanhoe Primary's NAPLAN data for 2017 showed that with the exception of Grammar & Punctuation (99%) all students achieved at or above the National Minimum Standards in NAPLAN across all assessed components.

Years 3 and 5 also both achieved a higher mean and median score when compared with students across the state as well as for ALL percentile measures.

The school either achieved or exceeded the AIP targets set for each identified component with the exception of Writing in Year 5. Significant improvements in the outcomes of students in Maths were made which was pleasing as Maths was noted as an area of potential focus in the School's Strategic Plan.

Although achievement in Writing was lower than the target set, the Year 5 cohort still however showed a 1% gain in regards to what they achieved in their 2015 NAPLAN outcome.

An immediate response to the lower than expected outcome for Writing, was Professional Development for teachers directed around writing assessment and developing even greater consistency of judgement within and across year levels and against curriculum standards. This work is ongoing and one of the school's curriculum days in 2018 will be used to support the school's drive for improvement in writing outcomes across the school.



Engagement

Positive connections have been made towards improving students' Engagement in 2017. School based Professional Learning and active involvement in the Curiosity and Powerful Learning Strategy was a focus to build teaching practice and build leadership and learning teams. Teaching teams have focussed on building consistency in their teaching practice through Peer Observations.

The whole school engagement has been strengthened through a targeted focus on building active student voice, through focus groups across all levels, and is enabling programs to be adapted to further empower students to become more active in their learning environment. The DET Literacy and Numeracy strategy, HITS and C&PL will remain the main focus towards embedding and consolidating consistent instructional practice in Literacy and Numeracy across all staff.

In 2017, moderation in English and Mathematics remained a planned activity in our Professional Development and Meeting Schedule. Writing Professional Development, with an outside provider, also further strengthened staff's abilities to make consistent judgements in writing across all levels.

Making consistent judgements from P-6 in English and Mathematics to strengthen teachers' skills and abilities remains a high priority. In 2018 this will be targeted through planned staff internal development as well as the targeted use of Professional Consultants to inform and upskill staff in moderation and collection of data.

Attendance rates across the school remain consistent, between 92% and 94% across levels, which is similar to like schools yet slightly below the median of absences across Government schools. Common reasons for absences remain illness and parent choice, primarily for travel purposes.

Wellbeing

The new Strategic Plan's focus is for all students to be engaged, connected and make positive contributions to the development of the whole school community, to empower students through approaches that provide them with a greater voice in decisions that affect their school experience and that all students to be resilient and display behaviours and attitudes that reflect the school values.

The 2018 Annual Implementation Plan supports the implementation of programs that continue to build and set expectations, that promote inclusion and aims to empower students and build school pride.

The 2017 Attitudes to School survey responses in the area of wellbeing were above the median score for all Victorian Government Primary Schools. The Parent opinion survey results are positive, above 80% in school connectedness and positive transitions.

The school implements a K – F and Year 6 – 7-transition plan. The plan lists established timelines and includes details of transition visits for pre-schoolchildren and Year 6 exiting students. The school aims to ensure a smooth transition between all year levels and plans school programs to support and encourage students as they transition into, through and exit our school.

Through school newsletters and parent information nights, the school communicates and reports educative strategies as part of the school's culture of inclusion and wellbeing to parents and families. Similar avenues are utilised to communicate to, and develop community partnerships.

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



Performance Summary

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

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

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

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

| School Profile | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 606 students were enrolled at this school in 2017, 298 female and 308 male.</p> <p>22 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> Lower</p> <p> Similar</p> |



Performance Summary

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

| Achievement | Student Outcomes | School Comparison |
|--|---|--|
| <p>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>● Higher</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 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>48%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>58%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>46%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>49%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>35%</td> <td>51%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 16% | 48% | 37% | Numeracy | 12% | 58% | 30% | Writing | 12% | 46% | 42% | Spelling | 15% | 49% | 36% | Grammar and Punctuation | 15% | 35% | 51% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 16% | 48% | 37% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 12% | 58% | 30% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 12% | 46% | 42% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 15% | 49% | 36% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 15% | 35% | 51% | | | | | | | | | | | | | | | | | | | | | | | |



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 1040 1003"> <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>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 92 % | 93 % | 92 % | 93 % | 93 % | 94 % | <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> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 93 % | 92 % | 93 % | 92 % | 93 % | 93 % | 94 % | | | | | | | | | | |



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)

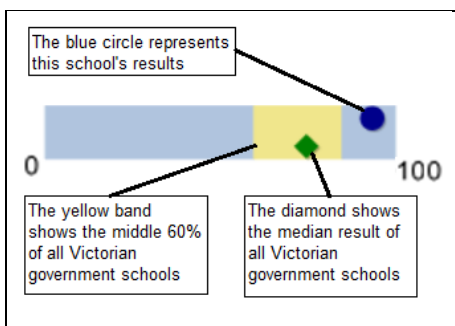
Engagement

- 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).

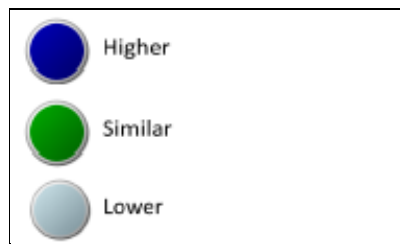


What does *School Comparison* refer to?

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

At the conclusion of 2017, the Student Resource Package recorded a surplus of \$298,655 (2016: \$188,878). The surplus has built over a number of years primarily in anticipation in the 2018 year of (a) the requirement for the school to contribute toward capital works including approved new classroom works conducted by VSBA as noted in the 2016 report, and (b) to deliver the highest quality of educational outcomes in an environment of increasing student enrolment and increased total number of classes.

During 2017 the school raised funds from its School Fair in the amount of \$41,556 which was a lower contribution than from previous fairs, primarily due to inclement weather on the day. Parent contribution for the Booklist system remained fairly strong and in line with Council estimations, although parent support for the digital learning contribution was significantly lower than the 2016 year, however investment in the digital technology space continued as a key educational delivery component of the school. The school was successful in obtaining a \$5,000 grant to conduct an Intercultural understanding program.

Expenditure on school level salaries included payments to casual relief teachers, OSHC employees and sessional music tutors, and increased by \$65,736. The school increased expenditure in Property and Equipment Services by \$81,862 (increase of 25% from 2016) including greater expenditure on playground equipment (via a grant to construct an inclusive playground) and broadening suitable age appropriate play spaces.

The school continues to act as the 'funds managing school' for the Ivanhoe District School Sports Association.

| 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 | \$4,148,144 | High Yield Investment Account | \$28,241 |
| Government Provided DET Grants | \$489,147 | Official Account | \$2,583 |
| Government Grants State | \$1,000 | Other Accounts | \$288,148 |
| Revenue Other | \$57,800 | Total Funds Available | \$318,972 |
| Locally Raised Funds | \$1,223,638 | | |
| Total Operating Revenue | \$5,919,730 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$13,634 | | |
| Equity Total | \$13,634 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$3,930,494 | Operating Reserve | \$272,638 |
| Books & Publications | \$11,487 | Asset/Equipment Replacement < 12 months | \$30,000 |
| Communication Costs | \$10,771 | Maintenance - Buildings/Grounds incl SMS<12 months | \$3,000 |
| Consumables | \$93,485 | School Based Programs | \$13,334 |
| Miscellaneous Expense ³ | \$281,369 | Total Financial Commitments | \$318,972 |



| | |
|------------------------------------|-----------|
| Professional Development | \$15,056 |
| Property and Equipment Services | \$391,322 |
| Salaries & Allowances ⁴ | \$733,138 |
| Trading & Fundraising | \$109,634 |
| Utilities | \$43,318 |
| Adjustments | \$999 |

| | |
|------------------------------------|--------------------|
| Total Operating Expenditure | \$5,621,074 |
|------------------------------------|--------------------|

| | |
|---------------------------------------|------------------|
| Net Operating Surplus/-Deficit | \$298,655 |
|---------------------------------------|------------------|

| | |
|---------------------------|-----------------|
| Asset Acquisitions | \$10,865 |
|---------------------------|-----------------|

- (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.