

2016 Annual Report to the School Community



School Name: Menzies Creek Primary School

School Number: 2457



WE DREAM, BELIEVE AND ACHIEVE TOGETHER

Name of School Principal:	Tanya Cooke _____
Name of School Council President:	Nicole Cashmore _____
Date of Endorsement:	April 26 th , 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Menzies Creek Primary School boasts a community inclusive of all children reaching their potential. Hence we are proud of our vision that states:

We support each other to reach our full potential, valuing inclusive, respectful relationships!

Our beautiful natural surrounds provide an environment to explore, create and enjoy. We are fortunate to have been successful in obtaining an Inclusive Funding Grant for \$200,000 to complete a spectacular play space with sensory rooms, tepee, bamboo maze, beautiful flat play spaces, wet area, decks, wooden tables and chairs for a seating area, cubby building, and climbing net, all providing magnificent outdoor learning spaces. This creative play space is linked by beautiful wooden ramps.

Our extracurricular programs are rich and varied and are offered from Foundation to Year 6. An exciting development for 2017 will be the provision of Auslan as our language program. We are the only school in the Dandenong Ranges to provide this experience. Strengthening left/right brain development and proven to assist in literacy growth we are very excited about this. We also provide specialist programs in Music, Science, Physical Education, Kitchen/Garden, Literacy Intervention and Numeracy Intervention, Wiseones Gifted Program and our GEM Program (Gratitude, Empathy and Mindfulness). This is taken by our chaplain with class teachers and provides many wonderful strategies for the students. We all end our day with a "Time to be Grateful" where we will write three things we are grateful for in our day before we go home.

We also offer an Instrumental Music Program including piano, guitar, violin and vocal lessons.

A large number of students also enjoys junior and senior choirs; with many opportunities provided to perform.

Our enthusiastic staff enjoy a real sense of team, they know all students, and enjoy learning and playing with them. Staff endorsement of the school climate is in the top 20% of the state.

Family involvement is our priority where many events bring families and the community together: community dances, Trivia Nights, picnics and our wonderful Family Festival. Parent Satisfaction with the school is in the top 20% of the state. We base our school journey on the strong triangular foundation of family, child and staff working together.

Feedback from students and families is important to us, as we see this as pivotal to both school improvement and responding to needs. Our School Council is proactive and welcoming; with enthusiastic, hardworking sub committees.

Learning is celebrated consistently with families through diligent school/ home communication. Events are held each term to ensure families witness their children's learning. Students bring home learning journals that show student/teacher reflections on progress. In 2017 a real focus on learning growth will be communicated to families through developmental continuums in their Learning Journals, emails home reflecting on pre and post assessment progress and rubrics that show how your child is progressing in topics covered at school.

We have our own preschool encompassing playgroup, three year old and four year old programs. The transition to school is holistic and provides the best platform for children to make a positive start to their learning journey.

We have an outstanding OSHC service that provides quality care from 7.00 to 8.45 am and 3.30 to 6.30 pm every day of the week.

This school has 27 equivalent full time staff, 1 Principal class, 14 teacher class (6 male) and 9 Education Support Class. We also have a range of expert staff employed by the school to deliver our kitchen/garden program and in 2017 our Auslan program. We have a chaplain 2 days per week delivering social skills and resilience programs as well as support in classrooms and in 2017 our GEM program.

We delight in the spirit of fun that pervades our learning environment ensuring a real sense of engagement for all learners.

Our mantra, We dream, believe and achieve together' clearly indicates our intention in all we aspire to do!



Framework for Improving Student Outcomes (FISO)

Menzies Creek Primary School has selected two Improvement Priorities and one Improvement Initiative for each priority.

1. Improvement Priority- Excellence in teaching and learning

Improvement Initiative- Curriculum Planning and Assessment

2. Improvement Priority – Positive Climate for Learning

Improvement Initiative- Empowering students and building school pride

Our data indicates we need to continue to improve our assessment practices so we can:

- Make more informed teacher judgements
- Enable targeted teaching to every student
- Provide effective feedback to students to inform them of their learning progression and extend their capabilities
- Be proficient at using a range of assessment formats

Our students need to have a voice in their learning to:

- Provide feedback re their learning
- Provide input to school direction reflective of their needs

In 2017 our staff have made a commitment to focus on feedback to/from students, each other (peer observations) and families.

Menzies Creek Primary School is currently working with 4 other schools on improving data literacy (analyzing and interpreting data).

The aim of our group is to develop a deep understanding and analysis around triangulation of data to inform teachers practice and thus improve student outcomes. We will focus on moderation, targeted teaching, goal setting and continuous assessment.

We have two after school sessions organized for this year. This will involve all staff coming together for two hours with the following focus:

Term 2- Familiarization of data- moderation and targeted teaching

Term 3- Teacher Judgment- differentiating

From these sessions, our aim will be to have teachers share best practice; including assessment strategies, in school and out of school moderation to ensure teacher's judgments accurately reflect where our students are and more importantly, what is the next stage of their learning.

This collective effort will see our network of schools share resources, improve accountability practices and develop greater consistency in our programs to ensure that every student's point of need is catered to. By working beyond our local areas, exploring innovative research and embedding high quality teaching and learning, our FISO network will seek to improve our data analysis, teacher practice and most importantly student outcomes.

The FISO Principal group will meet twice per term at Dandenong Ranges Network meetings.

Achievement

Teacher Judgments- our students achieved above state median in both English and Mathematics and similar to our like group of schools.

In Naplan Year 3, our outcomes over 12 months were lower than our like schools. Of significance was the impact of 14 students entering this cohort at Year 3, and many students entering Year 1 and 2 in previous years, most with significant learning difficulties. Our Year 5 cohort results are similar to like schools. Very pleasing was our growth above in writing which has been a focus for us.

Our learning gain however from Year 3 to 5 in writing, spelling and punctuation has been well above the 25% expected. This testing regime is a snapshot captured on one day and does not reflect the depth of whole child growth we pride ourselves in.

Our focus has and will continue to be to move more students learning gain from the medium to the high. Our learning around data literacy will support this, looking at what this tells us about teacher practice, and what are our learning requirements.



In 2017 our actions will be focused around data literacy therefore targeting teaching and providing/receiving rich feedback so learning growth is achieved by all students.

- All staff will improve their data literacy skills to ensure students are accurately reported on
- Data analysis will go beyond, 'We need to improve our writing' to what aspects of writing to we need to improve our teaching strategies in- eg paragraphing
- Review our yearly/term/ week planners to ensure they include aligned practices with dedicated time allocations
- Increase teacher skills in moderation across English and Mathematics
- All staff will focus on feedback to/from students through rubrics, pre/post-tests, learning continuums, Star (What I am good at) and Step (What I need to do to go to the next step) feedback
- Staff will seek and provide feedback to each other to grow teacher practice- peer observations, warm and cool feedback

We continue to use the "GradeXpert" program as our learning management system to inform teachers of the next stage of each student's learning. We have Individual Learning Plans for behavioural or social needs, as well as for children 12 months above or behind in literacy or numeracy or as needed, ensuring all teachers focus on identifying and assisting students with particular needs.

Student Support Group Meetings occur frequently and set goals for specific needs with families, staff and often other medical professionals.

Quicksmart Maths, tailored for students in grade 4-6 performing at or below the expected level, is offered to students, selected by staff.

Our Cool Cats program, taken by an experienced literacy specialist teacher, will continue to provide support for children, identified as requiring additional assistance in reading (Years F-6). This program enables over 36 students to have daily, extra reading tuition. Children will move onto the program if their reading is below benchmark and move off once they are two levels above benchmark. This program is highly successful and viewed by many schools, as it develops more than reading ability; it allows self-esteem and all learning to soar.

Curriculum is enriched through an extensive range of extra-curricular activities designed to engage students in their learning and strengthen their connectedness with peers, teachers and the school community.

Our students, families and staff will provide rigorous feedback to and from each other as to their teaching and learning so we can best respond to student/staff learning needs. We are open to trialling new ways to engage learners so they truly reach their full potential.

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

Engagement

Attendance at school is a strong gauge as to the engagement of the students on a daily basis. We are proud that our attendance rates are high, percentage of students with 20 or more days- MCPS 10%, Like Schools 21% with our students having far fewer days absent, 11 compared to the state average of 14.

We have very few cases of absenteeism for invalid reasons and our persistent lateness has improved with students clearly not liking entering the classroom after learning has commenced. Of course, it could always be improved upon however family holidays out of school vacation times and outbreaks of strains of flu and gastric illnesses soon bolster absenteeism.

Our efforts to further reduce this will continue with families contacted and individual plans developed to assist. Socializing the impact of both absenteeism and lateness will continue to be communicated via newsletter, Information Nights and Family Information books. Introducing online absenteeism notification has certainly provided a far better means of tracking and contacting families.

In 2017 we will take the following actions to further develop our student engagement:

- All staff will provide various forums for students to provide feedback about their learning- surveys, reflections, circle time
- Junior School Council will provide feedback as to the teaching and learning strategies and programs at MCPS



- Learning Journals will be continued for all students to document their reflections on their learning and be provided with feedback by teachers
- Community Circles will be held in each classroom at least once per week to provide feedback to staff on teaching and learning and school processes
- Student surveys will be implemented throughout the school to provide comparison data
- Staff will develop and send home assessment rubrics prior to work being completed so families have a greater understanding of expectations
- Learning Intentions and Success Criteria will be used to ensure students understand what they are learning and if they feel they have succeeded
- Staff will send home emails with pre/post-test results, photos and any other specific social, emotional and academic information
- Celebration of Learning evenings allow students to communicate their learning to families and special visitors
- 'Open Door' policy allows families to engage in their child's learning consistently

Engagement of students is a priority and one we work consistently hard at. Development of individual programs to cater for students with specific needs ensures all students have the ability to be engaged and reach their full potential.

Wellbeing

At MCPS all children have a strong sense of connectedness to each other and their school, achieving in the top 20% of the state.

Our wellbeing program has gained praise for catering for the diverse needs of students by responding to innovative and research driven practices.

All students enjoy an orderly environment where staff use a set of aligned practices and common language developed through research and professional learning.

Students know what to expect and feel safe in this environment. Student Attitude to School data indicates our students are in the middle 60% of schools in relation to perceptions of safety.

Emotional and social wellbeing is catered for by two equal play times, where staff read whilst students eat. Students read to each other and/or themselves following play times to then lead to engaged learning. Regular Circle Time allows students to problem solve a range of issues and develop strategies to independently approach these. Collaborative anchor charts enable students to know the staged processes to approaching varying tasks to gain the maximum from them.

Our three guidelines:

1. Do Your Best
2. Help others Succeed
3. Respect your Environment

mandate the way we engage with ourselves, each other and the environment.

Foundation students enjoy a Year 5 buddy relationship that endures over two years and makes for a very strong connection.

Care Groups, consisting of 13 multi- age students, led by Year 6 students and another significant staff member, develop strong relationships throughout the whole school. Two sessions per term focus on social skills and fun team building games.

We enjoy Terrific Tuesday and Fabulous Friday where all students and staff participate together in varied games for 15 minutes.

Assemblies reflect student involvement with each class presenting once a term. Family attendance is exceptionally high.

In 2017 our plan of action is to:

- Document and embed our highly successful wellbeing program of aligned practices and common language use with all students in preschool and school
- Socialize this with all families throughout preschool/school community
- Ensure we gain feedback of our wellbeing program from all sources(families, students, school council, staff) and pursue up to date research to keep abreast of best practice



- All staff will develop and implement an Action Research Model to improve the wellbeing of student/s to therefore improve engagement in their learning.
- All staff will prioritise student wellbeing to create engaged learners.
- Staff will be aware of the antecedent reasons relating to student wellbeing and respond accordingly
- GEM (Gratitude, Empathy, Mindfulness) program developed and implemented by chaplain and staff
- Teachers will be partnered with student leaders to mentor them
- Students will mentor younger students in areas of expertise and need

We prioritise student wellbeing as critical to the platform for successful learning to occur. A child who has a positive and happy feeling about themselves is more likely to be engaged and therefore more likely to learn and develop to their potential.

For more detailed information regarding our school please visit our website at
<http://www.menziesps.vic.edu.au>



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 215 students were enrolled at this school in 2016, 105 female and 110 male. There were 3% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</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> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN 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>23%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>48%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	55%	23%	Numeracy	27%	55%	18%	Writing	14%	57%	29%	Spelling	24%	38%	38%	Grammar and Punctuation	19%	48%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	23%	55%	23%																							
Numeracy	27%	55%	18%																							
Writing	14%	57%	29%																							
Spelling	24%	38%	38%																							
Grammar and Punctuation	19%	48%	33%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1038 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>96 %</td> <td>97 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	94 %	96 %	97 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	94 %	96 %	97 %	93 %	93 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

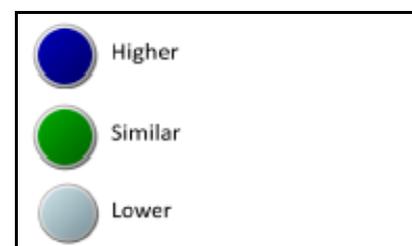
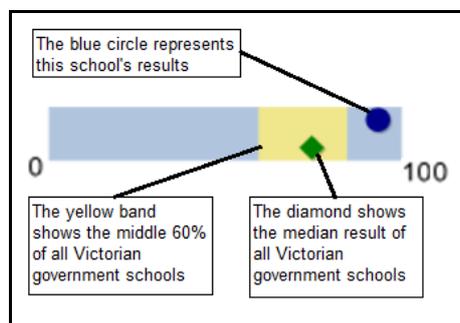
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

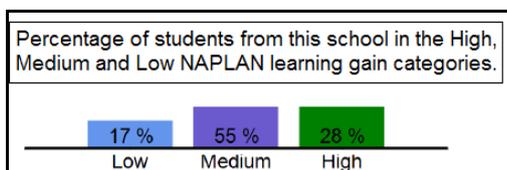
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,531,540
Government Provided DET Grants	\$282,606
Government Grants Commonwealth	\$3,800
Government Grants State	\$7,755
Revenue Other	\$5,963
Locally Raised Funds	\$344,955
Total Operating Revenue	\$2,176,619

Expenditure	
Student Resource Package	\$1,529,598
Books & Publications	\$6,914
Communication Costs	\$4,744
Consumables	\$45,193
Miscellaneous Expense	\$118,671
Professional Development	\$15,745
Property and Equipment Services	\$142,398
Salaries & Allowances	\$214,968
Trading & Fundraising	\$43,364
Utilities	\$17,357
Total Operating Expenditure	\$2,138,951

Net Operating Surplus/-Deficit	\$37,667
Asset Acquisitions	\$5,914

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$58,288
Official Account	\$50,010
Total Funds Available	\$108,298

Financial Commitments	
Operating Reserve	\$97,196
Revenue Received in Advance	\$11,102
Total Financial Commitments	\$108,298

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.