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| **2017 Annual Report tothe School Community** |

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| School Name: Murrayville Community College |

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| School Number: 5433 |

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| *Please note: Completed reports are to be uploaded to the* [*Strategic Planning Online Tool (SPOT)*](https://apps.edustar.vic.edu.au/spot) *for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.* |

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| **About Our School** |

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| School Context |

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| Located in North West Victoria, Murrayville Community College is a first class educational facility catering for children from Prep to Year 12. Enrolments have recently declined to slightly less than 100. The College has 19.27 equivalent full time staff, including 1 full time Principal class employee, 17 teaching staff and 6 education support staff. The school is an integral part of the communities of Murrayville and Pinnaroo (SA) and benefits from a very supportive school community. The school offers attractive grounds and excellent facilities and provides a diverse range of educational opportunities. The College has specialized in the delivery of Agriculture, especially in the area of sheep and wool. Senior students have the opportunity to participate in small classes and to complete VET Certificates and School Based Apprenticeships in addition to VCE and VCAL programs. All students benefit from small class sizes and differentiated learning in addition to number of programs that are designed to provide additional support or extension.  |

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| Framework for Improving Student Outcomes (FISO)  |

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| Murrayville Community College has adopted the state-wide priorities of improving “Excellence in Teaching and Learning” and promoting a “Positive Climate for Learning. We have identified the following priorities in our most recent Annual Implementation Plan:* Review the teaching of reading, especially reading comprehension across the school and work collaboratively to develop a model for the explicit teaching of reading from P-9.
* Collaboratively develop a School Wide Positive Behaviour Matrix and begin to implement it at Murrayville Community College.
* Develop a Youth Ambassadors model that can provide for student voice at Murrayville Community College and across the Mallee Cluster.
* Build teacher capacity through external and internal Professional Learning around the use of digital technologies and coding.

In 2018 staff professional development will build on previous work through the use of the High Impact Teaching strategies. |

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| Achievement |

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| Murrayville Community College has continued to have strong academic achievement over the course of 2017. Our P-6 data showed that our Year 5 cohort performed more strongly than our Year 3 cohort, but both were similar to like schools. Learning gain was very good mainly falling into Medium/High categories. Our secondary data although being generally very good and at or significantly above the state mean in everything, except Year 9 Reading was lower than the state median. Our achievement in reading was again slightly lower across all year levels in 2017 and has been the impetus for reviewing our teaching of reading and developing a reading policy for P-9. Our VCE mean study score or 30.61 was significantly above the state average and our percentage of study scores above 40 was also outstanding.  |

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| Engagement |

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| Attendance was slightly better than the state mean in the Primary Year levels and slightly worse in the Secondary Year levels, however both were similar to what the school comparison tool predicted. MCC updated procedures around the recording and following up of absences. Student retention was well below the state mean in 2017. During 2017, MCC has been working on improving student engagement through the work on ‘Unleash Learning’. In 2018 the staff professional development will focus on High Impact Teaching Strategies’ leading to a positive impact on engagement. Students exiting to full-time study or employment is lower than the state because of the impact of the number of students taking ‘gap years’ and working part-time, or as casuals over harvest. In 201 our students were engaged through amazing curricular and extra-curricular activities such as:* Marvellous Mallee Art project
* Chemistry Titration Competition
* Participating in the School for Student Leadership
* Duke of Edinburgh Award
* English, Writing and Maths Competitions
* Numerous Class camps
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| Wellbeing |

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| The school endeavours to provide a range of individualized programs for many of our students to ensure that they are getting an education that meets their needs. Student’s attitudes to school in 2017 were slightly lower than the state mean in Years 5 &6, they were slightly higher in 7-12, however the results were all similar to like schools. Parent satisfaction is and staff satisfaction were both well above the state mean. |

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

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 116 students were enrolled at this school in 2017, 55 female and 61 male.4 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **(Primary Year Levels)** |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| School Comparison |

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| **Performance Summary** |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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.Average 2017 attendance rate by year level: |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| **(Secondary Year Levels)** |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Teacher Judgement of student achievementPercentage of students in Years 7 to 10 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| **Performance Summary** |

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| NAPLAN Year 7The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.Year 7 assessments are reported on a scale from Bands 4 - 9. |

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| Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison. |

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| NAPLAN Year 9The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.Year 9 assessments are reported on a scale from Bands 5 - 10. |

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| **(Secondary Year Levels)** |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning GainYear 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.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 year 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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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|  NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| Victorian Certificate of Education (VCE)Mean study score from all VCE subjects undertaken by students at this school.This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30. |

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| Students in 2017 who satisfactorily completed their VCE: 100%Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 35%VET units of competence satisfactorily completed in 2017: 77%Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 100% |

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| **(Secondary Year Levels)** |

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| **Performance Summary** |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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.Average 2017 attendance rate by year level: |

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| Few absences <------> Many absences |

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| Few absences <------> Many absences |

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| Student RetentionPercentage of Year 7 students who remain at the school through to Year 10. |

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| Exit DestinationsPercentage of students from Years 10 to 12 going on to further studies or full-time employment.Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'. |

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| **(Secondary Year Levels)** |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| How to read the Annual Report |

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| The School Comparisonshows 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. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **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. |

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| **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’). |

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| **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. |

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| **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 BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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| **What does *School Comparison* referto?**TheSchool 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. |

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| **Financial Performance and Position** |

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| --- |
| **Financial performance and position commentary** |

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| --- |
| *Our financial position in 2017 held quite firm and our investment account balance has remained stable. Approximately $30 000 of our surplus is Community Bus money that we hold onto. We had a small surplus in our credit budget that was carried forward to 2018 and expended to cover staffing the school with fewer students and we had did not quite expend our full cash budget and this has been carried forward to this year also.* |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| Financial Position as at 31 December, 2017 |

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| **Revenue** |

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| --- |
| **Actual** |

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| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $114,613 |
| Official Account | $10,716 |
| **Total Funds Available** | **$125,329** |

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| --- |
| Student Resource Package |

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| $2,007,326 |

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| --- | --- |
| Government Provided DET Grants | $348,541 |
| Government Grants Commonwealth | $750 |
| Government Grants State | $9,725 |
| Revenue Other | $18,229 |
| Locally Raised Funds | $110,851 |

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| **Total Operating Revenue** |

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| **$2,495,423** |

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| **Equity¹** |

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| --- | --- |
| Equity (Social Disadvantage) | $27,863 |

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| **Equity Total** |

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| **$27,863** |

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| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $66,702 |
| Asset/Equipment Replacement < 12 months | $22,400 |
| Maintenance - Buildings/Grounds incl SMS<12 months | $1,710 |
| Beneficiary/Memorial Accounts | $1,000 |
| School Based Programs | $33,517 |
| **Total Financial Commitments** | **$125,329** |

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| Student Resource Package² |

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| $1,992,458 |

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| --- | --- |
| Books & Publications | $10,307 |
| Communication Costs | $3,633 |
| Consumables | $44,577 |
| Miscellaneous Expense³ | $103,014 |
| Professional Development | $11,842 |
| Property and Equipment Services | $138,217 |
| Salaries & Allowances⁴ | $42,225 |
| Trading & Fundraising | $37,482 |
| Travel & Subsistence | $19,715 |
| Utilities | $37,707 |

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| **Total Operating Expenditure** |

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| **$2,441,177** |

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| **Net Operating Surplus/-Deficit** |

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| **$54,245** |

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| **Asset Acquisitions** |

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| **$0** |

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| (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. |

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| *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.* |

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