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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 16 April 2018 at 12:52 PM by Jennifer Robinson (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 17 May 2018 at 09:20 AM by Elizabeth Bajada (School Council President) | |

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Our mission, ‘high levels of learning for all students’; our vision ‘At KPS we are committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success’; and our values of respect, excellence, responsibility, effort, resilience and empathy, continued to be embedded.  The school’s student population was 563 in 2017, an increase of 67 students from 2016 which necessitated an additional class in each of year 1/2 and 5/6; totalling 21 classes across the school with year 1 and 2, 3 and 4, and 5 and 6 classes combined respectively. 12% of students had English as an additional language and 10% were of Aboriginal or Torres Straight Islander descent.  The 2017 leadership profile consisted of one Principal, one substantive and one Acting Assistant Principal, the equivalent of 28.8 FTE teaching staff, and 21 Education Support staff, ranging from EFT 0.2 -1.0 to support Administration, the PSD and intervention programs, maintenance, grounds, Library and ICT infrastructure.  The school’s strategic direction for 2016-2019 is centred on improving student outcomes in literacy and numeracy; improving students’ confidence and engagement in learning and their connectedness with their peers, their teachers, the school and the community; establishing a safe, calm and orderly learning environment; and maximising all aspects of school operations and resource allocations to achieve the best possible outcomes for students. To achieve these goals, Equity Funding was utilised to include employment of a literacy consultant and numeracy consultant, and implementation of the Berry St Education model for proven positive, trauma-informed, wellbeing practices to significantly progress student’s academic achievement. 2017 was our second year as an AVID (Advancement Via Individual Determination) site team, and included the introduction of student planners and organisation across F-6. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | In 2017 the FISO improvement initiatives we continued to specifically focus on were Building Leadership Teams, Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion. The key improvement strategies included a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practice across the school.  We continued developing the capacity of teachers to analyse and use data at a whole school and Professional Learning Team level to improve planning and instruction, and to monitor student growth, through weekly timetabled year level data and planning meetings. Establishing a guaranteed and viable curriculum was continued with the completion of the Essential Learnings within the Victorian Curriculum and commencement of associated proficiency scales. Explicit leadership in instructional practice continued by the school based Leading Teachers in Teaching/Learning, Intervention/Supported learning; and external literacy and numeracy consultants. Setting expectations and promotion of inclusion was continued through a whole school approach and practice in School Wide Positive Behaviour Supports and the Berry St Education Model.  Development of student confidence and belief in their capacity as learners showed improvement. Leadership of a developing professional learning community was embedded through the explicit structure, and clear roles and responsibilities in Curriculum and Positive Climate for Learning, for Principals and Leading Teachers, and increased distribution through PLT and School Improvement Team leaders. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | Staff continued to use Framework for Improving Student Outcomes (FISO) with a focus on Excellence in Teaching and Learning, curriculum planning and assessment and student achievement and wellbeing. School Improvement Teams continued with a focus on Literacy, Numeracy and ICT. Colin Sloper conducted staff professional learning sessions on Proficiency Scales and staff commenced development of proficiency scales in conjunction with planning units of work. Specialist teachers wrote a scope and sequence for their areas of Physical Education, Visual Arts and Performing Arts.  Literacy coach - Brenda Leonard and maths coach – Rob Vingerhoets, modelled best teaching practices, observed lessons, planned lessons/units of work within year 1/2 and whole school respectively; and facilitated staff professional learning sessions in reading instruction al practice and open ended maths instructional practice, respectively.  During weekly PLT data meetings staff continued to develop a greater emphasis on analysing current data to inform planning a guaranteed and viable curriculum. A major focus was around running records, decoding and comprehension.  Intervention continued with a focus on literacy with 29 students participating in the Leveled Literacy Intervention (LLI) program, each student gaining up to 18 months growth with their reading and comprehension. An enrichment / extension program was developed for maths and literacy with 14 students from year 4 participating. 9 students from an indigenous background participated in the EYLNKP in terms 3 and 4. 2017 saw the introduction of Extending Mathematical Understanding (EMU) program with 9 year 1 students participating in the program.  Year 3 and 5 students undertook NAPLAN with results showing a slight decrease in Year 5 Reading and Numeracy to still similar like schools. We have had a slight increase in learning gain from Year 3 –Year 5 – 10% increase in reading, 2% in Numeracy and Spelling and 5% in Grammar and Punctuation.  In 2017 staff used Victorian Curriculum for assessing students. Teacher Judgment at the end of the year showed 86.6% of students were working at or above the expected level in numeracy and 76.9% of students were reading at or above the expected level in English. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Continued implementation of the Victorian Curriculum and the introduction of Essential Learnings has supported teachers to plan and implement a viable and differentiated curriculum across all year levels to address individual student needs, abilities and interests. Adjustments and the provision of additional assistance were implemented in the areas of cognitive, social/emotional and sensory needs, to maximise student engagement and therefore learning outcomes. Teaching staff implemented Individual Learning Plans and/or Behaviour Management Plans for 280 students in 2017.  Nineteen students were funded through PSDMS (Program for Students with Disabilities) under the categories of Intellectual Disability, Autism Spectrum Disorder (ASD) and Severe Behaviour Disorder (SBD). The school continued to provide additional support outside PSDMS funding for several students who presented with significant behaviour and learning disorders. Education Support staff were timetabled to assist with whole class support across the school and individual students were also supported both in the classroom and in the school yard.  The average 2017 attendance rate per year level saw grades 3 and 4 students achieve 90% attendance, with remaining year levels having achieved between 87% to 89% attendance. The common reason for non-attendance included illness and extended family holidays. Continued focus on improving student attendance, especially late arrivals and unexplained absences will be a priority in 2018. Attendance has continued to be a focus at whole school assemblies. Feedback regarding attendance was given through regular phone calls with parents, letters outlining the percentage of attendance and through discussions at Parent/Teacher interviews. Our Primary Welfare Officer continued to work with our ‘at risk’ and vulnerable families to provide support where necessary and an Attendance Officer was assigned to monitor the attendance of our high at risk students/families, through phone calls and texts to parents and guardians on the third day of absence.  Individual students’ talents continued to be fostered through sporting enrichment activities such as rugby clinics and through the Music and Art Enrichment programs. Many opportunities were provided to our families throughout the year to engage with the school community including the Parent as Volunteers in the Classroom program, year level and whole school celebrations and events, sporting activities, Family Fun night, Parents and Friends Association and School Council. | | | |  | | --- | | Wellbeing | | | |  | | --- | | The FISO initiative of Positive Climate focusses on using SWPBS, AVID and BSEM frameworks to develop clear expectations and understandings of students and community to ensure all students are provided with a safe learning environment. To further support students in achieving success with their learning and wellbeing, PSP (Positive Support Planning) was devised by the Wellbeing team in 2017 to look deeper into students’ emotional needs and the way they learn through simplified Functional Behaviour Assessments, (FBA) working closely with allied health professionals, based on the Team Around the Learner model.  A breakfast club continued 2 days per week with up to 70 students per day attending and alongside this a fit club targeted at disengaged students saw children attend one morning per week.  Junior School Council and student leadership across the school saw students taking on a variety of leadership roles and providing student voice to the Parents and Friends and Positive Climate staff leaders to develop school engagement and wellbeing.  The Student Attitudes to School Survey for Years 4-6 showed that although below the state mean, 62% of student replied with positive endorsements (agree or strongly agree) in the area of sense of connectedness and 57% in the area of management of bullying.  We continued with a variety of transition programs to assist with a smooth transition from Kindergarten to the Foundation year with successful parent information evenings and transition days in term 4. Transition from years 6 to 7 continued to reach more students with extra transition for students identified as at risk and the continuation of the AVID program across the school with a focus in years 5 and 6 making links to Kurunjang Secondary College. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  www.kurunjangps.vic.edu.au | | |  | | |  | | | |  | | --- | |  | | |

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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. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 563 students were enrolled at this school in 2017, 274 female and 289 male.  12 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students. | | | | | |  |  |  | | |  | | --- | | Overall Socio-Economic Profile  Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | Parent Satisfaction Summary  Measures 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). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures 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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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The 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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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: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 88 % | | |  | | --- | | 88 % | | |  | | --- | | 89 % | | |  | | --- | | 90 % | | |  | | --- | | 90 % | | |  | | --- | | 87 % | | |  | | --- | | 89 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures 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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**‘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/](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) | | | | |  |  |  |  |  | |  | |  | | --- | | **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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* 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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Although the increased enrolments in each year level, including an extra class of Year1/2 and 5/6 students; and the employment of Graduate and Range 1 teachers in fixed term positions, contributed to the increased surplus, it also included allocated equity funding. Program planning in 2017 included consultancy for literacy and numeracy, however due to availability, we were only able to have a numeracy consultant for one semester rather than 2, and only for 1 day per week. There were no extraordinary revenue or expenditure items. Commonwealth funding outside the SRP (and not including Low SES/Equity) was received for student teacher supervision $3,500 and unallocated CSEF funding at 31/12/17, of $25,871.18 whose purpose is to assist eligible families with the cost of school camps, sporting events and excursions.  Fundraising initiatives through the Parents and Friends Association totaled $12,919 and revenue of $3,127.76 was received through newsletter advertising, canteen lease, and school photo, student banking and school uniform commission. Voluntary contributions totaled $395 and bank interest totaled $12,099.70. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $554,188 | | Official Account | $40,062 | | Other Accounts | $211,887 | | **Total Funds Available** | **$806,137** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $4,425,594 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $1,188,192 | | Government Grants Commonwealth | $17,255 | | Revenue Other | $15,768 | | Locally Raised Funds | $169,733 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$5,816,541** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $878,500 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$878,500** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $183,727 | | Capital - Buildings/Grounds incl SMS<12 months | $105,000 | | Maintenance - Buildings/Grounds incl SMS<12 months | $89,000 | | School Based Programs | $267,070 | | Other recurrent expenditure | $3,632 | | Capital - Buildings/Grounds incl SMS>12 months | $100,000 | | Maintenance -Buildings/Grounds incl SMS>12 months | $57,708 | | **Total Financial Commitments** | **$806,137** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $4,062,260 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $69,544 | | Communication Costs | $10,590 | | Consumables | $91,098 | | Miscellaneous Expense³ | $401,192 | | Professional Development | $27,680 | | Property and Equipment Services | $378,597 | | Salaries & Allowances⁴ | $172,289 | | Trading & Fundraising | $13,706 | | Utilities | $43,496 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$5,270,453** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$546,088** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$18,498** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |