2016 Annual Report to the School Community

School Name: Collingwood English Language School
School Number: 8748

Name of School Principal: Laima Novackis
Name of School Council President: Trish Jelbart
Date of Endorsement: 27/03/2017

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 2000, 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.
About Our School

School Context

Collingwood English Language School (CELS) is a major provider of the New Arrivals Program in the North Western Victoria Region (NWVR). It is a combined primary and secondary school, which provides full time, intensive English courses for newly-arrived migrants and refugees prior to their enrolment in a mainstream school or further education.

The main aim of the school’s program is to provide a cooperative and supportive learning and working environment to enable students to develop English language skills and acquire skills they require to move successfully into mainstream schooling and to participate within the community. A secondary aim is to introduce students to Australian society, culture and local environment.

CELS is committed to building on what students know, taking account of different learning styles and rates of learning. The school values the diversity and richness of cultures represented in the school and implements policies that support racial and religious tolerance, prevent sexual harassment and enact equal opportunity legislation.

Collingwood English Language School has two campuses and is in the process of establishing a third campus. One is in Collingwood, and the other in Broadmeadows, which was established in 2013 to cater for the growing population of newly-arrived students with language backgrounds other than English. A third campus is planned for the Craigieburn area.

Students at the school are from many countries including Iraq, Syria, Afghanistan, Iran, Sri Lanka, Africa, Mainland China and Vietnam with over 30 countries represented across the school. The school's target enrolment in 2016 at the Collingwood campus was 78 secondary students and 52 primary students, and at Broadmeadows Campus 52 secondary students and 65 primary students. The program responds to the number of students requiring a program, and thus the number of classes in a sector may change from term to term. The period of enrolment for students varies from 6-12 months depending on individual student needs and pressures from student waiting lists. The school has been accredited as a provider for overseas fee-paying students.

Many students are permanent residents, although the school can take some enrolments from students holding temporary visas and other visas. There are significant numbers of students in the program who have arrived in Australia as refugees, particularly in the Broadmeadows Program. Many students have had disrupted or no previous schooling and for many academic progress comes when students feel safe and secure, after the development of learning how to learn skills, organizational skills and appropriate classroom behaviour. The school responds to the needs of newly-arrived students primarily in the NWVR and provides off-campus ‘Outpost’ and Visiting programs in primary schools with high numbers of new arrivals as the need arises. Two Outpost programs operated in 2016, one at Thomastown Primary School, the other at Preston North East Primary School. Further support for the metropolitan NWVR was provided by Outreach Coordinators. A School Nurse worked at each campus for one day per week. In 2016 there were 3.0 principal class, 35.7 full time teaching staff and 13.2 Education Support staff at CELS. 2016 was the second year of the implementation of the new School Strategic Plan (SSP) 2015-2018.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) focus was on the Building Communities and Building Practice Excellence initiatives, to engage the community in learning and to promote excellence in teaching.

One of the Key Improvement Strategies of the School's Strategic Plan (SSP) 2015-2018 is to build parental engagement in the school, in order to enhance their participation in their child’s learning, build positive relationships, further their understanding of the Australian school learning styles and to assist in the settlement process of families. In 2015 there had been a focus on reviewing and improving the parental engagement program. In 2016 the school further improved parental involvement by them being actively involving them in reviewing, refining and reshaping the School Vision, Values and Objectives Statement, and providing input into how the values are expressed through behaviours. The whole school community was involved in this process with input from all stakeholders, working with a facilitator. The final document produced was the “School System Map” with our values of Respect, Kindness and Learning.

Another the Key Improvement Strategies (KIS) of the SSP was to ‘Continue to develop and implement a staff professional learning and induction program which focuses on building teacher skills including using High Reliability Teaching Literacy Procedures and classroom observations, at CELS, NAP and mainstream.’ In depth discussion around this led to the development of a related, strengthened KIS which is to ‘Collaborate in teams to develop and strengthen teaching, assessment and curriculum development, master the use of learning interventions using EAL best practice and a range of data to support students ‘at risk’ and build teacher skills.’ Many of our students are ‘at risk’. They have had interruptions to their schooling and experienced trauma prior to their arrival in Australia and a significant number are asylum seekers. This KIS enabled teachers to collaborate on curriculum, assessment and teaching practice, moving towards more consistent practice across the school and the development of a whole school instructional model allow for more effective assessment of students in order to teach to each child’s point of need, and the implementation of targeted learning interventions for students.
The one-year target for 2016 was: 80% of students will achieve one level of growth per term over their length of stay in the program based on the AusVELS EAL Continuum.

The 2016 Key Improvement Strategies (KIS) support this target included:

- The development and implementation of Individual Learning Plans (ILPs) for all students with an emphasis on students at risk
- Continuing to build the mathematics and science program across the curriculum; and
- Building on teacher capacity in effective, evidence based literacy pedagogy, explicit and ongoing induction, the peer observation program, collaboration and other professional learning opportunities including through Bastow.

Achievement targets in the 2016 AIP and SSP included maintaining or improving outcomes in Teacher Effectiveness and Stimulating Learning (years 5-6 and years 7-12) as evidenced by the Attitudes to School Survey means, using 2013 as a benchmark, for Teaching and Learning variables. In 2013 these were:

- Teacher Effectiveness (2013: 4.7, years 5-6).
- Stimulating Learning (2013: 4.38, years 5-6).
- Teacher Effectiveness (2013: 4.45 years 7-12).
- Stimulating Learning (2013: 4.04, years 7-12).

The 2016 data (4.56, years 5-6; 4.59 years 7-12) for Teacher Effectiveness did not meet the 2013 benchmark for years 5-6 nor years 7-12. The 2016 data (4.62, years 5-6; 4.44 years 7-12) for Stimulating Learning exceeded the 2013 benchmark for years 5-6 and years 7-12.

The curriculum across the school is based on a clear English as an Additional Language (EAL) focus to ensure English acquisition across all macro areas of speaking, listening, reading and writing. The syllabus has been developed to ensure learning needs of all students are met and is inclusive of different entry levels. Learning also includes developing students’ learning skills, knowledge, resilience and wellbeing. It is recognized that students show growth in a range of ways and with the belief that all students can experience growth academically. Relevant aspects and domains of AusVELS and the Victorian Curriculum (VC) have been included in the curriculum to strengthen student outcomes and successes in schooling both within and beyond the New Arrivals Program. The curriculum is built on a foundation of EAL best practice Literacy teaching and the AusVELS EAL Continuum. It is understood that learning is differentiated to suit the needs of all learners and that every student can achieve success however a small percentage of students may not reflect their growth in student outcome data alone. The 2016 Achievement goals and targets reflect this.

Secondary

The 2016 student outcome data in the secondary sector shows growth in Age Consistent students, exceeding the target, showing more than 1 level of growth in EAL levels, on average, across all modes. The outcomes show 1.18 in Speaking and Listening, 1.20 in Reading and 1.13 in Writing levels of growth. The target for 80% of students achieving one level of growth per term for Disrupted Schooling (DS) shows the target has been met in listening and speaking (0.93 levels), has not been met in in reading (0.76 levels) but has been met in writing (0.83 levels). Possible influences on lower reading data could be:

- The increase of students with significant disruptions (more than 2 years) that may impact on the speed of growth as reflected in scales
- The broadening program means a need for consistency across the program, including providing ongoing induction to new teachers regarding assessment practices, curriculum implementation and pedagogy
- Initial data may have been too high based on the revised initial assessment test

There were too few students to make comment for students with no schooling and or international student data. The positive results described earlier for AC students, and for growth shown for students with DS, can be attributed to a strong focus on professional learning with an EAL focus. The focus on building consistent practice across the sector through collaboration, moderation, curriculum development and through the peer observation program has contributed to student growth. The implementation of ILPs has been successful in 2016, with consistent practices across the program and teachers utilizing ILPs for planning purposes and review of student progress. To address lower growth for students with DS, further work will on using ILPs to planning and targeting student achievement, including predicting student growth, reviewing and moderating initial data to closely monitor growth and learning needs, including interventions.

Leaders and teachers completed Leading Pedagogy training through Bastow in 2016. This study developed skills and
knowledge in Instructional Leadership and knowledge of current research in education internationally. This best practice and evidence-based research has been used to inform curriculum development, assessment and pedagogy in 2016 and will continue throughout 2017 to improve student outcomes. A focus will need to be on improving teacher clarity, collective teacher efficacy and EAL best practice including assessment to improve student achievement data for all students but with a strong focus on students with DS as targets were not met. This focus is reflected in the 2017 AIP KIS.

A strong focus in 2017 should also be on continuing to improve differentiation in the classroom so that all student learning needs are catered for and through the use of Individual Learning Plans which is a goal in the 2017 AIP and the development of reading strategies will be a focus of improvement for 2017.

Primary
The 2016 student achievement data profile for the Primary Sector reflects above expected growth across macroskills, on average, for Age Consistent learners and expected growth for students with Disrupted Schooling. The sample size for the No Schooling group is too small from which to draw any valid conclusions. There are also no International Students in the primary sector.

Age-equivalent students
In relation to the 2016 AIP goal of 80% of students showing growth of at least one level per term in speaking and listening, reading and writing:

- For students at the A Stages (Years F-2), the average level of growth per term was 1.14 in Speaking and Listening, 0.98 in Reading and 0.91 in Writing
- For students at the B Stages, there was a greater overall impact on their language learning, with a growth of 1.0 level in Speaking and Listening, 1.23 in Reading and 1.22 in Writing

The average length of stay in the program for these students was 2 terms, which is consistent with previous years.

Students with disrupted schooling
The Disrupted Schooling category generally applies to students at the B Stages (Years 3-6). Therefore, there are no students in this category at the A Stages.

In relation to the 2016 AIP goal of 80% of students showing growth of at least one level per term in speaking and listening, reading and writing:

- Students at the B Stages, on average, showed a growth of 1 level in Speaking and Listening and 1.08 in Reading
- The same cohort showed a 0.89 level of growth per term. This reached the target however Writing is deemed as the most challenging skill for EAL students, in particular students with disruptions to literacy learning in their first language and will be a focus of improvement for 2017.

The implementation of an explicit vocabulary focus in classrooms continued in 2016. This was supported by a continued emphasis on High Reliability Literacy Teaching Procedures (HRLTP) to develop students’ reading comprehension skills. HRLTPs and vocabulary were identified as key student learning needs for the School’s New Arrival cohort and have also been shown to have a significant effect size on Student Achievement (0.60 and 0.67 respectively, Hattie, 2012). Phonics was another important focus area and professional learning opportunities were provided on-site at sector meetings and via peer observations; and encouraged externally. Regular professional discussions and sharing of teaching strategies continued throughout the year. Moderation of assessment tasks occurred in each term and there was a further emphasis on developing valid assessment tools relating to topic assessment and the EAL Developmental Continuum. These professional learning activities related to the school’s AIP focus of improving student achievement levels in English Acquisition focusing on Speaking and Listening, Reading and Writing. In 2016, the Primary Sector also trialled the use of the TEAL assessment tools, a project that has had significant input from staff at the school.

The School is developing a more robust and collaborative instructional paradigm through the use of evidence-based practices, such as specific feedback, differentiated learning and the peer observation program. Induction and mentoring of new and graduate teachers will continue, with an additional emphasis on collective responsibility. With the school’s continuing growth, the Student Learning Leaders have identified the need to re-visit Learning Intentions and Success Criteria in 2017 to ensure consistency of practice across the program. Another focus area will be Fluency and its role in reading development.

Curriculum Framework Implemented in 2016

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

The Engagement Goals over the SSP 2015-2018 are: to maximise student transition opportunities and achievement into, through and out of Collingwood English Language School with a particular emphasis on students with disrupted schooling; to ensure a welcoming, vibrant and stimulating learning environment for all members of the Collingwood English Language School educational community. The one year targets for 2016 were to:

- Maximise the number of student exit transition surveys returned by mainstream schools and develop individual student exit surveys related to school readiness.
- Provide strategies that improve secondary student transitions with regard to Science and further pathways education.
- Improve parent engagement with the school.
- Investigate and trial a transition program for students who will find the process difficult.

Achievement targets in the 2015 AIP and SSP are to:
- Ensure that student Attitudes to School Survey in relation to the domains Student Motivation (2013: 4.53, years 7-12 and 4.75, year 5-6), Teacher Empathy (2013: 4.52, years 7-12 and 4.57, year 5-6) and School Connectedness (2013: 4.44, years 7-12 and 4.60, year 5-6) maintain or improve on 2013 benchmarks.
- Maintain or improve school transitions based on 2013 benchmarks.

Attitudes to School Survey data comparisons:
The 2016 data for years 7-12 for Student Motivation was a little higher than the 2013 benchmark at 4.55 (4.53 in 2013). The Teacher Empathy benchmark was also higher at 4.64 (4.52 in 2013). The School Connectedness variable was higher at 4.66 (4.44 in 2013) and was higher than the previous two years.

The 2016 data for years 5-6 for Student Motivation was lower than the 2013 benchmark at 4.62 (4.75 in 2013), the Teacher Empathy benchmark was higher at 4.81 (4.57 in 2013), but the School Connectedness variable at 4.45 was lower than the 2013 benchmark (4.60 in 2013).

School transitions data comparisons:
The target was to maintain or improve on the Secondary Science 2013 benchmark of 70%, relevant humanities of 82% and the Primary social adjustment 2013 benchmark of 85% for mainstream schools’ surveys. This was based on whether students were Coping or Coping Well with their entry into the mainstream.

The target to maintain the Collingwood Campus 2013 benchmark of 90% primary students assessed as coping/cop ing well by their mainstream teachers, in relation to social adjustment and in relevant VELS disciplines was achieved for 2016 with 94% of Collingwood Campus students assessed as coping/cop ing well. For the Broadmeadows campus, primary students assessed as coping/cop ing well in social adjustment areas was 87%, 3% below the 2013 benchmark. The overall school achievement for coping/cop ing well in social adjustment was 92%, 2% above the 2013 benchmark.

There are a number of programs implemented into the school that build student confidence. The Song Room program is one such program that assisted to build student confidence and performance skills, as well as their listening and speaking skills through music and dance. Additionally, as well as developing communication skills, the CELS Sports program further builds students’ self-esteem, teamwork and resilience through physical activity.

The target to improve on the 2013 benchmark of 82% for secondary students reported by their mainstream teachers to be coping/cop ing well in relevant humanities areas was achieved at the Collingwood Campus for 2016 with 87% assessed as coping/cop ing well. For the Broadmeadows Campus, secondary students reported as coping/cop ing well in Humanities was 68%, 14% below the 2013 benchmark. The overall school coping/cop ing well in Humanities was 78%, 4% below the 2013 benchmark.

In 2016 the parent engagement program, ‘Coffee and Conversation’ was initiated at the Broadmeadows campus and continued to be delivered at the Collingwood Campus. These included sessions on nutrition, Centrelink, Water Safety, Financial Awareness, Legal Aid, Child protection and a visit to CERES and Dianella Health Services (Broadmeadows Campus only). At both campuses parents attended sessions each term about the Victorian School System and transition process sessions.
The school also strengthened home-school partnerships through parent information sessions, Vision and Values focus groups, Harmony Day, breakfast club, student-run assemblies, graduation ceremonies, Song Room concerts, parent-teacher reporting evenings, education week, etc. As the school moves to an online education management system, this will create new opportunities for home-school connectedness and strengthening parent engagement.

In 2017 the school will continue to build on programs and processes which enhance the physical, personal and social learning of students, support their long-term future success and engage them in schooling in Australia.

The school will also strengthen relationships with feeder schools in the NWMRV, to continue assisting them in developing and/or extending their teaching programs as well as building their understanding of EAL needs so that language, learning and literacy needs of EAL students are catered for as best as possible.

Additionally, the school will continue to assist mainstream, classroom and EAL teachers to develop effective teaching programs and classroom strategies to best support EAL students across the domains. The school will also ensure that mainstream settings are aware of additional wellbeing and development needs of students of refugee/refugee-like backgrounds. CELS will continue to advocate for the language and learning needs of New Arrivals who have had significant disruptions to their education, and emphasise the need for whole-school strategies to ensure best educational outcomes for students.

### Wellbeing

The Wellbeing Goal over the SSP 2015-2018 is: to ensure that Student Wellbeing levels are enhanced by the provision of a safe, secure, welcoming and motivational school environment. The one year targets for 2016 were to:

- Review the whole school Wellbeing Program in view of the Kids Matter and the DET Resilience Program and other relevant programs in order to consistently deliver it across the Program.
- Provide ongoing staff professional learning continue with regard to student risk factors and wellbeing strategies to address these concerns.
- Develop and implement a Buildings and Grounds enhancement program with a particular focus on Broadmeadows Campus.

Achievement targets in the 2016 AIP and SSP were to:

- Maintain or improve on 2013 benchmarks for Student Attitudes to School Survey data in the Wellbeing domain in the primary and secondary sectors particularly in the area of Student Safety (2013: 4.20, years 7-12 and 4.40, years 5-6)
- Reduce overall student absence rates by 6% over the SSP (overall absences 2013 prep- year 6: 13.99 days; years 7-12 16.21 days) and specifically in years Foundation (Prep) and 9 and reduce non-attendance rates by 10% in the SSP period, using 2013 as a benchmark. (2013: Prep- 20.84 days; Year 9- 22.86 days)

The Wellbeing goal over the SSP supports the maintenance of high levels of student engagement in learning and improved student safety, resilience and attendance with a continue focus on improved student attendance and follow up processes for absence.

### Attitudes to School Survey data comparisons:

The 2016 data for both years 5-6 and 7-12 for student safety was lower than the 2013 benchmark at 4.10 and 4.06 respectively. This indicates that more work needs to be done across the school on enhancing student safety.

### Absence data comparisons:

There has been a significant improvement in overall student absence rates relative to 2013 with the overall absence in 2016, Foundation – Year 6, 5.12 days and years 7 – 12, 6.69 days. This is already more than a 20% improvement in overall attendance across the school relative to 2013. For the Foundation year the 2016 absence rate was 6.25 days and for the year 9 it was 4.36 days which well exceeds the 20% target over the SSP. This is a very pleasing result and shows that the attendance procedures are having a significant impact on improving attendance.

### Breakfast program:

There is a breakfast program operating at both campuses. In 2016 it operated 3 days a week at the Collingwood Campus and 5 days a week at the Broadmeadows Campus. This arrangement will continue for 2017.

### Staff professional development:

Teaching and education support staff regularly undertake professional development through Foundation House to equip them to respond to student distress and concerns. Apart from Foundation House professional learning, teaching staff have had professional learning from other providers (e.g. Berry Street) regarding staff and student wellbeing and on Mindfulness.
Buildings and grounds enhancement
A significant buildings and grounds enhancement project was completed at Broadmeadows Campus in 2016, with extra shelter with a covered way over verandahs and a grounds enhancement to improve play and shade facilities for students.

In 2017, the school will continue to build on programs across both campuses to enhance the physical, personal and social learning of students, support their long term future success and engage them in schooling in Australia.

For more detailed information regarding our school please visit our website at www.collingwoodels.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 language schools: ● Result for this school: ● Median of all Victorian government language schools: ●

School Profile

Enrolment Profile
A total of 161 students were enrolled at this school in 2016, 64 female and 97 male. There were 100% of EAL (English as an Additional Language) students and 0% 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
Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey
Measures the percent endorsement by staff on School Climate derived from the annual School Staff Survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
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.

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.


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**

**Financial Position as at 31 December, 2016**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$4,873,412</td>
<td>High Yield Investment Account</td>
<td>$602,266</td>
</tr>
<tr>
<td>Government Provided DET Grants</td>
<td>$927,148</td>
<td>Official Account</td>
<td>$53,066</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$35,575</td>
<td>Other Accounts</td>
<td>$30,000</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$30,296</td>
<td><strong>Total Funds Available</strong></td>
<td><strong>$685,333</strong></td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$5,866,431</strong></td>
<td><strong>Financial Commitments</strong></td>
<td></td>
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<tr>
<td><strong>Expenditure</strong></td>
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<td>Operating Reserve</td>
<td>$115,996</td>
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<tr>
<td>Student Resource Package</td>
<td>$4,664,935</td>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$31,500</td>
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<td>Books &amp; Publications</td>
<td>$7,181</td>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$342,876</td>
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<td>Communication Costs</td>
<td>$7,782</td>
<td>School Based Programs</td>
<td>$194,960</td>
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<td>Consumables</td>
<td>$143,028</td>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$685,333</strong></td>
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<tr>
<td>Miscellaneous Expense</td>
<td>$110,218</td>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$5,609,026</strong></td>
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<tr>
<td>Professional Development</td>
<td>$36,162</td>
<td><strong>Net Operating Surplus/-Deficit</strong></td>
<td><strong>$257,406</strong></td>
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<tr>
<td>Property and Equipment Services</td>
<td>$363,943</td>
<td><strong>Asset Acquisitions</strong></td>
<td><strong>$6,608</strong></td>
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<tr>
<td>Salaries &amp; Allowances</td>
<td>$218,575</td>
<td><strong>Student Resource Package Expenditure figures</strong> are as of 06 March 2017 and are subject to change during the reconciliation process.</td>
<td></td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$579</td>
<td>Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.</td>
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<tr>
<td>Travel &amp; Subsistence</td>
<td>$39,027</td>
<td>Salaries and Allowances refers to school-level payroll.</td>
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<tr>
<td>Utilities</td>
<td>$17,596</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

The school is in an excellent financial position and was in surplus at the end of 2016 as there was resourcing set aside to support the development of a new campus and to upgrade the Buildings and grounds at existing campuses. The surplus will also be used to assist resourcing for 2017 including Information and Communication Technology (ICT) and professional learning and for purchase of additional teaching resources.