

# 2017 Annual Report to the School Community

School Name: Doreen Primary School

School Number: 945



*Doreen Primary School*



## About Our School

### School Context

Doreen Primary School is a small semi-rural primary school set amongst farmland located in Melbourne's northern green wedge. Its location is nearby the Northern Growth Corridor, currently experiencing massive influxes of population.

Doreen Primary School is now drawing students from both rural and outer suburban settings. It is seen as an alternative to the many government and private schools in its vicinity, as its enrolments distinguish it as a small school in comparison to its neighbours. (It is however the largest it has been in its 150 year history) Geographically, it is surrounded by both independent and government schools that actively compete for enrolments, so it must provide an educational setting that is acknowledged as effective in all areas. Logistically, parents must take an active role in getting children to and from school, as there is no public transport system or footpath to the school, and most travel 2-3km to school. Coupled with this is the fact that there is no before and after school care program, although an unofficial agreement on pick-up or drop-off times is in practice.

In the last decade, the school's enrolments have more than doubled, and the school has been successful in obtaining an enrolment ceiling of 150 students. In 2016 the enrolment was 158. General consensus in the school community is that enrolments should be kept as low as possible.

Enrolments in 2016 meant continued challenges in managing change; re-writing programs and policies as per the school's strategic Plan; developing quality, engaging and effective facilities; attracting quality staff - and then being able to provide professional development for them; increased playground issues; and parking provision. In 2017 and onwards enrolments will plateau, and balancing the small school culture with the logistics of working with larger groups will be an unofficial goal. Previously the whole school went on excursion, now grades are going alone and the traditional excursions such as the whole school trip into the city at Christmas time and The Great Doreen Bike Ride are becoming logistically challenging feats.

Children are often enrolled at Doreen as parents are concerned about their child being lost in a large school system, and the school has been most successful in working with children who have experienced this in other schools before transferring to Doreen. The culture of a smaller extended family atmosphere is imperative. It is an important and underlying focus of the school that all staff get to know all children, and usually by the time a student leaves, staff will have got to know the child, their parents, and in many cases their grandparents. Children feel they belong at Doreen, and they are known. These are just two of the factors we believe increases their engagement, and ultimately their success.

Doreen is also a school that spends more time trying to provide quality experiences, rather than talking about them. Specialist classes are offered in Italian, Phys.Ed., Art, Music and Library. All students take part in Swimming programs, Jets Gymnastics, Life Education and Bike Education, which culminates in "The Great Doreen Bike Ride". There is also

a Family Life Program run for grades 5&6. A camping Program begins in grade 3 includes all 3-6 children, and over four years takes the children to four places spread over Victoria. There is also a P-2 Sleep over.

Junior School Council develops leadership skills, and Student Welfare Programs which involve community projects are available. The Junior School Council (which involves all children) often takes on Social Justice Issues. They support a little boy in Cambodia, and in 2016 helped with the provision of a Library in an orphanage in Papua New Guinea.

The Arts are well represented. The school has several rock bands, choirs and drumming groups. These are run by the music teacher along with music tutors. The visual arts program is run by a teacher who is a practicing artist, and along with an engaging and varied program, involves several visiting artists over the school year. The program has resulted in several school based art installations, and has extended into the ICT area with a Film Making project being run each year. Since 2012, when our first entry was judged best Primary School entry in Australia (ACMI Screen IT Awards) the school has consistently entered the Animated Film section of the ACMI awards,



and digital animation has become a skill taught to children from grade 2 upwards. In the time our entries have been placed in the year's 5-8 section, we have consistently been an Australia wide finalist. 2017 was no different. To extend the ICT program, in 2015 the school entered a digital game in the years 5-8 Game making section. The Game took all by storm and as well as winning the Australia wide section, it featured on television programs. In 2016 the school's Game entry was a finalist and received an honourable mention, while in 2017 it won again. The results of both programs promote and enhance the skills of children at this school, and are quite remarkable in that these competitions include private schools with large budgets, and place our children in a category with secondary students.

Facilities over the last 4 years have been both extended and upgraded. In 2016 a school Masterplan group was formed, and a Masterplan formulated. In 2017 Both DET CARS money and Locally Raised funding went towards infrastructure projects such as pathways, drainage and a new boundary fence. The major project for the year was the installation of synthetic turf on the school "oval". This was completed in December and funded via donations, school focussed saving in the budget, and volunteer work where possible.

In 2017 the focus for the Strategic Plan was to begin collecting methods and approaches to how Extension activities were run across the school. A common rationale, goals and format for programs was begun, with 2018 being a year of documentation and embedding of strategies across the whole school. Further assimilation of the Victorian Curriculum took place with Doreen Primary School Scope and Sequence charts audited then assimilated with the Victorian Curriculum.

In 2017 there was also a major escalation in the relationship the school has developed with several Chinese Schools via The Education Training Centre of Australia. Children from China have been staying in our community and attending school for short periods, and in October 2017 Doreen reciprocated. Seven children, two staff and seven parents went over to China. They visited schools in the Guangzhou area, made presentations, attended the Hui Zhou No. 11 Primary School for five days, lived in the Hui Zhou community for 5 nights, then went to Beijing where they visited The Forbidden City, The Olympic Precinct, Tia An Men Square and spent a day at the Great Wall. A brilliant experience for all concerned, and successful enough to ensure a regular occurrence.

### Framework for Improving Student Outcomes (FISO)

In terms of DET's strategy for improving Student Outcomes, FISO, Doreen Primary has been using many of the recommended approaches, without having it documented in the same way FISO indicates. Below are indications as to where the school is working, and the indicators that staff are currently working at. Many of these approaches are not new, but with clear documentation, approaches schools take can be evaluated and developed further. For the most part, this school has been embedding many of the practices detailed below, with the last area of Implementing and monitoring being an area staff are clear these approaches are embedded into school practice.

Despite our belief we are doing well in these areas, and our results confirm this, we will still keep working towards improvement in 2018.

#### **Evaluate and diagnose - continuum of practice (Embedding this)**

School staff work together to identify factors that affect students' learning, engagement and wellbeing. Staff groups use a range of assessment approaches to understand and diagnose students' progress.

#### **Prioritise and set goals - continuum of practice (Embedding)**

School staff work together to identify the key issues for students' learning and development, and to prioritise shared areas of focus

Clear goals are determined that reflect expected progress in a defined area, and that align with school-wide improvement priorities

#### **Develop and plan - continuum of practice (Embedding)**

Staff teams use the evidence base domains to identify high impact strategies that are best suited to the defined learning and improvement goals

Staff design how to directly observe, measure and record students' progress, to assess the impact of selected



strategies and approaches

Teachers invite colleagues to observe and provide feedback on their lessons

### **Implement and monitor - continuum of practice (Embedding)**

Teachers regularly check in systematic and planned ways to see how new practices are developing, and how they are impacting student learning

Schools allow time for teachers to discuss their findings and how they could be used

Staff determine what they will do differently, how they will implement changes, for future teaching and learning cycles

## Achievement

In 2017, Doreen Primary School was in the third year of its 2015-18 Strategic Plan. The plan is over a four year time span, and focused on two main areas. The first two years of the plan has seen the school focus on the Integrated Curriculum Model at the school. In Year three the school looked at Extension activities for students, what is being done in each grade at the present, and how they can be formulated into a whole school plan and approach. 2017 finished with a rationale, examples and activities for all grade levels, and the most beneficial, all teachers thinking about these activities in the same way. The school will formulate a program with open ended activities which will be accessible in some way by ALL students, not just those being extended. Expectations, success criteria and many other aspects will be catered for in the final document.

From the data examined in this report, coupled with the school's own standardized data in SPA, it can be determined that the school is performing at very good academic levels. This was reflected in NAPLAN results and clearly points out the school is well above average statewide outcomes, generally being in the top 20% of schools. This unfortunately makes growth rates difficult to maintain in the higher areas. NAPLAN is for only 2 levels out of seven, and the school's own SPA results are used the plan and evaluate teaching results and child progress.

Staff at the school use SPA data to evaluate student and group performance, which the school does for all grade levels, and does so in November of each year. Results from SPA validate what teachers reporting in the results following in this report. Spa data also indicated a high level of performance, the only areas for concern are the lower performance levels for some areas of Mathematics, which while are not as high as expected, still above expected results. These will be areas to examine in 2018, and would be missed if NAPLAN was the only means of longitudinal data.

Learning gain is an area that the school is scoring at the same level as many other schools. Students at this school score highly when compared with their peers, but their gain whilst steady, is not always as high. This is an area the school is examining to determine whether it is a problem for our school to remedy, or a problem of having high performing students.

The Strategic Plan goals of having 90% of children working at or above expected levels has been achieved according to NAPLAN, but some areas of the schools SPA data shows one or two cohorts being a few percent below in Maths. Encouraging is that these cohorts showed growth from previous yearly results to be where they were.



## Engagement

As mentioned in both our Student Engagement Policy and our Strategic Plan the importance of student engagement and how we foster and develop this is a major goal of this school. Creating a Positive atmosphere in the school by listening to student voice is encouraged via Junior School Council; using Restorative Justice techniques when dealing with conflict; having clear and effective school rules that have student input; fostering an atmosphere of always doing your best is what we all aim for and we can be proud of that; and always celebrating success, achievement and positive behaviour publically. Parents are encouraged to raise concerns appropriately, and are regularly asked for their feedback on our performance as the school runs its own surveys as well as the DEECD Parent Opinion Survey.

Students are all surveyed, across grade levels 3 to 6 in regards their attitude to school. This gives us a wider range of data, which we analyze for any trends or issues. It has always been positive data. In 2015 we began using the DEECD Attitudes to School Survey for grades 5&6 for the first time, as it gives a wider picture of feedback without the school having to produce it. Results in 2016 were markedly higher than 2015, but this may be more due to the fact students were used to the format in relation to the easier, shorter and less repetitive survey the school runs. Results in the 5&6 area were a little inconsistent with the 3&4 area, but real insight was gained from the cohort of children who had shown lower performance in some areas. An indication that some children found it difficult to learn because of behaviour of others could be some explanation of performance levels. In 2017 when the particular cohort was in grade six, a new approach to behaviour management was applied. Academic results went up via the school's SPA data, Student Opinion dropped in the area of students making it difficult to learn, and results were positive in all areas except one. The particular cohort that has always spiked in one area or another indicated bullying was an issue. There were clashes in this cohort, and at the end of the school year many children began to recognise this as clashes of personality rather than bullying. However, the schools challenge is to ensure this result was simply an unusual spike, and that there are no systemic issues.

The school continued to use the Doreen Student Opinion surveys in the other grade levels, and were pleased with results. All areas show positive responses.

A pleasing aspect across all surveys was that all children said they knew what to do if they were confronted with bullying, and that they were confident in doing so.

## Wellbeing

There is a Student Welfare program running at school. Children who may be deemed as "at risk" socially are invited to join a group which meets weekly, and along with learning skills to get along with others, take on projects that require them to co-operate and interact positively with others. Parents are kept informed, and if needed take a role in the program. It is not always a program which runs, as A great aspect of the 2016 program was that several children acknowledged the help the program had given them, and they felt they didn't need it anymore. In 2017 it ran several sessions for individuals, but this was seen eventually as not needed again. In 2017 the School Environmental Group, which was a large group of students who gardened and met to develop the school facilities further, gave many children the chance to work with others and develop their social interaction schools.

Access to student voice via the Junior School Council add to the opportunity for Student Voice to be heard. Student Leadership is developed via JSC experiences, and a program being run by the local NESST group of schools. Thisb program is supported financially by the Diamond Creek Rotary Club.

Transition at both K- Prep and Year 6-7 of this school are deemed to be important parts of our School Program.

Our prep transition program consists of 2 half days and one full day attendance in the year before the prep year. This ensures a positive start when students begin. Preps begin full time from day one. On Transition days, students take part in lessons, visit specialist classes and are given "buddies".

Annual questionnaires to our parent group involved in the prep transition indicated high levels of satisfaction with



our program, and anecdotal statements from staff indicate the same results.

Transition into year 7 is supported on two fronts at present. Secondary colleges run transition days and visits, while on site the school arranges visits by ex- students. The Student Leadership program also supports grade six students in this area. Future programs will be based on the model used at present, with change initiated via community input from surveys and discussion. The Year 6 exit students are surveyed every other year to determine the effectiveness of Yr6-7 transition programs. Exit students and their parents are also asked to identify any areas of need our school should address to ensure a smooth and positive transition into secondary school, as well as how well our school prepared them both academically and socially.

For more detailed information regarding our school please visit our website at  
[www.doreenps.vic.edu.au](http://www.doreenps.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 154 students were enrolled at this school in 2017, 79 female and 75 male.</p> <p>2 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>42%</td> <td>53%</td> <td>5%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>42%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	67%	17%	Numeracy	18%	41%	41%	Writing	26%	53%	21%	Spelling	42%	53%	5%	Grammar and Punctuation	37%	42%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="557 913 1036 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	93 %	92 %	93 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	93 %	92 %	93 %	92 %										



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

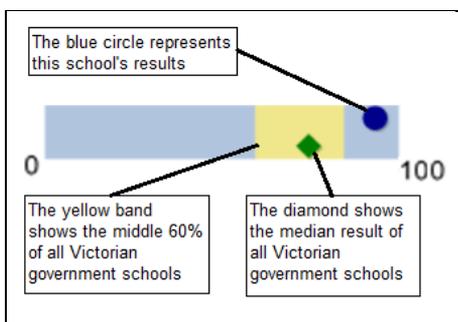
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

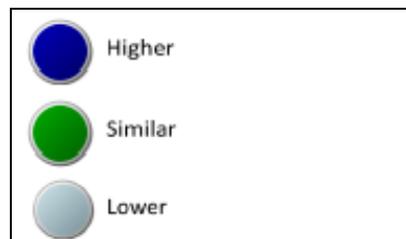


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



## Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,139,957	High Yield Investment Account	\$3,103
Government Provided DET Grants	\$176,451	Official Account	\$6,076
Government Grants Commonwealth	\$1,387	<b>Total Funds Available</b>	<b>\$9,179</b>
Revenue Other	\$12,660		
Locally Raised Funds	\$115,798		
<b>Total Operating Revenue</b>	<b>\$1,446,253</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$6,578		
<b>Equity Total</b>	<b>\$6,578</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,159,670	Operating Reserve	\$9,179
Communication Costs	\$1,587	<b>Total Financial Commitments</b>	<b>\$9,179</b>
Consumables	\$25,013		
Miscellaneous Expense <sup>3</sup>	\$56,873		
Professional Development	\$5,517		
Property and Equipment Services	\$147,975		
Salaries & Allowances <sup>4</sup>	\$48,415		
Trading & Fundraising	\$22,603		
Utilities	\$8,945		
<b>Total Operating Expenditure</b>	<b>\$1,476,599</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$30,346)</b>		
<b>Asset Acquisitions</b>	<b>\$221</b>		

### Statements regards Expenditure

(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.

(5) 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.



***(6) The school is carrying a small deficit in its Credit allocation ( it appears as \$30K above, but is actually \$19K according to DET Reconciliation figures. This was planned to occur as covering this debt in 2018 was able to be budgeted for and allowed the school to finance its major Facilities project for the year, the new surface on the school's oval.***

***(7) Doreen Primary school has always allocated its funds to the children it is funded for each year. Its aim is to spend money on those children it is funded for each year, and only aims to save funds when planning a large longer term large project such as the new surface and the Basketball Court Development. In the past. New ICT infrastructure, a new phone system, and new ICT hardware have all been projects that this method of budgeting has been able to accomplish.***