

2017 Annual Report to the School Community



School Name: Laurimar Primary School

School Number: 5497



Education
and Training

About Our School

School Context

Laurimar Primary is now an established school in its 10th year, built by the Department of Education and Training (DET) opening in 2009. Laurimar is situated on 3.4 hectares of land, 30km from the CBD, in Melbourne's northern residential growth area.

The school has a current population of 970 students. Growth within the school has been rapid over the decade. The school continues to grow due to our positive reputation and has a strong focus on excellence in Primary Education. It is the aim of all staff to help the children settle into their dynamic school community and build 21st Century Learning skills, attitudes, values and respect that they need to fully participate in the rich educational life of our school.

The master planned community, along with the Primary School, includes; a town centre, supermarket, shops, childcare, kindergarten, sports fields, War Memorial and recreation facilities, which have been opened over the past 9 years, create a dynamic setting for young children to be supported in their learning. The construction of a childcare, kinder and maternal health care facility in close proximity to our Prep Learning Centre creates an exciting and innovative Early Childhood Education precinct for the Laurimar community to benefit from.

Laurimar PS enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities and learning outcomes. The modern facilities and 21st Century teaching and learning pedagogy represent an exciting opportunity for students and parents, and have established the school's strong culture, values and nature. The school is committed to Information and Communication Technologies with flexibility to allow access anywhere within the learning spaces.

The school is designed and built to incorporate the latest facilities for engaging students and comprises six buildings:

- *Fully equipped STEM Centre that strongly engages students and develops a deep sense of curiosity
- *Two Learning Centres, each comprising ten general purpose classrooms that feature open plan working areas with ICT facilities throughout, wet areas, withdrawal area and indoor toilets that cater for our Prep-2 students
- *Fifteen double open plan relocatable classrooms with staff centre in each, all controlled by heating and cooling
- *Arts Centre, (comprising Music room, Visual Arts room, breakout room and kitchen)
- *Administration Centre, Staffroom and main Resource / Library Centre
- *Full size gymnasium with canteen facility and associated amenities
- *Two bike sheds housing 400 spaces for bikes and scooters
- *Fully operational OSHC building incorporating Out of School Hours and Vacation Care and school television studio with the capability to stream live broadcasts into all learning spaces. This building is also home to another large "Green Screen" to produce movies.
- *Japanese Zen Garden, Community Safety Space and Indonesian Tropical Garden that reflects our commitment to Asian Literacy and our Grade 5/6 trips to China each October

Expansive outdoor recreation areas include a full size synthetic grass soccer / hockey pitch, playground equipment and asphalt play areas. Access to two adjoining well maintained sport / football ovals and landscaped grounds add to the aesthetic appeal of the school environment.

Recent constructions include a Zen Garden, gazebo/BBQ area, an outdoor coverway over the assembly area, additional playgrounds and an RSL endorsed Cenotaph/War Memorial which holds annual Remembrance & Anzac Day Services.

We recently opened our newly designed Prep Development & Play Area that incorporates many hands on activities.

Laurimar Primary School is committed to the academic, social & emotional learning and personal growth of every student. A focussed curriculum, dedication to innovation and a culture of care from all staff will help us meet this commitment. Our school is well resourced in the Victorian Curriculum. A balanced, engaging and comprehensive curriculum constantly challenges students to extend their learning and cater for all individual needs through CAFÉ Reading, VOICES Writing, SOUNDWAVES Spelling and comprehensive numeracy pedagogy.

Our aim is to challenge students to be the very best they can be. Our role is to help every student reach their full potential through setting personal goals. The skills needed for the 21st Century, which support a love of learning that goes beyond the classroom, are actively embraced by our school. A high emphasis is placed on the development of social/emotional learning of every child through a dedicated team.

Teachers are highly valued and help to set the tone and culture within our educational institution. A strong coaching program has been developed and team teaching between classes is embraced. Importantly, we aim to be leaders in education and in social and emotional learning. This involves setting up and implementing innovative practices in the use of ICT in the curriculum. The school has been set up to showcase these innovative practices and how they enhance student learning. The use of interactive televisions, smart boards, digital cameras, note books and the 1:1 iPad program are features. There is an extensive range of ICT resources available which are integrated into the curriculum programs with a focus on developing a digital learning environment. Students in the school have access to a range of online curriculum resources to support learning both in the classroom and at home.

The school has achieved a great deal over the past decade, however, as a school community, we all look to a bright future with great optimism and excitement and constantly strive to take the learning to higher levels. Laurimar PS has a strong focus on excellence in Primary Education for all students and will constantly strive for ongoing improvement with our students.

Framework for Improving Student Outcomes (FISO)

2017 was a year to deeply embed school initiatives from the FISO Model into our teaching and learning programs across the school. Under our focus of 'Building Practice Excellence' we prioritised our CAFÉ reading program with an even deeper focus on reading strategies and comprehension. We adopted key literacy consultant Lyn Watts to work with our teaching and learning leaders and professional learning teams to support this learning and to introduce the VOICES Writing Component of the program.

In numeracy, we continued professional learning with Rob Vingerhoets and engaged the consultancy of numeracy expert Kathy Palmer at the planning and delivery level. An extensive review into our spelling program helped shape decision making for 2018 and beyond.

Our second initiative was to 'Empower Students and Build School Pride' with a particular focus on student voice, student agency, student leadership, building relationships, connectedness and pride. Through addressing survey results and points of needs, a number of strategies have been put in place to illicit a deeper level of student empowerment and school pride.

The work completed in this the first year of our 4 year Strategic Plan has helped set the 2018 direction and goals and continue the strong focus on student outcomes for literacy and numeracy where consistency of practice in reading, writing, spelling and numeracy will be the priority.

Key initiatives aligning to FISO for the future is our Partnership with Melbourne University's Science Of Learning, Science and Mathematics Specialist Initiative, teaching partners program focussing on Literacy and the Leading Literacy Program through Bastow. We look forward with great anticipation to our 2018 school year.

Achievement

During 2017, we maintained a strong focus on our identified priorities and goals under the FISO Model; Building Practice Excellence. Our professional development centered on Numeracy and Literacy and the use of data to drive the teaching and learning program.

Our CAFE Reading focus moved from lesson structure to strategy groupings. Strategy groups are now embedded into CAFE reading planners to meet the individual needs of our students. The purchase of high quality resources to support the program was and continues to be a priority. Continued work with Lyn Watts (Educational Consultant) guided us in the introduction of the VOICES Writing Structure. A new writing planner was developed to reflect this and teachers were provided with professional development to increase their understanding, skills and practices. All writing lessons follow a set structure which focus on the 6 traits of what a good writer does.

In mathematics, we have a more consistent planning structure ensuring that the beginning of units allow for continued formative data collection to drive differentiated groupings through the latter part of all units to meet individual needs. A concentration on the structure, language and strategies of mathematics supported by professional development from Rob Vingerhoets has built teacher knowledge and skills to deliver best practice to increase our student outcomes.

Spelling was an area that was investigated throughout the second half of the year. Through school visits and professional development, the Spelling Committee planned the implementation of the Sound Waves Program, which is the first phase of developing a new whole school approach.

In Inquiry, we further developed our Throughlines. All units are now based on a big question and student voice and agency have increased.

We continued to refine the use of learning intentions and success criteria across the teaching and learning program in all lessons. These now focus on the skill, knowledge or understanding to be achieved and are usually being supported by related success criteria for students to reflect on their performance. The introduction of leadership Learning Walks across the school enabled us to monitor teacher practice with these, provide feedback, continue consistency of practice and plan future direction.

New Laurimar Primary School Assessment and Reporting practices were introduced to better meet the needs of the community. A new, more detailed report template provided parents with increased detail on their child's performance in each of the learning areas. Both online and paper Student Portfolios provided all parents with further assessment information and Parent Information sessions were reintroduced to outline to parents the curriculum at each year level. Parent Teacher Conferences in semester one to discuss individual student data was greatly supported by parents.

Engagement

The school has continued to create a learning environment that is relevant, stimulating and where students are given many opportunities to experience success. Student voice is a high priority and in 2017 we continued to expand the leadership program for Grade 5/6. This included additional positions of responsibility in major school events such as ANZAC Day Commemoration, weekly presentations at assembly, the introduction of language and SEL captains and the development and implementation of role descriptions to guide the leaders in their responsibilities. We also expanded our lunchtime Clubs Program to cater for a wide range of students' interests.

Our students have a good attendance rate, with results better than the median for Comparison schools. Common reasons for non – attendance at our school, are illness and extended family holidays. The average attendance result across the school is 93%. We continue to trend upwards to the set targets of 95% or above and are achieving higher than our comparison schools who are at 91 to 92%. The school will continue to monitor and inform parents of the need to avoid extended absences, and request that all absences be explained. We advocate the reduction of extended holidays during school time.

In order to facilitate greater communication between our parent community and the school we introduced COMPASS. This has provided additional opportunities to interact with the school via student reporting including Individual Learning Plans, online payment system, absence recording and event notification and parent permission.

Student engagement is given a high priority at LPS and is addressed through our Start-Up Learning Program. This program is a platform for students to set social and academic goals which establishes the scene at the beginning of the year. We continue to emphasise these values through our School Code of Conduct and Classroom meetings. The Start Up program is reviewed annually.

Student voice and agency were also increased through weekly class meetings in each year level and the development of Laurimar Primary School Student Surveys. Questions cover all aspects of school from relationships to curriculum. Results are provided for each teacher and at the cohort and school level, so they can be analysed and actions implemented for continuous improvement.

To maintain student academic engagement, we will continue:

- to develop pedagogical practices that place students at the center of their learning
- to use ICT to enhance the curriculum including the use of Google Drive
- to review our current reporting and assessment practices and align these with the Victorian Curriculum.

Student Goal Setting

Each term, students negotiate academic and personal goals based on their Areas for Improvement from their semester report. These are visible within the classroom, student work space or their portfolio. Goals are set in the SMART goal structure.

Programs CAFE– Student choice

As a part of the LPS Reading and Writing Curriculum the CAFÉ Reading Program was introduced as a pilot in 2014 and went whole school in 2015 through to the present time. The program aims to produce productive, highly engaged students who have a true love for literacy. This love comes from reading literature that is self selected. It enables teachers to choose individualized goals, assign strategies, monitor progress, and provide just-in-time instruction to meet the needs of every student.

The structure of the program heavily promotes student choice as a means to developing independence, stamina, accountability for their reading progress and a passion for reading. Student understanding of choosing a “Good Fit” book as a part of their reading material has been developed. This has extended in 2017 to students being involved in the purchase of Literacy resources.

Free choice writing was also introduced as part of the writing structure across the school so children could develop their passion in this area.

Wellbeing

Our Student Wellbeing Coordinators

This role is designed to enhance the capacity of our school to develop a positive school culture and to support students who are at risk of disengagement and of not achieving their educational potential.

The Wellbeing Coordinators promote a whole school approach to Health and Wellbeing within the school community and work in collaboration with students and parents, school staff including principals, teachers, aides, specialist staff, nurses and student support services officers and with broader community agencies.

The initiative complements and extends existing programs that enhance student health and wellbeing, engagement, retention, academic achievement and the acquisition of life skills.

The Wellbeing Coordinators also supports school staff with:

- Social & Emotional Learning (Kids Matter)
- Professional learning and resources
- Student Support Group meetings (SSGs)
- Student Attendance Plans
- Behaviour Support Plans

Our Student Wellbeing Coordinators Lead:

Kids Matter

We are working towards becoming an accredited Kids Matter school.

KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children.

KidsMatter Primary provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

Our students are explicitly taught the social and emotional skills to be positive and active citizens within our school community.

Lunch Time Clubs

Our Lunchtime Clubs program is run by our school staff and parents. It is an opportunity for students to select an activity to participate in during the lunch time break. Each semester a timetable is created and advertises the clubs available for each day of the week.

Buddies

The focus for the 'Buddy' program sessions is an opportunity for our prep students to build positive relationships with their 'Buddies' (grade 6 students) as well as building confidence, resilience, or specific skills that a child may need to learn.

Breakfast With the Stars Program

Throughout each term, we host a number of 'Breakfast With The Stars' mornings where students from Prep-6 are invited to attend a Breakfast with our teachers who come in and prepare for them. Each child is given a Star to wear around their neck that has a message pertaining to why they are a 'Star'. We have wonderful support from the Ladies Of Yarrambat Golf Club who make a financial contribution to this important program.

PEERS/ VIP CLUB The P.E.E.R.S (Positive behaviour, Empowerment, Equality, Relationships, Safety) program was a collaborative initiative between The Children's Protection Society (CPS) and Laurimar Primary School. The P.E.E.R.S program was led by CPS staff and co-facilitated by the Social and Emotional Learning (SEL) teachers from Laurimar PS. The P.E.E.R.S program was conducted in the grade 5 area in terms 1 and 2. The program was designed to be a primary prevention approach addressing family violence and the prevalence within the school environment and the community. This approach enabled students to develop an understanding of family violence and its impacts. In addition, the students acquired relevant skills to form and maintain healthy relationships throughout their lives developing respectful relationships. Parent and staff information sessions were conducted to highlight the content of the program and increase individual knowledge. A further meeting was conducted at the conclusion of the program to highlight program successes and suggest recommendations for future improvement.



The 9-week P.E.E.R.S program addressed a broad range of topics with the students. The themes delivered were: individual awareness, healthy and unhealthy relationships, gender, safety, relationships with peers and family as well as power and authority in relationships. The program was designed to be a primary prevention approach addressing family violence and the prevalence within the school environment and the community. This approach enabled students to develop an understanding of family violence and its impacts. In addition, the students acquired relevant skills to form and maintain healthy relationships throughout their lives.

The VIP Club is an initiative that has been introduced. It aims to build school connectedness for children who have social, emotional and behaviour challenges so they feel safe and happy. The program is running for one or two sessions per week. The children have choice in the activities they complete and are encouraged to bring a friend to build relationships. Activities involve but are not limited to Lego, Creative Art, Gifted Games, Table tennis and a chill out lounge.




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

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

Enrolment Profile

A total of 1042 students were enrolled at this school in 2017, 490 female and 552 male.

4 percent were EAL (English as an Additional Language) students and 1 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.






















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>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <table> <tr> <td>31 %</td> <td>43 %</td> <td>25 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Numeracy</p> <table> <tr> <td>29 %</td> <td>48 %</td> <td>23 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Writing</p> <table> <tr> <td>23 %</td> <td>57 %</td> <td>20 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Spelling</p> <table> <tr> <td>34 %</td> <td>46 %</td> <td>20 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Grammar and Punctuation</p> <table> <tr> <td>19 %</td> <td>55 %</td> <td>26 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	31 %	43 %	25 %	Low	Medium	High	29 %	48 %	23 %	Low	Medium	High	23 %	57 %	20 %	Low	Medium	High	34 %	46 %	20 %	Low	Medium	High	19 %	55 %	26 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
31 %	43 %	25 %																														
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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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>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.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>93 %</td><td>93 %</td><td>92 %</td><td>92 %</td><td>91 %</td><td>92 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	92 %	91 %	92 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	92 %	91 %	92 %	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>Students Attitudes to School - Sense of Connectedness</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>	Similar
<p>Students Attitudes to School - Management of Bullying</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>	Similar

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)

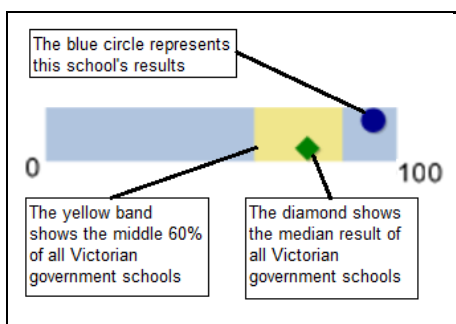
Engagement

- 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).

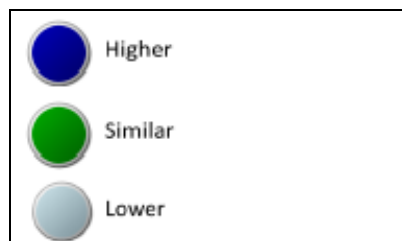


What does *School Comparison* refer to?

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 and position commentary

[Please refer to the [2017 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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,853,530	High Yield Investment Account	\$250,688
Government Provided DET Grants	\$488,978	Official Account	\$8,879
Government Grants Commonwealth	\$278,948	Other Accounts	\$858,762
Revenue Other	\$36,164	Total Funds Available	\$1,118,328
Locally Raised Funds	\$1,438,164		
Total Operating Revenue	\$9,095,784		
Equity ¹			
Equity (Social Disadvantage)	\$52,026		
Equity Total	\$52,026		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,966,263	Operating Reserve	\$364,687
Books & Publications	\$12,946	Asset/Equipment Replacement < 12 months	\$79,923
Communication Costs	\$17,633	Capital - Buildings/Grounds incl SMS<12 months	\$65,416
Consumables	\$160,566	Maintenance - Buildings/Grounds incl SMS<12 months	\$32,600
Miscellaneous Expense ³	\$679,981	Revenue Receipted in Advance	\$256,094
Professional Development	\$59,348	School Based Programs	\$60,062
Property and Equipment Services	\$459,870	Repayable to DET	\$226,061
Salaries & Allowances ⁴	\$602,410	Other recurrent expenditure	\$33,485
Trading & Fundraising	\$235,642	Total Financial Commitments	\$1,118,328
Travel & Subsistence	\$1,056		
Utilities	\$53,060		
Adjustments	\$369		
Total Operating Expenditure	\$9,249,145		
Net Operating Surplus/-Deficit	(\$153,361)		
Asset Acquisitions	\$11,898		

(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.

Laurimar Primary School 2017 Financial Commentary

All funds received from the Department, or locally raised funds have been expended or committed to throughout the 2017 School Year. As of 31st December 2017, we had a net operating deficit consisting of supporting students with additional resources who were not State Funded under our Student Wellbeing Banner. Locally raised funds from our OSCH program and Canteen financed the staffing of these programs.



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.