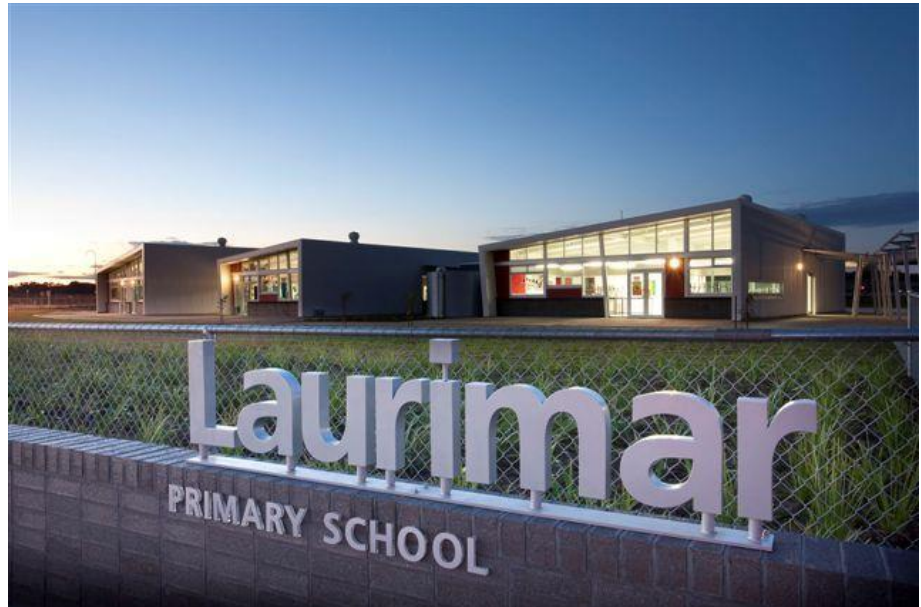


## 2015 Annual Report to the School Community

Laurimar Primary School

School Number: 5497



Name of School Principal: Jason McBean

Name of School Council President: Sabine Harrison

Date of Endorsement: 21<sup>st</sup> MARCH 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Laurimar Primary School is now in its 7<sup>th</sup> year, built by the Department of Education and Training (DET). 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 1087(521 female and 566 male) students in 2015. 3% of this number was EAL (English as additional language) and 1% ATSL (Aboriginal and Torres Strait Islander students) Growth within the school has been rapid to this point. The school will now plateau during the next few years due to the recent development of new schools in the local area. It is the aim of all staff to help the children settle into their dynamic school community and build 21<sup>st</sup> Century Learning skills, attitudes and values that they need to fully participate in the rich educational life of our school.

Laurimar Primary School's socio economic profile based on Student family Occupation Index is in the mid-high range. In terms of parent satisfaction, our school falls in the average range slightly above state.

The master planned community, along with the primary school, includes; construction of a Town Centre( The final section of the quadrant has recently been completed), supermarket, shops, childcare, kindergarten, sports fields and recreation facilities which have been opened over the 7 years. The construction of a childcare /kinder /maternal health facility in close proximity to our P-2 Learning Centre created an exciting and innovative Early Childhood education precinct for the Laurimar community.

Laurimar Primary School enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities. The modern facilities and teaching and learning practice represent an exciting opportunity for students and parents, and have established the school's 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 has been designed and built to incorporate the latest facilities for engaging students and comprises six buildings:

- \*Two Learning Centres, each comprising nine general purpose classrooms that feature open plan working areas with ICT facilities throughout, wet areas, withdrawal area and indoor toilets
- \*Fourteen double open plan relocatable classrooms( 28) with staff centre in each
- \*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
- \*Japanese Zen Garden and Indonesian Butterfly garden that reflects our commitment to Asian Literacy
- \* RSL endorsed War Memorial/ Cenotaph, the first of its kind on an Australian Primary School

Expansive outdoor recreation areas include 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, additional playgrounds and an RSL endorsed cenotaph. State of the art, newly designed Prep Development Play Area.

Laurimar Primary School is committed to the academic and personal growth of every student.

A focused curriculum, dedication to innovation and a culture of care will help us meet this commitment. Our school is well resourced in AusVELS curriculum. A balanced, engaging and comprehensive curriculum constantly challenges students to extend their learning and cater for all individual needs.

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. The skills needed for the 21st century, which support a love of learning that goes beyond the classroom, are actively embraced by our school.

Teachers are dedicated, professional and 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 key features of our ICT focus. There is an extensive range of ICT resources available which are all 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 7 year history, however, as a school community, we all look to the future with great optimism and excitement and constantly strive to take the learning to higher levels in all students. We invite you all to come and enjoy the positive experience of Laurimar Primary, an institution focused on delivery of excellence in Primary Education for all students and their families.

## Achievement

In 2015, all Programs for Students with a Disability (10 students) showed progress at a satisfactory or above level in achieving their individual learning/ behavioral goals set out in the scheduled Student Support Group meetings each term. High quality Professional Teaching and learning teams through a distributive leadership model develop programs that aim to support and improve student learning outcomes across all areas of the curriculum. There is a particular focus with targeted teacher professional learning towards our key areas of literacy and numeracy. The consolidation of the Levelled Literacy Instruction (LLI) program has seen significant improvement in student outcomes for reading and the Tournament of the Minds and Maths Olympiad have been successful additions to the Extension Program.

In 2015, GradeXpert was consolidated as a definitive means to track student achievement data. This data is analysed regularly by the Data Interrogation Team (DIT) and allows for PLT teams to regularly track cohort progress. There was a continued focus in 2015 on making the data visible for staff through displays and using that data to inform teaching and improve student learning outcomes. In reading, comprehension data was again a focus across the school and we continued to consolidate the Fountas and Pinnell Benchmarking System. This comprehensive assessment system covers all students to Year 8 reading level.

Some strong progress was registered in the achievement data for Laurimar Primary School students in the 2015 National Assessment Program – Literacy and Numeracy (NAPLAN). At year 3 the mean results for persuasive writing, spelling and grammar and punctuation are beneath the Victorian state means. However, in all of these areas Laurimar Primary School achieved above the national mean and above the mean for schools with students from similar backgrounds. Importantly, strong gains were apparent in reading where our results are well above state means. Our year 3 numeracy results are above the means for Australia, Victoria, and schools with students from similar backgrounds. Year 3 NAPLAN results for both reading and numeracy have seen consistent growth when measured using our 4 year average. Year 5 NAPLAN results in reading, persuasive writing and spelling were close to the state mean. These results demonstrate areas for improvement across literacy and numeracy and will continue to be a focus moving forward in 2016. Laurimar Primary School continues to focus on student growth, and our future targets for NAPLAN set high expectations for student growth from years 3 to 5.

The Laurimar RAW (Reading and Writing) program, developed by a CAFÉ Pilot Team (and overseen by the Assistant Principal: Curriculum) is predominantly informed by the CAFÉ and Daily 5 resources. This whole-school approach to the teaching of reading and writing privileges student thinking, explicit and direct instruction, student autonomy, student goal setting and direct teaching of comprehension, accuracy, fluency and expanded vocabulary strategies. The RAW program will support improved student outcomes in all aspects of literacy in 2016 and beyond.

Our strong emphasis on 21st century teaching and learning is demonstrated through our coaching program. This program ensures further development of teacher skills and encourages high levels of engagement to improve student outcomes. Our established 1-1 iPad program ensures further development of teacher skills in a highly engaging student learning environment. The focus for all coaching sessions in 2015 was to build teacher capacity in the teaching of high quality literacy and numeracy programs.

## Engagement

In 2015, Laurimar Primary School continued our emphasis on developing a positive, supporting and engaging student environment. Attendance of our students is no exception. Under our 'It's not OK to be Away' attitude, 2015 school attendance data was quite outstanding once again. Prep-6 data indicates an average attendance of 93.5 % ( 12 days) across the school per student for the year. State mean is 14.0 days per child and as a high level engaging school we will continue to strive for 95% and above with all students. This data has been steady across a 7 year period. Extended family holiday continues to be the second highest category for absence. Many positive impacts arise from the Enrichment programs within our school. Academic outcomes, strategy building, personal growth, confidence, resilience, language building and social and emotional development are all key points of value added to each child in this positive program.

The school continues to place high priority on connectedness and engagement by offering stimulating learning environments, dynamic teachers and engaging teaching and learning programs with rich connectedness to the curriculum. We continue to develop strong links through a clear student voice, strong student leadership program and dedicated and focused student learning teams. Engagement at our school is heightened through our diverse 'Clubs' programs offering 12 comprehensive opportunities for some 300 students for them to enjoy.

In further addressing student engagement in a proactive manner, we sought further opportunities to enhance programs and activities. Grade 6 Student Leaders were part of a National Young Leaders Day and from this more specific and directed roles have been established to further strengthen our ongoing commitment to the development of student leadership in 2016.

Our Engage Asia program where students learn 2 hours of Chinese each week allowed for our school to take 14 year 5/6 students to attend a 14 day China trip to our Sister School in Nanjing in October, 2015.

In 2015, for the first time at our school, our students in years Prep-Two were able to participate in Chinese lessons (supported by our Chinese Language Assistant and their classroom teacher) for a period of 30 minutes every week.

A strong emphasis on a 21<sup>st</sup> Century Teaching and Learning coaching program ensures further development of teacher skills and great curriculum understanding with a view to encourage a high level of engagement for improved student outcomes.

## Wellbeing

Laurimar Primary School takes great pride in catering for the 'Social and Emotional Learning and wellbeing of every Student' to be flagged as a leader in the region in this domain. In 2015, we once again aligned 5 high quality teachers to deliver a sequential SEL program of You Can Do IT! Education to all Prep-Year 2 students and deliver 'The Leader In Me' program for students in years 3-6. Continued support from a Student Welfare Officer, dedicated social and emotional counselling sessions, On Psych services (2 staff) and SSSO support staff provide a comprehensive team to offer a high level of support to student wellbeing.

In 2015, Laurimar Primary School continued working towards compliance with further modules of the Kids Matter framework. The school is committed to becoming a fully accredited Kids Matter School. Throughout 2015 our staff members actively participated in (and on occasions led) the Kids Matter Network as part of the Whittlesea Schools Network.

Dedicated, professional leaders in both Prep and Year 6 ensure smooth transitions from children moving to school life from kinder and the very important transition from Year 6-7. Close relationships and networks are formed with all local Kindergartens, childcare facilities and secondary schools. The wellbeing of all students through these transitions is of the highest importance.

In 2015, we continued to provide five Prep familiarisation sessions for kinder students to Prep in addition to our renowned 'Step Into Prep' program consisting of 5 sessions. Strong links and transition opportunities have been formed with all local kindergarten and secondary schools.

## Productivity

Laurimar Primary School manages the operations under the requirements and guidelines set out by the Department of Education and Training. We continue to offer a diverse range of teaching and learning programs for all 1084 students. A broad range of specialist programs under our 'Expressive Education' umbrella provides a comprehensive Health, Physical Education and Sport Program, Social and Emotional Learning Programs, Arts and 2 hours of Chinese language programs for students in years 3-6 and 30 minutes for Prep-2 students.

Our school continues to support our diverse 'Enrichment Program' by employing 4 staff to deliver quality and specific targeted programs to some 240 students at both the Intervention and Extension level. Extension students were involved in Maths Olympiad, TV production studio as part of our 'Curiosity' club, Writing Extension Program and Tournament of the Minds.

In 2015, our library underwent significant changes both aesthetically and productiveness. The reengineering of this area has been highly successful and revitalized this aspect of students' education in helping to improve literacy outcomes.

Our commitment to Social and Emotional learning involves the employment of 5 dedicated teachers to deliver this program. A targeted Expressive Education timetable allows for relevant APT whilst providing a broad range of specialist programs to all students.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 1087 students were enrolled at this school in 2015, 521 female and 566 male. There were 3% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### 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.






## Performance Summary




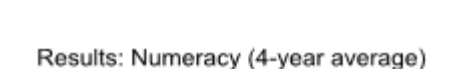





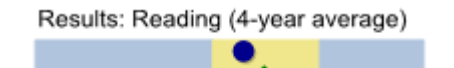
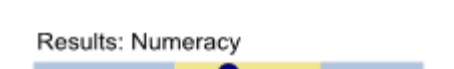
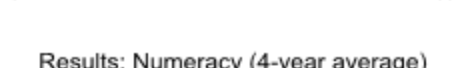




Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

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> Similar</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 year levels:   
 Result for this school:  Median of all Victorian government primary year levels:

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>56%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>48%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>42%</td> <td>46%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>41%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	56%	21%	Numeracy	26%	57%	17%	Writing	36%	48%	16%	Spelling	42%	46%	12%	Grammar and Punctuation	41%	41%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	56%	21%																							
Numeracy	26%	57%	17%																							
Writing	36%	48%	16%																							
Spelling	42%	46%	12%																							
Grammar and Punctuation	41%	41%	18%																							














## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	93 %	93 %	93 %	94 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	93 %	93 %	93 %	94 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

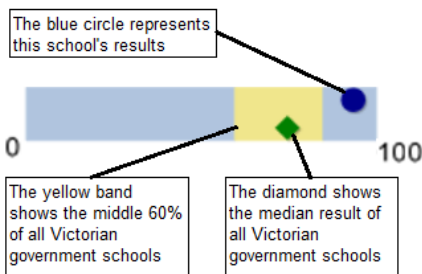
## What are student outcomes?

*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 colleges, 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?

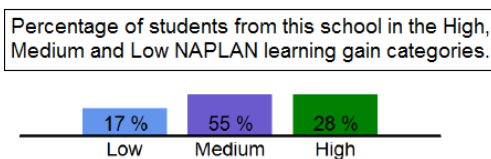
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

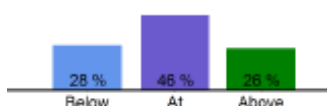
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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 - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,745,587	High Yield Investment Account	\$477,572
Government Provided DE&T Grants	\$633,000	Official Account	\$52,395
Government Grants Commonwealth	\$292,414	Other Accounts	\$529,692
Government Grants State	\$880	<b>Total Funds Available</b>	<b>\$1,059,659</b>
Revenue Other	\$63,842		
Locally Raised Funds	\$1,318,485		
<b>Total Operating Revenue</b>	<b>\$9,054,206</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$6,725,662	Operating Reserve	\$351,442
Books & Publications	\$3,090	Asset/Equipment Replacement < 12 months	\$14,435
Communication Costs	\$20,020	Capital - Buildings/Grounds incl SMS<12 months	\$36,000
Consumables	\$144,660	Maintenance - Buildings/Grounds incl SMS<12 months	\$254,134
Miscellaneous Expense	\$481,778	Beneficiary/Memorial Accounts	\$23,742
Professional Development	\$66,896	Revenue Received in Advance	\$153,875
Property and Equipment Services	\$559,008	School Based Programs	\$156,032
Salaries & Allowances	\$698,328	Other recurrent expenditure	\$20,000
Trading & Fundraising	\$228,323	Capital - Buildings/Grounds incl SMS>12 months	\$50,000
Utilities	\$54,467	<b>Total Financial Commitments</b>	<b>\$1,059,659</b>
<b>Total Operating Expenditure</b>	<b>\$8,982,232</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$71,974</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

### Financial performance and position commentary

Through strategic budgeting, Laurimar Primary School remains in a strong financial position. Departmental and locally raised funds continue to be used to extend the implementation of teaching and learning programs across the school. Money will be utilized through the SRP to continue with employing our teaching and learning leaders. The school generates locally raised funds through our OSHC program and our School Canteen. Accumulated funds have been set aside to assist with the construction of the Coverway and future project works as outlined by our grounds and facilities committee.



Education  
and Training

Laurimar Primary School