

# 2016 Annual Report to the School Community



School Name: St Kilda Park Primary School

School Number: 2460



Name of School Principal:

Neil Scott

Name of School Council President:

Mette Aiken-Petersen

Date of Endorsement:

15<sup>th</sup> March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

St Kilda Park Primary School, founded in 1882, is a beautiful inner suburban bay-side school nestled in the southern tip of Albert Park electorate with a population of 341 families in 2016. We have a Student Family Index of 0.1694 which is way below state Median of 0.5163. This means we receive minimal equity funding. Our school is zoned. Foundation students are drawn from approximately 15 pre-schools. Our enrolment projections indicate we will continue to climb in numbers over the next three years.

St Kilda is a diverse neighbourhood. It has the highest population density of any Victorian Municipality; extensive parkland with highly developed sporting facilities and active sports clubs; a busy commercial/retail/entertainment strip; and a number of welfare agencies. The proximity to Albert Park has enabled the school to encourage high levels of participation in sport/physical activity both within and outside school hours.

The school community has a commitment to The Arts, both visual and performing, including a choir and voice ensemble groups. Our Library services the whole school by linking into the curriculum and encouraging students to borrow on a regular basis. Over time we have developed an Italian language influence into the school's curriculum to support our Italian Language program. Our Year Three and Four students are involved in an extensive Kitchen Garden Program. Literacy and Numeracy are focuses along with the development of knowledge and skills through an Inquiry Learning approach. Creating a Positive School Environment (CAPSE) and our Philosophy program are integrated into the Inquiry approach. Private music tuition is available as well as private tuition in tennis, chess and electronics. Parents run a free orchestra programme.

All staff members operate with a strong emphasis on collaborative planning to maximise consistency. The school's staffing profile consists of 15 classroom teaching positions and five specialist teaching positions. We have two additional teachers who support our Literacy and Numeracy Programs with intervention and extension and Reading Recovery. There are also two Principal Class Officers, (an Assistant Principal and Principal). There is a Business Manager and an Office Manager. There are four part-time Integration Aides to support our students with Disabilities and Impairments.

St Kilda Park Primary School community seeks to develop an inclusive, creative and reflective learning culture. This culture connects children to their world by engaging and equipping them with the necessary skills and knowledge to become valued members of the community.

We aim to create a secure, stimulating and happy environment which:

- encourages children to take responsibility for their own behaviour and to respect the rights and needs of others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and wellbeing in all students
- fosters a strong sense of community and mutual respect between all members of our community.

The following core values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community: **Respect, Creativity, Enthusiasm and Resilience**. Amongst a range of ideals we value student voice, teachers being addressed by first names, leadership opportunities for all students and no school uniform. Efforts are made to ensure that the school's wider community is actively involved to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed by assisting with the implementation of the daily curriculum and the long term strategic planning of the school.

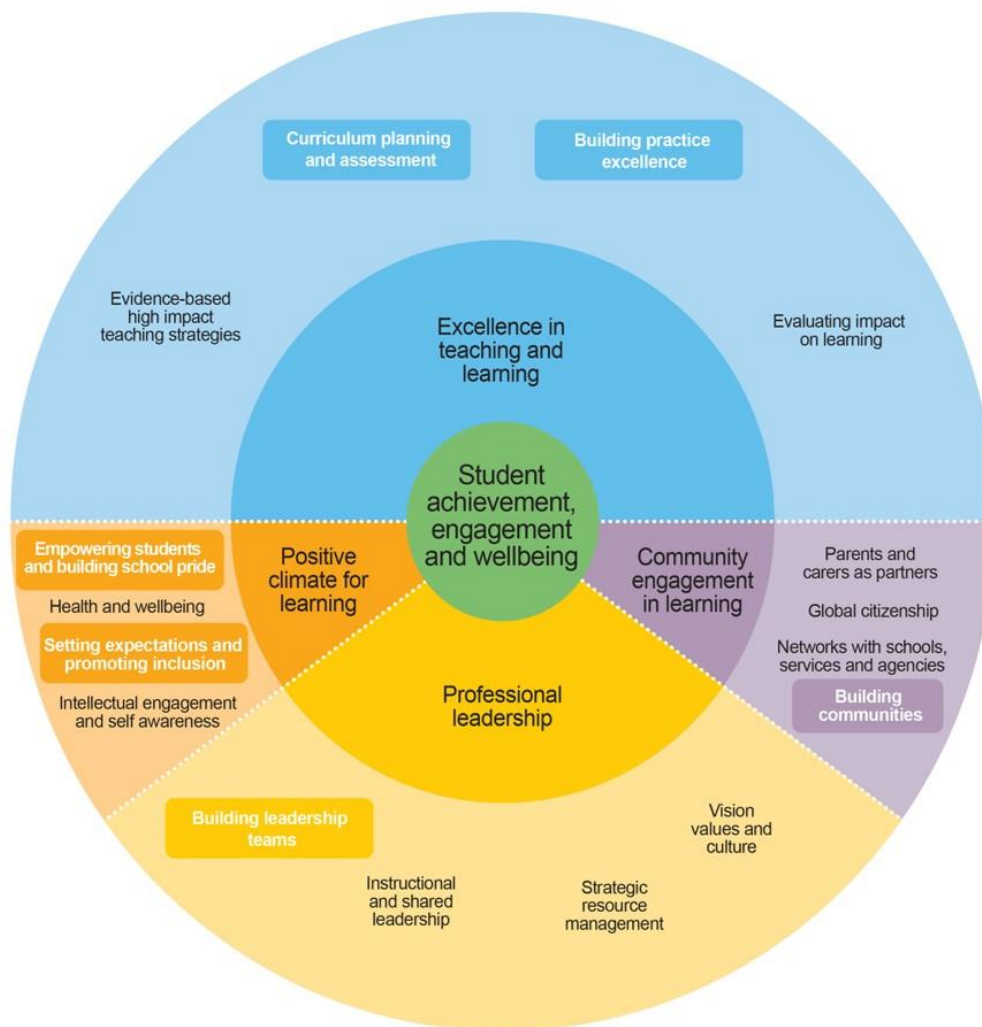
Our focus is to develop the teaching practices and learning environment that reflect this culture. Our model of professional learning has at its core the essential elements for learning: creativity, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support. Relationships in the school community underpin everything and enable us to build a community of continuous learners. The School Council and leadership team regularly consult with students, parents/carers, support organisations and community groups to ensure we are responsive to students' social, emotional, cognitive and cultural needs.



A key component of St Kilda Park's approach to building a positive culture is through a primary prevention framework that underpins student wellbeing. This framework teaches positive behaviours, Restorative Practices and the use of logical consequences to reinforce positive and inappropriate behaviour. The use of Risk Assessment and Management Process (RAMP) builds capacity for pastoral care for early intervention of students at risk. Our positive school culture is predicated on student engagement being the basis for learning.

A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and a focus on improving teaching and learning practice. An inclusive and engaging curriculum incorporates the various teaching models of AusVELS ensures that the teaching and learning practice at our school is in line with the needs of 21st-Century learners.

### Framework for Improving Student Outcomes (FISO)



Our 2016 Annual Implementation Plan was focused on the framework for improving student Outcomes (FISO) Initiatives of **Building practice excellence** and **Curriculum planning and assessment**

The rationale for this focus was the understanding that effective teaching is the single biggest determinant of student improvement in the school. The current (2016-2019) School Strategic Plan has a focus on improving Maths (Number) and English (Writing) outcomes. We sought to bring about this by;

- Building practice excellence through participation in the MAV Schools Future Ready Program
- Reviewing assessment processes to bring in line teacher judgements and other data sets
- Building on the schools' existing Instructional Practice Model ensuring it is applied consistently across all learning areas
- Building on the scope and sequence curriculum and learning standards as part of the Instructional Practice Model



## Achievement

Whilst a series of tables and charts will never be able to fully paint a picture of any school, especially one with such a vibrant, creative and engaged community as St. Kilda Park, we are incredibly proud of the results presented in this report.

Our student achievement results, as measured by the teacher judgement and NAPLAN data contained in this report, once again demonstrates that, not only can we stand proudly against the high performing Government, Catholic and Private schools that form our 'like school' cohort, we are also showing clear year on year improvements. Our students and staff are strongly committed to the process of learning and improvement and take their responsibilities very seriously, yet are also able to have fun at the same time.

Our 2016 NAPLAN data at year 3 demonstrates that our students' academic performance compares very favourably with our neighbouring catholic and private schools. In all areas assessed, our students out-performed not only state averages but also schools in our 'similar school' cohort.

NAPLAN Band Points		SKiPPS	St Michaels	Wesley
Year 3	Reading	<b>517</b>	469	473
	Persuasive Writing	<b>465</b>	448	441
	Spelling	<b>475</b>	432	440
	Grammar and Punctuation	<b>525</b>	472	475
	Numeracy	<b>470</b>	440	452

Our 2016 Year 5 NAPLAN data also shows results that are comparable to our 'similar' cohort of schools.

NAPLAN Band Points		SKiPPS	St Michaels	Wesley
Year 5	Reading	549	543	<b>554</b>
	Persuasive Writing	<b>514</b>	501	513
	Spelling	507	<b>519</b>	517
	Grammar and Punctuation	533	543	<b>549</b>
	Numeracy	519	527	<b>540</b>

As well as the pleasing NAPLAN test scores outlined above, when we look at the learning growth made by our students between Year 3 and Year 5, we have further evidence that we provide a high-quality program of teaching and learning. In numeracy, 38% of our students made 'high growth' between the two NAPLAN tests, compared to a similar school figure of 30%. In Reading this was 40% of students making high growth, compared to similar schools providing 28% and in Writing, 42% of our students made high growth, well above the 33% achieved by primary schools with similar characteristics to SKiPPS.

A key aim of our current School Strategic Plan is to ensure that we maintain a focus on those students performing above age expectations, keeping up the high expectations of learning and progress by extending their learning and not accepting them 'levelling off'. As well as the very pleasing statistics demonstrating the high proportion of our students making 'high growth' in their learning, the figures for the percentages of our students performing in the top two NAPLAN bands at years 3 and 5 also compare favourably to similar schools.

Behind this data is a school culture that sets high expectations for both students and teachers – an idea that we are all learners and through collaboration and challenging goal setting, every individual in our school is capable of learning and growth. In 2016, our major focus lay in the area of numeracy – a subject area that had historically not achieved the high levels of student outcomes we had seen in other areas.





Our staff participated in a wide range of professional learning activities that improved the overall quality of teaching and learning in this area which has resulted in improved student outcomes. Led by the Leadership team completing a Bastow course into 'Leading High Performing Learning Cultures', a program of peer observation was introduced that enabled staff to examine and receive feedback in their delivery of number fluency learning activities. Our Maths Professional Learning Team (PLT) led our involvement in the ACU 'Future Ready' maths project in conjunction with Sunshine College, and shared this learning with the whole staff, developing the use of student choice and challenge into their Maths teaching. We were also excited for some of our high performing students to work with the Mac Robertson High School on their 'Gifted Outreach' program.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

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

## Engagement

The theme of our 'Celebration of the Arts' was 'A Hero's Journey'. The new Arts team took a slightly different approach in 2016 by writing and performing a narrative through the event with spectacular results. We are very proud of our strong creative identity and in providing an environment that encourages students to demonstrate their creative flair. Year after year this event still astounds us all. We have such talented students and teachers who put in their heart and soul to make this event truly unique and loads of fun with a truly child-centred approach.

Our attendance increased to 14.46 days of absence during 2016, just below the state average but above our similar school absence rate of 12 days per student. This is an area we are keen to investigate further and address.

Our Year 5/6 Student Attitudes to School Survey showed a mixed picture. Student Motivation and Classroom Behaviour are above Network, Regional and State means. In other areas such as stimulating learning, teacher effectiveness and student safety, our data declined slightly in 2016. Our Connectedness to school data showed us achieving a similar level of connectedness to our similar school cohort.

Elsewhere there were many initiatives implemented in 2016 to build student engagement with school. Our School Strategic Plan focus on our higher achieving students and maths led to successful participation in the MAV Maths games days and Talent Quest. We ran a very well received family maths evening led by Michael Ymer, an internationally renowned presenter on mathematics education.

We sought to increase engagement by devoting a large amount of our fundraising monies to improving the school buildings and grounds. The resurfacing of the basketball court and quadrangle and the creation of colourful murals around the school made it a highly attractive place to learn.

Our 2016 leadership team completed the Bastow Institute's 'Creating a High performing Learning Culture' to develop their ability to raise teacher and student achievement through targeted initiatives. This led to a highly successful teacher peer observation program which focused on staff providing and receiving feedback on aspects of their pedagogy

We are really proud of the friendly and inclusive culture that is evident throughout the school. This culture is evident throughout the school through our numerous welfare programs, willingness to participate in competitions and activities, and daily interactions between students and staff.

Data from the Resilience Survey conducted with Year 3-6 students showed:

- 38% of our students stand up for what they believe in (versus a state average of 34%)
- 74% of our students are able to forgive others (64%)
- 80% of our students are able to forgive themselves (69%)
- 77% of our students are able to trust others (68%)
- 93% of our students consider themselves trustworthy (81%)



## Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences. Our Teachers have an integral role in supporting children's mental well-being are inextricably linked with student well-being.

Our focus is to develop the teaching practices and learning environment that reflect this culture. We use a model of professional learning that supports and develops these effective practices. The model has at its core the essential elements for learning: constructivism, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support. Relationships in the school community underpin everything and enable us to build a community of continuous learners.

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of St Kilda Park's approach to building a positive culture is teaching positive behaviours, the use of Restorative Practices, whole school discipline approach and the use of logical consequences to address appropriate and inappropriate behaviour.

The school has a strong Transition program to ensure children enter, move through and exit the school in a supportive environment from all agencies involved. We have established a consistent application of our approach to student management and engagement across the school.

We encourage connections between students, parents and teachers. Staff walk their students out to the yard every afternoon and informally speak with parents regarding individual students. Some teachers regularly contact parents to reinforce positive behaviours that their students have performed during the day and in 2017 we aim to extend this process across the school.

In completing the City of port Phillip (CoPP) Resilience survey, overall, 59% of our students have Good/Excellent resilience. Broken down, 69% of our girls have Good/Excellent resilience and 49% of our boys. The same survey showed that;

- 87% of our students feel safe at school (83%)
- 48% of our students have not been bullied at school in the last 12 months (40%)
- 80% of our students have friends who set good examples (75%)
- 93% of our students feel their school cares about kids and encourages them (90%)
- 85% of our students have adults who care about them (79%)

Some of the above data sits in slight contrast to the DET Attitudes to school survey – particularly in regards to student safety where the DET survey showed our students' perceptions of safety to be lower than similar schools. This discrepancy will be an area for further investigation in 2017.

For more detailed information regarding our school please visit our website at <http://skipps.vic.edu.au/>



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 341 students were enrolled at this school in 2016, 169 female and 172 male. There were 12% of EAL (English as an Additional Language) students and 1% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</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 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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> 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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> 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 Year 3 - Year 5</b></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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>38%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>47%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>47%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>40%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>53%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	38%	40%	Numeracy	15%	47%	38%	Writing	11%	47%	42%	Spelling	17%	40%	43%	Grammar and Punctuation	23%	53%	24%	<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 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	92 %	92 %	93 %	92 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	92 %	92 %	93 %	92 %										



## 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

# How to read the Performance Summary

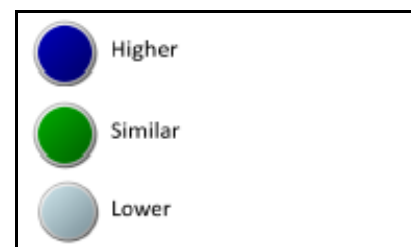
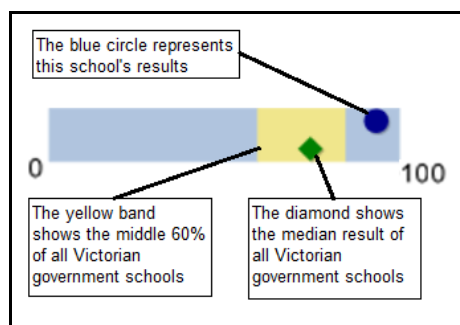
## What are student outcomes?

*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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

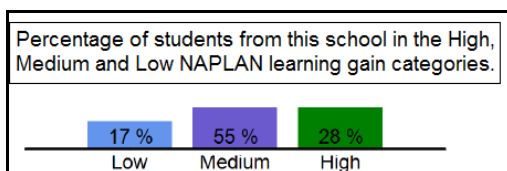
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

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

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

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

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

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 and position commentary

In 2016 Total Operating Revenue of \$3,092,750 comprising DEECD Grants, Commonwealth Government Grants and Locally Raised Funds. The school finished the year pleasingly with Total Funds Available of \$73,025. The Financial Commitment Summary indicates that any surplus over the Operating Reserve will be spent predominantly on maintenance and development of the school grounds in 2017.

We are a well-resourced school greatly due to locally raised funds from our very engaged and generous school community. We have gone some way in developing relationships with local stakeholders who can further support our school.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,363,904
Government Provided DET Grants	\$262,165
Government Grants Commonwealth	\$7,852
Revenue Other	\$14,593
Locally Raised Funds	\$444,235
<b>Total Operating Revenue</b>	<b>\$3,092,750</b>

Expenditure	
Student Resource Package	\$2,320,369
Books & Publications	\$3,659
Communication Costs	\$12,168
Consumables	\$82,873
Miscellaneous Expense	\$253,687
Professional Development	\$31,314
Property and Equipment Services	\$231,302
Salaries & Allowances	\$75,767
Trading & Fundraising	\$43,571
Utilities	\$21,870
<b>Total Operating Expenditure</b>	<b>\$3,076,579</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$16,171</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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

Funds Available	Actual
High Yield Investment Account	\$8,773
Official Account	\$14,251
Other Accounts	\$50,000
<b>Total Funds Available</b>	<b>\$73,025</b>

Financial Commitments	
Operating Reserve	\$51,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$17,025
Beneficiary/Memorial Accounts	\$5,000
<b>Total Financial Commitments</b>	<b>\$73,025</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.*