

2016 Annual Report to the School Community



School Name: Killara Primary School

School Number: 5352



Our best, every child, every day

Name of School Principal:	Philip Clinkaberry _____
Name of School Council President:	Stacey West _____
Date of Endorsement:	30 April 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 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

At Killara Primary School we recognise the extraordinary responsibility and privilege it is to educate our students and their right to achieve their highest potential; hence our vision "Our Best, Every Child, Every Day". Strong school values of Caring, Acceptance, Responsibility, Excellence, Support and Teamwork (CARES) support this vision.

Killara embraces a student-centred approach to developing literate, numerate and curious learners within an inclusive differentiated curriculum, with a focus that supports each child's emotional, physical, social and cognitive/academic needs in a safe, engaging, challenging and positive learning environment.

We recognise that students are powerful learners who must be actively engaged and challenged in the process of learning to ensure the best possible outcomes for all. Our school community (teachers, students and parents) promotes learning as an ongoing exploration of our world in an authentic way that encourages the learner to take risks.

Staff work collaboratively, with a strong emphasis on teamwork and shared leadership. Our commitment to developing a Professional Learning Community, where we are all responsible for the growth, well-being and development of all students is central, through refined use of data to determine learning needs, strong feedback procedures and a dedication to collaborative teaching teams. Our learning and teaching is based on sound, researched pedagogical practices that support high quality consistency of practice across the school.

We emphasise the following as important skills for our students' future, as they live, learn and work in the 21st century:

- ways of thinking (including creativity, problem-solving and learning to learn)
- ways of working (including collaboration and communication)
- tools for working (including information technology literacy)
- ways of living (including citizenship and personal and social responsibility)

Our student enrolment number at census was 600, 281 female and 319 male. There were 4% of EAL (English as an Additional Language) and 1% ATSI (Aboriginal and Torres Strait Islander) students. Killara Primary School had 43.94 equivalent full time staff made up of 3 Principal Class, 37.5 teaching staff and 6.44 Education Support Staff.

Killara Primary School, opened in 1993, is a growing school on the northwest fringe of Sunbury. With extensive, landscaped grounds, a large gymnasium and 172 seat performance-ready theatre, the school is well laid out with 2 core buildings comprising administration, 16 classrooms, library/resource centre, performing and visual arts spaces and 10 relocatable classrooms. Our buildings are in good condition, our grounds are well maintained and all programs are well-resourced with an emphasis on technology, which includes interactive TVs in each classroom, a 1:1 Netbook Program in Year 5/6 and sets of netbooks and tablets in the P-4 learning areas, including class sets in the 3/4 area.

Framework for Improving Student Outcomes (FISO)

During 2016, the FISO priorities we focused on were Excellence in Teaching and Learning and Professional Leadership. Our key improvement strategies were;

- to build teacher capacity to deliver consistent, high quality teaching and learning practices aligned with agreed whole school and Professional Learning Community expectations
- to implement a whole school approach to the rigorous use of data and evidence to inform planning and teaching to the demonstrated learning needs of every student

Our FISO priorities for 2017 have continued to focus on Excellence in Teaching and Learning and Professional Leadership;

- to develop Professional Learning Communities: Build teacher capacity to deliver consistent, high quality teaching and learning practices aligned with agreed whole school and Professional Learning Community expectations
- to strengthen the practices relating to the use of assessment data: Implement a whole school approach to the rigorous use of data and evidence to inform planning and teaching to the demonstrated learning needs of every student
- to establish and embed a leadership development model focusing on coaching conversations, team development and giving and receiving feedback

Teacher planning, reflection and practice has improved through the support of our Teaching and Learning Coaches. Professional Learning Communities have strengthened through a focus on collaboration and data use. Norms have been a key element of meeting structure to ensure the focus is on student learning.

Achievement



Students at Killara Primary School continue to show growth and improvement.

Development of authentic teacher/student relationships for learning, explicit teaching and learning strategies, use of data for planning and differentiated learning, teaching and learning coaches as well as a focus on staff professional learning, have continued to further develop consistency of teaching and learning practices across the school.

Our teacher assessments and the results of the NAPLAN show that our students are generally performing at comparable levels to students in similar government schools.

Results in English and Mathematics achievement against AusVELS compare well with similar schools. Mathematics is slightly below the median of all Victorian government schools in Year 5.

Year 3 NAPLAN Reading results and 4-year average indicate we are tracking at a comparable rate to similar schools. This trend is similar at Year 5, although we are slightly below the median of all Victorian government schools.

Our Year 3 NAPLAN Numeracy results indicate similar growth to schools with similar backgrounds and characteristics with our 4-year average improving to slightly above the median of all Victorian government schools.

Student learning gain data from Year 3 – 5 indicates medium to high growth across all areas for the majority of students. However, our attention has been drawn to the higher percentage of students achieving low growth in Reading and Numeracy, hence our focus in this year’s Annual Implementation Plan on improved teacher practice in Numeracy and Reading. There is a higher percentage of students with medium growth in Spelling and Writing, therefore one of our key actions outlined in our Strategic Plan is to further refine and embed our codes of practice for Writing and Spelling/Word Study.

Our approach to intervention continues to evolve, based on the professional learning at PALLs (Principals as Literacy Leaders) and our learning about Professional Learning Communities (PLCs). The key shift in teams is a developing recognition and application of a shared ownership of cohort data and in particular a shared approach to Tier 2 support (in the classroom) and Tier 3 intervention (withdrawal). This process has been further strengthened through team level coaches working closely with teachers in their team, with a focus on intervening as a cohort at the end of Tier 1 (the learning phase).

Our focus Professional Learning Communities has established improved analysis of student data within a shorter time frame. This will continue to be a key focus with teams as outlined in our Strategic Plan. There has been an improvement in the practices to respond to results in a more timely fashion. Teams are collaborating to create common assessment tasks based on essential learnings in units of work. These are reported to parents via Compass, our reporting package, as soon as the units have been completed with students, giving the parents timely information about their child/ren’s progress and how they can help at home. The use of Student Performance Analyser (SPA) and various protocols has strengthened our analysis of data.

We have strengthened our Leadership profile by providing our leaders with greater time fractions to mentor and coach teams. This has enabled a greater collaboration amongst teams, a more thorough analysis of data and strategic planning of how we will respond if students aren’t learning at a whole of cohort level. This approach has improved practice in classrooms so that they are more closely aligned to our school’s Codes of Practice, and will be further enhanced in 2017.

Overall we have begun to enhance our alignment between our professional learning, teaching practice, use of human resources and student learning, which will lead to improved trends in student achievement growth in the coming years.

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 introduction of Compass Student Management System in 2015 has allowed a more thorough and timely monitoring of attendance and particularly the identification of students with high levels of absenteeism. Processes and policies were implemented to seek improvement in attendance for some students, however the school policy and processes require further review and refinement, with a “whole of team response” the goal. Attendance rates across the school in 2016 was between 91-93% which is similar in the school comparison summary.

As a school we are addressing non-attendance by informing parents of their role, meeting with parents to discuss how we can support them and the use of individual learning plans where necessary. The Executive team closely monitor attendance and intervene when necessary to ensure the student is supported to improve their attendance.

Student voice surveys continued to be conducted each term and results aggregated and distributed to teams and classrooms. Our practice is that meaningful discussions are conducted to identify classroom elements that are



successful and what could improve. Students have input into discussions and assist in providing possible solutions. This process needs to be strengthened, particularly in relation to the immediacy and accessibility of the data to individual classes, teams and the whole school. Microsoft Office Forms online facility will be trialed to improve this aspect.

Whole staff development in relation to student engagement has continued, including further implementation of new policies, codes of practice and procedures. An emphasis on non-negotiables continues to assist in driving a culture of high expectations, rigour in the classroom and differentiation, to encourage individuals to achieve at their point of need. Intervention programs, as previously mentioned, are in place in an effort to assist and accelerate the achievement of Tier 3 (at risk) learners.

The You Can Do It program continued to be implemented in the P-2 area and some follow up was actioned relating to the Habits of Mind in the 3-6 levels. In 2017 the Inquiry Curriculum will continue to work on the implementation of the Habits of Mind for years 3-6, while the Engagement and Wellbeing team will continue their work on enhancing the You Can Do It program.

Further enhancement of understandings relating to inquiry based learning have occurred and teachers have developed classroom protocols with students, to ensure rigorous and focussed learning approaches. The next step is a clear definition of our shared code of practice and the "non-negotiable" framework and structure that we implement.

Our 1:1 program for the 5/6 area and class sets in the 3/4 area continued and teachers were supported with Techie Brekkies and professional learning to improve their knowledge and practice. The Digital Learning team and the 5/6 team continue to work on the improvement of digital technology to enhance and transform learning.

Blogging in each classroom has become a part of the approach and is highly regarded by parents who can access their own child's class happenings regularly, with many parents commenting on the blogs. However, inconsistency of practice has indicated the need for a code of practice for this, which will be implemented in 2017. Microsoft Office 365 has improved collaboration for students and teachers and will continue to be a focus for professional learning. The capacity for this to become an avenue to effective student portfolio facility is recognised and will be further explored.

A range of student leadership opportunities continued to be offered, with a Student Leadership Council in Year 5/6, class captains and vice captains and HEROs (Heating, Electricity and Recycling Officers) being the mainstay of the student leadership program. Some excellent consultation and collaboration occurred amongst student leaders to assist with the decision making regarding the new play equipment. In 2017, Year 5 students will be involved in the Student Leadership Council, and there will be a small number of students elected to a Student Leadership Executive which will mentor other students in the council, be ambassadors for our school, be part of key discussions for school improvement and attend learning opportunities with other students in Victoria. A key focus in 2017 will be students of the Student Leadership Council taking on a portfolio for areas of their interest, for example; The Arts, Buildings and Grounds, Sport, Sustainability and Mathematics. Their role will be to enhance the student voice in these areas they choose, be ambassadors for the area and contribute to the improvement at a whole school level.

Transition is a key aspect of student engagement and we continue to review and refine our approach each year. There is a close link with our transition from kindergarten to Prep which includes the students meeting the teachers over a number of days and working in different settings with their peers. Classroom and kinder teachers liaise on a termly basis as part of a Sunbury Early Years network with the aim of informing Prep teachers and familiarising children with the school environment. Parents are a key aspect to this process with parent information sessions keeping them informed for how they can support their child's transition to school. Parent helpers are also a valuable element which supports student engagement in the classroom.

At the end of the year, we conduct a 'Step Up' day for students to get a feel for what it might be like when moving through the school. This entails moving to the next year level for a part of a day with teachers from the next year level and some swapping of groups. Anecdotally we see the benefit in developing confidence in many students to take this transitional step. Our Year 5 students visit a local kindergarten to assist in demystifying what primary school students are like and to develop a rapport for possible future 'buddy' work for the Preps and Year 5/6s. Year 6 students are well catered for by visits to and from local secondary schools. Teachers across the school pass on relevant information to the next classroom teacher. We conduct an information sharing session at the beginning of each year for teachers to acquaint themselves with information about students from previous teachers. Teachers put a great deal of time into organising class groups for the next year to ensure students are well placed according to a list of criteria.

Wellbeing

In their responses to the Attitudes to School student survey, Killara students show they are somewhat positive about school and results are slightly lower than for schools with similar backgrounds. Student perceptions relating to safety were similar to other schools.

The implementation of the new Behaviour Management Policy in 2016 was a key strategy in improving student connectedness to school and students' perception of safety. The Refocus Room which was implemented early in 2016, has shown a reduced number of incidents and a refinement for how we deal with issues that arise in the yard at a whole school level.

Each term student surveys (as mentioned above) provide class by class and whole school data, enabling a clearer picture of student perceptions. The new survey intends to strengthen this approach to better enable the identification of



student needs and perceptions and provide responses to areas of perceived weakness or requiring improvement.

Our emphasis on individual and communal rights and responsibilities has continued to be implemented and these are revised termly in classrooms. Anti-Bullying processes and strategies have been a further focus, with teachers being encouraged to intervene to prevent situations arising and students being given the opportunity to develop strategies to avoid and solve problems when necessary. However, an inconsistency of practice and the need for an improved understanding of at risk support processes is evident. We particularly aim to ensure students at risk are supported with clear goal-based plans and student support groups involving parents, and others as required. Students also need clearly defined logical consequences to be applied for inappropriate behaviours. The release and implementation of the flowchart for student management in 2016 has assisted with this. Furthermore, Compass continues to be utilised as a tool to enhance data collection and collation relating to student behaviours.

Student resilience levels are anecdotally low in some instances. Whilst this is not an issue for the majority of students, we have observed an increase in the number of students with anxiety issues who are less capable of bouncing back from difficulty and problem solve personal issues. Our focus will be on implementing a focus on optimism and positive achievements in daily classroom routines for all students. Our aim will be to adopt a positivity and resilience model, such as the Fish Philosophy, as a whole school approach.

Enhanced communication techniques continued to be a key focus, particularly with the introduction of Compass, which was released to parents in 2016. Parents continue to be encouraged to participate in events including being trained to be a classroom helper, attend events such as curriculum evenings to develop a better understanding of how their child learns and avail themselves to join groups such as the PFA (Parents and Friends Association). An official Killara Facebook page was developed with the focus on sharing images of school events and activities.

For more detailed information regarding our school please visit our website at
<http://killaraps.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>Enrolment Profile</p> <p>A total of 600 students were enrolled at this school in 2016, 281 female and 319 male. There were 4% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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"> English Mathematics <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>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 year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>46%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>45%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>51%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>47%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	46%	20%	Numeracy	37%	45%	18%	Writing	21%	50%	29%	Spelling	29%	51%	20%	Grammar and Punctuation	27%	47%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	46%	20%																							
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Writing	21%	50%	29%																							
Spelling	29%	51%	20%																							
Grammar and Punctuation	27%	47%	27%																							



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>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. 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>95 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	93 %	92 %	94 %	92 %	91 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	93 %	92 %	94 %	92 %	91 %										



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>Students Attitudes to School - Connectedness to School</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>Students Attitudes to School - Student Perceptions of Safety</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> Similar</p> <p> Similar</p>

How to read the Performance Summary

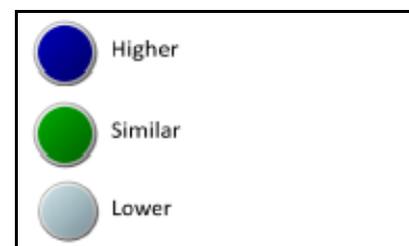
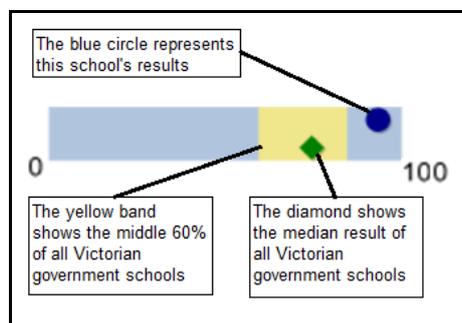
What are student outcomes?

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, 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.

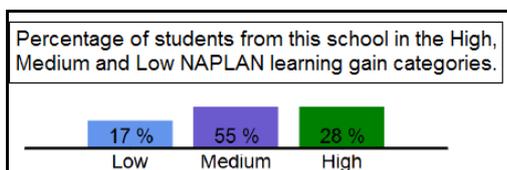
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$4,243,832
Government Provided DET Grants	\$484,933
Government Grants Commonwealth	\$2,932
Government Grants State	\$1,939
Revenue Other	\$38,339
Locally Raised Funds	\$464,847
Total Operating Revenue	\$5,236,823

Expenditure	
Student Resource Package	\$4,157,171
Books & Publications	\$9,952
Communication Costs	\$4,761
Consumables	\$119,204
Miscellaneous Expense	\$312,047
Professional Development	\$28,490
Property and Equipment Services	\$287,107
Salaries & Allowances	\$104,346
Trading & Fundraising	\$77,570
Utilities	\$38,006

Total Operating Expenditure **\$5,138,654**

Net Operating Surplus/-Deficit **\$98,169**

Asset Acquisitions **\$3,759**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$162,360
Official Account	\$18,488
Total Funds Available	\$180,848

Financial Commitments	
Operating Reserve	\$120,830
Capital - Buildings/Grounds incl SMS<12 months	\$21,234
Maintenance - Buildings/Grounds incl SMS<12 months	\$1,871
Revenue Received in Advance	\$28,129
School Based Programs	\$4,248
School/Network/Cluster Coordination	\$566
Other recurrent expenditure	\$3,970
Total Financial Commitments	\$180,848

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.



Financial performance and position commentary

The total cash revenue (excluding SRP) of the school was \$8557 (0.87%) higher than in 2015 and mostly reflects slight increases in DET grants and locally raised funds along with a reduction in other grants revenue. The school has also continued to have the capacity to convert credit funds to cash to enable local arrangements, including the employment of private speech therapy and extra classroom support when required. The vast majority of the Government Provided Grants category is attributable to the school's cash grants. Reduced revenue in the Commonwealth Grants area reflects Student Teacher Supervision funding.

Equity funding from DET helped aid the professional learning of our teachers to improve student learning. The equity funding enabled us to maintain our coaching initiative of which there are two full time teaching and learning coaches that work closely with teacher in the classroom, modelling giving feedback and working with teams to improve their overall practice. The equity funding also enabled us to have an intervention staffing profile 2.0. We also utilised these funds for professional learning for our leadership team by accessing BASTOW courses and workshops.

Fundraising by the PFA and staff through a range of events continues to be a feature of the school's extra revenue and, whilst not explicit in the above reports, was \$31, 151 (7.1%) of the total locally raised funds component. School Council acknowledges and thanks the work of volunteers and staff in this area, which contributes to development priorities to be undertaken – this year, the installation of a shade sail for the 1/2 playground.

Expenditure for the year was \$246, 171 (5%) higher than in 2015, indicating slightly higher spending patterns to previous years across many categories with increased expenditure for Consumables, Miscellaneous Expenses, Professional Learning, Property and Equipment Services Salaries and Allowances and Utilities. To some degree this is reflective of an increase in revenue.

Expenditure on Professional Development once again rose for the year, along with a continued commitment to professional learning through expenditure in other categories, such as Salaries and Allowances.

According to the figures provided, the school Operating Reserve is \$120, 830 indicative of effective budget management.