2016 Annual Report to the School Community

School Name: Athol Road Primary School

School Number: 5536

Name of School Principal:	Ruby Toombs
Name of School Council President:	Delvene Sliwinski
Date of Endorsement:	21st March 2017

About Our School

School Context

Athol Road Primary School (ARPS) is located in Springvale South in SE Melbourne. The school features a unique, diverse learning community where 361 students are challenged to grow emotionally, intellectually and socially to achieve their personal best. Student profile: 89% have English as an additional language, 12 funded through the Program for Students with a Disability, 1 from Out of Home Care, 2 Aboriginal or Torres Strait Islander (ATSI) students and 29 classified as refugees.

The school employs 53 equivalent full-time staff: 3 Principal Class, 2 Administration staff, 33 teachers, 12 Education Support staff and 3 Kindergarten assistants. The school's pedagogical plan drives teaching and learning in flexible spaces through a comprehensive, integrated curriculum approach which emphasizes the building of strong literacy and numeracy skills. Every teacher is responsible for the learning and wellbeing of every student.

The school's vision is to 'create a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'. Students are taught to work cooperatively with others, think laterally, make their own decisions and be responsible for their own learning and behaviour. A strong focus on building Respect, encouraging Innovation, valuing Community and setting High expectations fosters a RICH learning environment The school's multicultural diversity flavours all school programs and provides a background for teaching tolerance, understanding and respect. ARPS is a Kidsmatter school with a strong focus on social and emotional learning to build student resilience and develop positive mental health.

The on-site Early Learning Centre incorporates two playgroups and a kindergarten which offers a 15 hour 4 year old program and a 6 hour 3 year old program, facilitating a smooth transition into the first year of schooling.

Framework for Improving Student Outcomes (FISO)

Focus 1: Build the capacity of teachers to improve student learning outcomes in Mathematics.
Participation in the first year of the Maths and Science Specialist Initiative has resulted in the highlighting of maths within the school community. This 2 year initiative has ensured that a strong foundation has been laid for development in 2017 through the training of 2 Maths and Science specialists. Consultant, Charles Lovitt, worked with teachers throughout the year to support this initiative. His influence was in making maths meaningful, connected to the environment and planning for maths inside and outside the classroom, using a wide variety of concrete materials to challenge and inspire. The tracking of whole school data in Number has identified common misconceptions and informed targeted teaching and learning. This focus will continue in 2017.

Focus 2: Develop student engagement/learning confidence through authentic student voice.
The school implemented three new initiatives in 2016. The Students Create the Future (SCF) showed teachers how student voice could be strengthened and student empowerment increased by providing students with time and complete ownership to devise a meaningful project that makes a difference to an area/issue about which they are passionate. Students developed an anti-bullying campaign: writing and recording a song, designing a logo and seeking sponsorship for a t-shirt to promote the anti-bullying message, We Stand Together. Not only did they produce an amazing video clip, had lots of fun and new experiences by being involved in the practice and production of it, they served as positive role models to their younger peers, practising positive values and relationships. Early indications show overall increases in Resilience levels of 5% and huge increases of between 8-18% of students reporting they feel safer at school and have an increased level of school belonging. 2017 will be a year for embedding this message.

ARPS Street Talk gave all students the opportunity to voice their opinions on various topics/issues relevant to student learning and the school environment. Moving forward, ARPS Street Talk has the potential to influence a positive school climate and drive change through authentic student voice experiences.

Participation in the City of Greater Dandenong Children's Forum, with a focus on improving local facilities, was a positive experience for participating students as it made them feel empowered and valued through their involvement in decision-making within the local community. The school community was informed about this experience through newsletter articles prepared by the students who also fed back details of the experience to their peers.

Focus 3: Empower students to increase their own resilience
2016 was a proactive year in sourcing grants and building positive partnerships to improve student resilience:
- Successful grant with Australian Schools Plus which funded a resilient Boot Camp for 20 of our most at risk students
- Partnership with Resilient Youth Australia to gather Year 5/6 student data around measuring student resilience within healthy, safe and fulfilling pathways. This was extended to Year 3/4 through a partnership with the City of Greater Dandenong.
- Partnership with The Resilient Project which worked directly with students, teachers and parents to develop a common language and a consistent approach in understanding and communicating resilience pathways
- Partnership with Parentzone which included 5 intensive workshops for parents to address their specific needs and challenges
- Curriculum Day with Andrew Fuller to build the knowledge and skills of teachers in understanding how the mind, body and lifestyle factors impact on positive mental health

The school recognises that building student resilience is a long term project and the journey is just beginning. The core work will be building the understanding and capacity of the school community around resilience, through collaboration and the development of a common language and a consistent approach.

Achievement

Working as a Professional Learning Community (PLC) has supported teachers and promoted collaboration and collective accountability for student learning. Teachers, in Professional Learning Teams (PLT) in flexible learning spaces, regularly engage in:

- On-going discussion/reflection around pedagogical practice
- Observations of the instructional practice of others
- Analysis of student data to plan for student learning
- Moderation to ensure consistent assessment and reporting

Essential Learnings provide clear guidance regarding the curriculum content to ensure the delivery of a guaranteed and viable curriculum. PLTs use data to set short and long-term targets in English and Maths to ensure a minimum of 12 months growth for each student. Professional development on a whole school level focussed on reducing the variable between teacher practice in English and Maths, personalising student learning in flexible learning spaces and improving teacher knowledge and skills in analysing data to inform practice. This is a very supportive environment, especially for graduates in their first year of teaching.

School and national data is analysed, interpreted and used to monitor the progress of all students. Specific cohort data indicates that a high % of students are performing better than their peers in like schools.

Year 3 NAPLAN data demonstrates that:

- 96.4% of students are achieving ABOVE the National Minimum Standard (NMS) in Writing
- 82.5% of students are achieving ABOVE the National Minimum Standard (NMS) in Reading
- 82.8% of students are achieving ABOVE the National Minimum Standard (NMS) in Grammar and Punctuation
- 87.9% of students are achieving ABOVE the National Minimum Standard (NMS) in Spelling
- 89.3% of students are achieving ABOVE the National Minimum Standard (NMS) in Numeracy

Year 5 NAPLAN data demonstrates that:

- 56.2% of students have made medium to high relative growth from Year 3 to Year 5 in Reading
- 71.9% of students have made medium to high relative growth from Year 3 to Year 5 in Writing
- 65.6% of students have made medium to high relative growth from Year 3 to Year 5 in Grammar and Punctuation
- 65.7% of students have made medium to high relative growth from Year 3 to Year 5 in Spelling
- 70% of students have made medium to high relative growth from Year 3 to Year 5 in Numeracy

In Foundation – Year 2, the primary focus is developing oral language in purposeful, authentic contexts. In Year 3 – 6, students work both collaboratively and independently in order to develop the necessary skills to become independent, confident learners. In reading, teachers explicitly teach the reading and comprehension strategies used by 'good readers'. They model these strategies using rich, engaging literature, during shared and guided reading sessions. Students make their thinking visible by recording the strategies they are using whilst they read. Teachers work collaboratively with students to set goals based on the reading continuum. In writing, teachers focus on explicitly teaching the text structure and language features of each text type through modelled and shared writing. Students engage in writing tasks which allow them to express their individuality and interest.

In 2016 Maths and Science Specialists worked with staff to:

- Develop a school maths improvement strategy
- Target specific areas for development
- Deliver maths professional learning to all teachers on a formal and informal basis
- Work with Professional Learning Teams to develop knowledge of best practice and address misconceptions
- Work 1:1 in coaching and mentoring teachers

Maths teaching and learning focusses on the '4 big ideas': Trusting the Count, Place Value, Multiplicative Thinking and Partitioning, discussion of solution strategies, mental computation and visualisation. Professional learning with consultant, Charles Lovitt, promoted an investigative approach to teaching maths across the school. Integrating maths into other areas of the curriculum supports students in making connections to their everyday lives. Students learn Maths through practical applications, using a range of learning styles and manipulatives.

Over 1/3 of students were assessed on the EAL Companion, the majority in Foundation – 2 but this number decreases as students move up the school and onto AusVELS/Victorian Curriculum. English-on-line data shows that Foundation students continue to enter school with low levels of English. All 12 students, funded under the Program for Students with Disabilities, met their Individual Learning Plan goals while 1 student, requiring a Year 6-7 review, achieved successful outcomes.

The Staff Opinion Survey demonstrates a high level of staff satisfaction, particularly around collective responsibility, collective focus on student learning and guaranteed and viable curriculum. The Parent Opinion Survey demonstrates a high level of parent satisfaction, well above that of state, across all 3 areas: school climate, student behavior and student engagement.

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 belief that students need to be engaged in their learning underpins the school's positive culture. Athol Road Primary School focuses on engaging students through the delivery of a comprehensive, innovative curriculum. Effective teaching through an inclusive and engaging curriculum are promoted by professional learning teams that use data to effectively drive teaching and learning. Through the on-going provision of whole school professional development, the school leadership actively engages in improving teacher practice particularly in personalising learning to respond to the diverse learning needs of the students.

Students, across the school, are encouraged to develop their leadership potential and build confidence to take on leadership roles in a range of contexts. The 2016 focus on student voice saw the introduction of student voice action plans which provided opportunities for students to have input in school decision making and to provide feedback on their learning and personal growth. Student input was sought through Student Representative Council, surveys, student focus groups, self and peer assessment, circle time, student votes and a student voice box in each learning space.

Engagement levels in all specialist programs, The Visual and Performing Arts, Physical Education, Environmental Education and Mandarin which are delivered by highly motivated teachers and are positively promoted the school in the community.

- Year 5/6 students performed 'Welcome to the Jungle' in the Wakakirri Heats and Final with a highly successful outcome: awards for Best Drama Story, Best Stage Crew, Best Public Speaking, Most Sustainable Production and The Spirit of Wakakirri
- Senior and junior choirs represented the school in 'Voices of the Choir' where the Senior choir won the 'A Cappella' award and the Junior choir won the 'Australian Song' award
- The school band performed regularly within the school community
- The successful introduction of a LOTE Mandarin program, Foundation – Year 2, resulted in positive feedback from teachers, students and parents and will be extended to Year 3/4 in 2017
- Excellent results in Athletics and Cross Country with a number of students competing at Division and Regional levels
- Finalist in the Sustainable Community Award
- Outdoor learning spaces, Wetlands and sustainable harvest garden, provided hands-on experiences for students, particularly engaging students who struggled with their learning and those with behaviour management issues
- Sale of vegetables, from the harvest garden, at the school's Friday market generated funds for seeds and plants
- Year 5/6 students prepared design plans for a new Desert Garden to be developed in 2017
- Parents were engaged in the school through the parent vegetable garden, maintained by parents for parents

Excursions and in-school visits are an integral component of the engaging learning program at each level of the school so all students participate in these organised events.

- 96% of students participated in the Year 3 'at school' sleepover which originated from an idea put forward by students
- 95% of Year 4 – 6 students participated in successful camping experiences.
- Students from all levels of the school participated in an extensive range of extra-curricular activities organised by staff during lunchtime and after school including circus skills, craft, sport, cooking and card making.
- Year 5/6 students planned and implemented an anti-bullying campaign as part of the Students Create the Future project in partnership with Resilient Youth Australia and clinical psychologist, Andrew Fuller
- Year 3 - 6 students ran student-led parent/teacher conferences with 100% parent participation
- The Learning in Depth (LiD) program was extended to Year 4 and continued to engage students in learning about a particular topic in which they had an interest
- A whole school celebration of Harmony Day showcased different cultures through food, national costume, dance, music and drama performances with a focus on respect and tolerance
- A 2 week integrated unit across the school on the Olympics where each learning space adopted a country, incorporated an opening and closing ceremony and a variety of hands on learning and making connections to the global community
- During Education Week the annual Twilight School was a highlight for the school community focusing on engaging parents and students in technology
- The school was honoured to have a visit from the new Regional Director – Stephen Gniel. School leaders were proud to give him a tour of the school and conduct an interview about his career in education and his future direction for schools
- Students raised $3 777.00 for the Royal Children's Hospital from a variety of events

Community initiatives included Family BBQ, School Concert with a 'Walk with the Animals' theme, a proactive parent participation calendar and Summer Festival: a community initiative to embrace multiculturalism within CGD.

The on-site kindergarten engaged with families of children who attended the school and those who were potential attendees. 66% of students attending 4 year old kindergarten commenced in Foundation in 2016 – this constituted 92% of the school's Foundation enrolment. The benefits for children attending the on-site kindergarten in the year prior to commencing school include familiarity with the environment and some teachers through shared programs, established friendship groups which reduces anxiety and a higher level of readiness to learn in their first school term of schooling. A large number of parents who are planning to send their children to the kindergarten and then school attended one or both playgroup sessions. Playgroup provided parents with a strong support network in preparation for their child's kindergarten/school experience.

Wellbeing

Building resilience was identified as a wellbeing focus for 2016 and beyond through a range of data sets which identified high levels of student anxiety and low self-esteem which, while prevalent among older students, was increasing in number in younger students. Partnerships with Resilient Youth Australia, clinical psychologist, Andrew Fuller, The Resilient Project and Parentzone supported the school in implementing a three-pronged approach to building the knowledge and understanding of students, staff and parents around what constitutes positive mental health and how a collaborative approach is essential to making a difference.

Learning and teaching is specific and explicit and informed by student data collected from the Resilient Youth Australia and ACER surveys. Teachers use this data in conjunction with the Bounce Back Program, the Social and Emotional Learning Framework and Circle Time to plan weekly programs. Students created Student Voice action plans with a focus on student reflection to build self-esteem and confidence. Staff, supported by the welfare worker, targeted individual needs of 'at risk' students to build their resilience in small groups or 1:1. Twenty 'at risk' students attended a Resilience Boot Camp for three days at Camp Manyung. The purpose of the camp was to help students develop a greater awareness of themselves and identify their individual focus for self-improvement. The work commenced at camp continued into their learning at school with students developing their emotional literacy and effectively articulating their feelings by using strategies they had learned to cope with feelings of anxiety, low self-esteem and negativity.

Teacher knowledge and understanding of planning and delivering effective learning experiences which build resilience based on a targeted, personalized approach has been increased through whole school professional learning which has included Kidsmatter Component 3 and 4, SAFEMinds training, The Resilience Project workshop, Resilient Youth Australia and a Curriculum Day with clinical psychologist, Andrew Fuller.

The Resilience Project and Parentzone workshops provided parents with specialized presenters who were able to respond to the concerns that parents and families face when dealing with children with anxiety and low self-esteem.

At the commencement of the project: 36% of staff rated themselves as being very confident in supporting and teaching students to develop resilience, 33% rated themselves as somewhat confident and 31% had low confidence
16 months later:
84% of staff consider themselves as very confident in supporting and teaching students to develop resilience while 16% (reflective of new staff to the school) consider themselves to be somewhat confident

Success of the 3 pronged approach includes:
- a greater appreciation of staff in working with the diverse needs of students and vulnerable and disadvantaged families
- the positive impact of professional development and targeted support for teachers
- an increased understanding and capacity to develop resilience with specific skills to incorporate meaningful relationships between teachers, students and parents
- embedding teaching and learning of resilience in the school program
- building self-competence in students through the promotion of positive thinking, mindfulness, gratitude and empathy and goal setting and problem solving
- increased family and community involvement
- sustainable partnerships with Resilient Youth Australia

Students are beginning to develop key skills: building self-esteem, social skills, self-control, problem-solving, realistic expectations and optimistic thinking patterns. Students are beginning to handle negative thoughts and challenge unhelpful thinking patterns, replacing them with more positive ones. This is clearly a result of improving teacher practice. Teachers are working collaboratively to support student resilience and are reflecting on where they need to focus their practice on an ongoing basis.

In 2016 all members of the school community - staff, students and parents - developed their understanding of the key messages of building resilience. Working with Resilient Youth Australia and The Resilient Project has certainly helped the school to develop a common language and a consistent approach in delivering a SEL Framework which responds to the specific needs of our school community.

Teachers closely monitored attendance and lateness and followed up promptly, referring on-going absence/lateness to principal class. Several families were reported to regional office and received letters. These students were placed on a daily monitoring program. The school's behaviour management program which is implemented consistently across the school minimizes behaviour management issues.

For more detailed information regarding our school please visit our website at atholroadps.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

Enrolment Profile

A total of 361 students were enrolled at this school in 2016, 157 female and 204 male.
There were 89% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |

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
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ▬▬▬▬▬▬▬▬▬● 100 Results: Mathematics 0 ▬▬▬▬▬● 100	● Similar ● Similar

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 44 % — 53 % — 3 % Low — Medium — High **Numeracy** 30 % — 50 % — 20 % Low — Medium — High **Writing** 28 % — 44 % — 28 % Low — Medium — High **Spelling** 34 % — 47 % — 19 % Low — Medium — High **Grammar and Punctuation** 34 % — 53 % — 13 % Low — Medium — High	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. 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. Average 2016 attendance rate by year level:	Results: 2016 Low absences <------> high absences Results: 2013 - 2016 (4-year average) Low absences <------> high absences	🔵 Higher 🔵 Higher

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
89 %	92 %	94 %	95 %	95 %	94 %	95 %

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Lower
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

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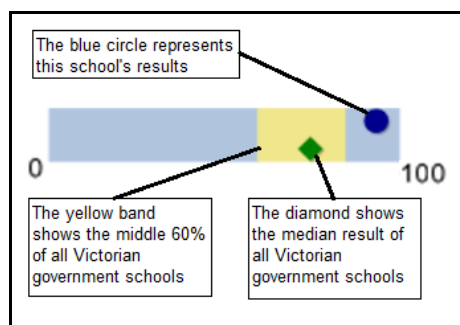
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
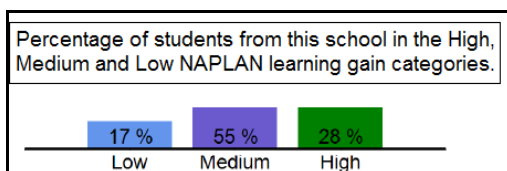
What are the changes in student achievement?

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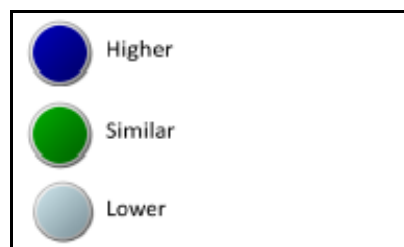
Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

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

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

Revenue	Actual
Student Resource Package	$3,853,655
Government Provided DET Grants	$1,048,228
Government Grants Commonwealth	$38,538
Revenue Other	$31,136
Locally Raised Funds	$311,904
Total Operating Revenue	**$5,283,460**

Funds Available	Actual
High Yield Investment Account	$607,711
Official Account	$49,069
Other Accounts	$301,478
Total Funds Available	**$958,257**

Expenditure	
Student Resource Package	$3,341,813
Books & Publications	$21,436
Communication Costs	$5,251
Consumables	$49,098
Miscellaneous Expense	$810,262
Professional Development	$15,479
Property and Equipment Services	$345,967
Salaries & Allowances	$550
Trading & Fundraising	$88,093
Utilities	$33,068

Financial Commitments	
Operating Reserve	$213,944
Asset/Equipment Replacement < 12 months	$283,988
Capital - Buildings/Grounds incl SMS<12 months	$335,000
Maintenance - Buildings/Grounds incl SMS<12 months	$100,000
Revenue Receipted in Advance	$10,325
School Based Programs	$15,000
Total Financial Commitments	**$958,257**

Total Operating Expenditure	**$4,711,015**
Net Operating Surplus/-Deficit	**$572,445**
Asset Acquisitions	**$260,509**

DET grants: monthly cash payment as part of the SRP, Early Childhood grants (on-site 4 year old Kindergarten), Chaplaincy grant and Victorian Curriculum grant. This funding supports the operation of the school and kindergarten, contributes to the employment of a chaplain and supported the implementation of the Victorian Curriculum.

The Commonwealth grant contributes to the running of the Out of School Hours Care program.

Other revenue and locally raised funds: bank interest, parent payments for camps, excursions, uniforms, essential items and fund-raising. This money was used to provide students with items essential for their learning within their learning space and in specialist programs and learning experiences within and external to the school.

The annual surplus is committed to several large projects to be undertaken in 2017 and 2018 including the installation of solar panels on the roof of the hall, a new senior playground and a large injection of funding into Information Technology to employ personnel with the skills and expertise to lead the improvement of the school's IT infrastructure and hardware to support the introduction of Digital Literacies across the school.

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.