

# 2016 Annual Report to the School Community



School Name: Syndal South Primary School

School Number: 4924

Name of School Principal:	Susanne Lowe
Name of School Council President:	Sandy Delaney
Date of Endorsement:	March 21 <sup>st</sup> 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.

## About Our School

### School Context

Syndal South is a community school, in Mount Waverley. We sit in amongst the houses in a local neighbourhood. Our school strives to bring out the best in every child. This is the school where everyone knows your name!

We offer our 420 students comprehensive programs and extensive play spaces in an expansive natural environment. Our school provides students with strong academic programs, implementing comprehensive literacy and numeracy programs. The levels are structured around multiage classes, except for Prep in the first year of school. Our teachers use research based teaching practices when developing their programs. Our Strategic Plan drives improvement and development within the Framework for Improving Student Outcomes. Our staff work as focused teams of teachers to develop the best programs for the diverse learning needs in each class, they use whole school approaches to learning. We learn about latest research and classroom practice and continuously build on our current programs. Alongside the strong academic programs, we implement additional assistance and extension programs, providing Reading Recovery, MacqLit and QuickSmart Maths as part of this program. We are able to offer English language support for students whose first language is not English. Syndal South is able to offer specialist programs in Physical Education, Visual Art, Music & Japanese.

We have a commitment to the learning of all students, striving to identify ways the learning programs can be adapted to ensure everyone has equal access. We also support our students with the implementation of individual learning plans to support extension and additional assistance needs. The school believes that a vital part of its role is to develop in students an awareness of the local and global environment and how as a group we can reduce our environmental footprint.

The values which underpin the actions of our whole school community are:

- **Respect - A commitment to the rights of self, others and the environment**
- **Curiosity - Wondering about and exploring themselves and the world**
- **Resilience - Building a positive attitude, having the confidence and persistence to face, overcome and grow with life's challenges**
- **Integrity - Being honest and fair, being true to oneself**
- **Care - Showing kindness and consideration**

In 2016 our school commenced implementation of the first year of the new Strategic Plan. The goals are:

- To meet the personalised learning needs of each student and ensure learning growth in literacy and numeracy.
- To develop student interest and motivation in a rich, relevant and challenging learning environment.
- To foster a cohesive school learning community that supports and enhances the wellbeing of every student.
- To enhance the human and physical resources in order to strengthen the school's teaching and learning culture

The Parent Satisfaction Summary indicates the school is in the mid 60% range of schools, although lower than the State mean. School Staff Survey – School Climate indicates the school is moving towards the top 20% of government schools in Victoria and is above the State mean.

Syndal South Primary School has 31 equivalent full-time staff: 2 principal class officers – including a newly appointed Assistant Principal; 22.2 Teachers and 6.66 Education Support Staff. The school has a stable staff but each year are able to employ graduate teachers due to growing numbers, interstate movement of staff or occasional retirement.

The school is addressing attendance issues through ongoing communication with the school community about the importance of attending school each day; this includes newsletter articles and posters around the school. A procedure is in place for addressing any unexplained or long-term absences. This procedure is regularly reviewed for effectiveness and changes made as required.

### Framework for Improving Student Outcomes (FISO)

#### Excellence in Teaching and Learning – Building Practice Excellence

This improvement priority has found the school focusing on meeting the personalized learning needs of each student and ensuring learning growth in literacy and numeracy. As well as developing teacher capacity to implement consistent practice and use evidence and data to inform their teaching and track learning growth for every student.

#### Positive Climate for Learning – Empowering Students and building school pride

This improvement priority has found the school focusing on developing student interest and motivation through the development of a challenging learning environment and providing differentiated learning programs. As well as exploring a whole school approach to build a positive approach to life and enhance student well being. There has also been a focus on the development of student voice within the learning program and in particular in providing feedback – student to students, teacher to student and student to teacher. The school has commenced exploring each of these improvement areas in 2016, identifying what is already happening at the school and setting goals for implementation in 2017.

## Achievement

Syndal South is proud of its achievements in student learning, continuing to be amongst the top 20% of government schools in Victoria. Of note were the percentage of students who were at or above the expected AusVELS level in English (98.9%) and Maths (99.2%). Each level had their own results to celebrate – whole school results in each area were Reading 100%, Writing 98%, Speaking and Listening 99%, Numeracy and Algebra 99%. The school works to support students who achieve below the expected level (D) or considerably above the expected level (A) by developing Individual Learning Plans (ILP), targeting specific areas for improvement and using a team approach to support all learners. The new proforma for ILPs was used in 2016 setting long term and short term goals with more reviews throughout the year. Several of our students were assessed on an English as an Additional Language (EAL) report, the school increased the teaching time allocated to EAL in 2016, to better support these learners. Overall our students achieved higher than the State median and similar in the School Comparison for both English and Mathematics.

Our National Assessment Program Literacy and Numeracy data remains strong. The results in Reading and Numeracy were above the median for Victorian government schools for both Year 3 and Year 5. With the four-year average for Reading and Numeracy being in the top 20% of achievement for both Year 3 and Year 5. In 2016, the learning gain between Year 3 – Year 5 has shown significant numbers of students achieving medium or high growth. Of note is the level of high growth - with 46% of Year 5 students achieving high growth across two years in Numeracy, 33% in Reading and 34% in Writing. The Year 5 Reading and Numeracy results are similar in School Comparison; however the Year 3 results are again lower than Comparison schools in the four year average in Reading, whilst they remain above the median range in the state, this needs deeper investigation. The school's involvement in a FISO network focusing on data literacy and Leadership team members taking part in a Data Literacy learning program through Bastow will support this in 2017. The school has noted the results in terms of those students with low growth in this two year period, with teachers focusing on ILPs and the introduction of MacqLit in 2017 to support those students with low growth in Reading (10%), Writing (17%), Spelling (23%) and Grammar and Punctuation (26%).

The continued development of a whole school approach to Numeracy, with common language and strategies has had an impact on results in 2016, with continued reduction between class difference in the teaching of mathematics the school is seeing growth in mathematics results. The school embedded the use of Writer's Notebook across the school and will again focus on writing and spelling as part of the second year of the Strategic Plan in 2017.

By focusing on 'What we teach' 'How we teach' 'How we Assess and Give Feedback' the school has been able to identify current documentation and practice. Our Pedagogy Strategic teams have supported our ability to focus further common practice in 2017 across the school, including publication of curriculum documents.

The Learning Strategic Team explored Learning Intentions, Success Criteria and Feedback, exploring the current practices at Syndal South PS and researching best practice. They were able to undertake a professional reading program that supported their ability to trial learning intentions and success criteria and provide ideas for developing common practice across the school.

In 2016, the staff built their own skills and those of their students in the area of Digital Technologies, taking part in a staff led Curriculum Day that provided them with many strategies to take away and try in their classrooms. All teams focused on how they could better use Digital Technologies, leading into 2017 when the new Victorian Curriculum is implemented. By undertaking collegiate visits and regular sharing at the team level, staff have continued to confidently use Google Drive and to implement coding activities with students. The ICT Strategic Team focused on preparation for a BYOD iDevice program in Year 5/6, with the development of policies and communication with parents, including an Information night, the program has been able to commence smoothly at the beginning of 2017. The implementation of the next year of the ICT Strategic Plan will form a focus in 2017.

Whilst our staff used AusVELS as their Curriculum Framework in 2016 they did trial some aspects of the Victorian Curriculum particularly for their Inquiry Units. Time was spent exploring the Victorian Curriculum in teams, undertaking mapping tasks and preparing for full implementation at the start of 2017.

In 2017, staff will implement the second year of our Strategic Plan – to meet the personalized learning needs of each student and ensure learning growth in literacy and numeracy; to develop challenging goals and feedback for students and teachers – feedback both ways.

Staff will continue to build an effective learning program for all students ensuring that the use of digital technologies is embedded and that their skills and student outcomes continue to grow.

### Curriculum Framework implemented in 2016

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input checked="" type="checkbox"/> AusVELS | <input type="checkbox"/> Victorian Curriculum | <input type="checkbox"/> A Combination of these |
|---|---|---|---|

## Engagement

The school has continued to focus on finding something that every child loves about school. We have worked to support students in the area of social skills and used Restorative Practices to build and maintain relationships across the school. Our Wellbeing Strategic team were able to provide support to new staff to use this approach. Embedding the use of Circle Time in every classroom has enabled all students to have a voice within their classroom. The Just Get Active program throughout the school has continued to impact both mental and physical health and wellbeing, with students learning about positively controlling their thinking space and being encouraged and empowered to improve their physical fitness and confidence.

In 2016, the Feedback Strategic team focused on teacher to student feedback, student to student feedback and student to teacher feedback. They were able to explore and share current practices with the staff, they were able to identify resources that could support staff to further develop their skills in the area of feedback, therefore supporting student voice in learning. In 2017, the School will continue to explore Student Voice and how students can have an impact on what they learn and how they learn. The focus will include using feedback to make change and also exploring students providing feedback to staff and greater consistency with student goal setting across the school.

Student Attitude to School results were again positive, with some slight reduction in some means but not significantly different. There were a small number of areas slightly lower than Regional mean scores and this was similar with State mean scores. To explore further and note in the 2017 survey results will be Stimulating Learning, Student Motivation, Teacher Effectiveness and Teacher Empathy.

The Parents' Association was able to undertake community events in 2016, making connections within the parent community and the school continued running 'What's your story?' events to share and learn about all members of our diverse community, taking time to recognize our similarities and differences. Our School Captains ran Harmony Day events in Term 1, with a focus on Cultural Diversity.

Student attendance was again better than the state median and attendance at each level is in the mid 90% range. For our school, extended family holidays have an impact on student attendance. The school promotes the strategy that Every Day Counts, with regular reminders in the newsletter about the importance of school attendance and the direct impact absences have on student learning outcomes. The school has a clear process for regularly following up unexplained student absences. There is also a procedure for monitoring regular absence and follow up phone calls and meetings occur with parents after certain thresholds are reached.

## Wellbeing

In 2016 Syndal South continued to provide support to students, parents and staff in the area of Wellbeing, with funds allocated for a locally funded Welfare Worker, a new worker was employed last year. The Welfare Worker was able to support students with 1:1 counseling, small groups sessions, advice and support for classroom teachers and parents. Thanks to continued support from School Council this position will continue in 2017. The use of Circle Time throughout the school has enabled a focus on effective practices and strategies that students can implement in their day-to-day school life.

Access to specialist assistance via the Student Support Service Officers continued as need arose for students throughout the school. There continued to be a number of students with specific and complex needs, staff worked with parents and experts to enable all students to access the learning program. The school made links with Options – with an outreach worker attending Support and Care Group meetings and providing advice on strategies, behavior plans and support for students and staff. The links will continue in 2017 with the development of the Secret Agent Society – Social Skills program. Wellbeing continued to have a high priority at Team and Staff meetings. The school continues to support staff to understand severe behavior and trauma and will continue with a focus on inclusion in 2017.

The Wellbeing Strategic Team focused their work on investigating a framework to develop a school wide positive behavior approach. They explored how the school values could be better promoted and used in our work with students. They identified ways to celebrate the values in use. The team explored a positive behaviour framework and drafted a Positive Behaviour Support Rubric. The team has set plans for trialing and modeling strategies from the positive behaviour framework/rubric and will investigate ways to engage parents in the framework. There will also be a focus on exploring current knowledge and practice in the areas of disability and learning difficulties. Making links with new families and a formal induction program will also be a focus in 2017.

At the beginning of 2017 the staff participated in a curriculum day focusing on Wellbeing with Maria Ruberto exploring mental health, positive psychology, optimism and tools for wellbeing. Our exploration of these ideas in 2017 will support the wellbeing of students, parents and staff.

Child Safe Standards has formed a good deal of the work on policy and procedure in 2016 leading up to full compliance at the start of 2017. Staff and School Council took part in many briefing sessions and learning sessions around strategies, policy and procedures. This will continue in 2017.




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

## 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 404 students were enrolled at this school in 2016, 202 female and 202 male.  
There were 45% 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.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






#### School Staff Survey





Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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:

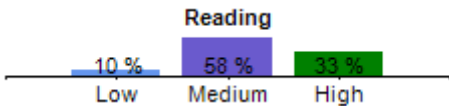
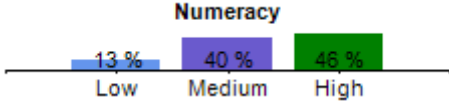
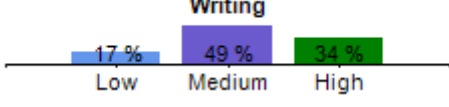
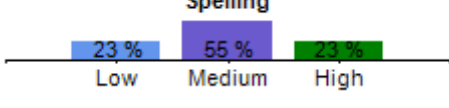
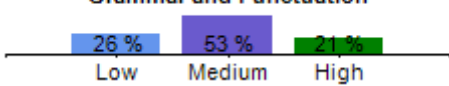
Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Similar</p> <p>Lower</p> <p>Similar</p> <p>Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><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>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>	<div><p>Reading</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>10 %</td><td>58 %</td><td>33 %</td></tr></tbody></table></div> <div><p>Numeracy</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>13 %</td><td>40 %</td><td>46 %</td></tr></tbody></table></div> <div><p>Writing</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>17 %</td><td>49 %</td><td>34 %</td></tr></tbody></table></div> <div><p>Spelling</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>23 %</td><td>55 %</td><td>23 %</td></tr></tbody></table></div> <div><p>Grammar and Punctuation</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>26 %</td><td>53 %</td><td>21 %</td></tr></tbody></table></div>	Low	Medium	High	10 %	58 %	33 %	Low	Medium	High	13 %	40 %	46 %	Low	Medium	High	17 %	49 %	34 %	Low	Medium	High	23 %	55 %	23 %	Low	Medium	High	26 %	53 %	21 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Low	Medium	High																														
10 %	58 %	33 %																														
Low	Medium	High																														
13 %	40 %	46 %																														
Low	Medium	High																														
17 %	49 %	34 %																														
Low	Medium	High																														
23 %	55 %	23 %																														
Low	Medium	High																														
26 %	53 %	21 %																														






## 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>	<div><p>Results: 2016</p><p>Low absences &lt;-----&gt; high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences &lt;-----&gt; high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>94 %</td><td>94 %</td><td>93 %</td><td>94 %</td><td>94 %</td><td>93 %</td><td>95 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	94 %	94 %	93 %	95 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	94 %	94 %	93 %	95 %										

## 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> Similar</p> <p> Similar</p>

# How to read the Performance Summary

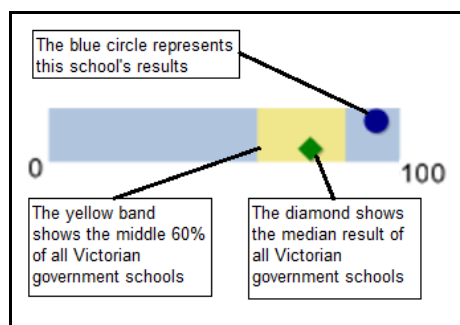
## What are student outcomes?

*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.

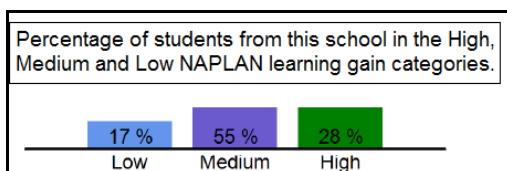
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

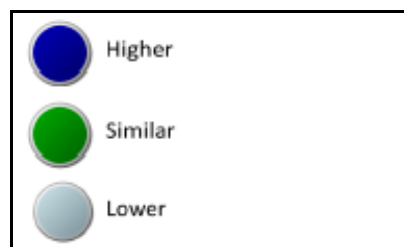
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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

The Finance Committee and School Council take a serious approach to the management of school funds. They are aware of the requirements of the Department in terms of Parent Payment Policies, with revised policies being developed in 2016 for implementation in 2017.

The School Council continued to contribute to many of the programs that are an essential part of life at Syndal South PS. The commitment to wellbeing has been demonstrated by allocating funds to a locally paid Welfare Worker. The Council believes that equal access to programs is a vital aspect of what makes Syndal South PS a community school, the development of a Hardship Fund will continue to support students and families leading into 2017.

The budgeting process is clear and has input from staff and parent members of the Finance team to provide funds for the leasing of laptops across the school. Deciding on the allocation of Fete profit from 2015 also formed part of many discussions; this will be spent in 2017. The funds being saved also include over \$100,000 to support the ongoing staffing needs of the school.

The size of the school property provides many ongoing needs that both Finance Committee and School Council support through allocation of funds to manage the trees, with regular inspection and work undertaken, this will be an ongoing issue with the age of the trees on the property. The active Facilities team has been supported with an increased budget, enabling specific projects to take place, including concreting of pathways, revamping of garden areas including new outside chairs. The Council is aware of the maintenance needs of a school with buildings that are over 50 years old, with funds being saved to support the ongoing safety of students, staff and parents, this also includes maintaining the fire pump.

The school was able to continue using grant money to develop a new design and more comprehensive planting and system of paths in the Bush Tucker Garden. The school also set aside funds for the proposed reinstatement works at the back third of the school grounds. In 2017 this project will be completed and will in turn likely provide School Council with more challenges to ensure maintenance is undertaken on play equipment and trees prior to student access.

Ongoing challenges will include the ever-expanding needs in Digital Technologies and school maintenance; both will need consideration when planning for the next budget throughout 2017. The Digital Technologies budget is ever expanding with a baseline amount of \$30-40,000 spent annually at this point.

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

Revenue	Actual
Student Resource Package	\$2,674,472
Government Provided DET Grants	\$351,490
Government Grants Commonwealth	\$114,434
Revenue Other	\$41,366
Locally Raised Funds	\$676,749
<b>Total Operating Revenue</b>	<b>\$3,858,511</b>

Expenditure	
Student Resource Package	\$2,629,614
Books & Publications	\$2,313
Communication Costs	\$6,901
Consumables	\$85,963
Miscellaneous Expense	\$324,192
Professional Development	\$16,979
Property and Equipment Services	\$256,462
Salaries & Allowances	\$227,799
Trading & Fundraising	\$122,736
Travel & Subsistence	\$4,686
Utilities	\$25,628

<b>Total Operating Expenditure</b>	<b>\$3,703,274</b>
------------------------------------	--------------------

<b>Net Operating Surplus/-Deficit</b>	<b>\$155,237</b>
---------------------------------------	------------------

<b>Asset Acquisitions</b>	<b>\$0</b>
---------------------------	------------

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

Funds Available	Actual
High Yield Investment Account	\$333,498
Official Account	\$39,861
Other Accounts	\$247,386
<b>Total Funds Available</b>	<b>\$620,746</b>

Financial Commitments	
Operating Reserve	\$161,950
Asset/Equipment Replacement < 12 months	\$29,356
Capital - Buildings/Grounds incl SMS<12 months	\$98,799
Maintenance - Buildings/Grounds incl SMS<12 months	\$73,350
Revenue Receipted in Advance	\$19,040
School Based Programs	\$191,489
Provision Accounts	\$13,465
Other recurrent expenditure	\$3,297
Maintenance -Buildings/Grounds incl SMS>12 months	\$30,000
<b>Total Financial Commitments</b>	<b>\$620,746</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.*