

2016 Annual Report to the School Community



School Name: Brentwood Park Primary School

School Number: 5308



Name of School Principal:

James Bell

Name of School Council President:

Lana Cairns

Date of Endorsement:

26/04/2017

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

Brentwood Park Primary School is situated in the City of Casey in the residential suburb of Berwick. The school is well placed within the community with a local pre-school and secondary college on its northern and southern borders, respectively. Brentwood Park is a moderately sized school having a February 2016 enrolment of 570 students. The school is serviced by 40.66 equivalent full-time staff comprising 2 principal class officers, 3 leading teachers, 13.6 classroom teachers at level 2, 12 classroom teachers at level 1 and 10.06 educational support staff. In 2016, the school operated twenty-four classrooms and four specialist classes. The staff and community's preference is to operate straight classes at year levels unless student numbers necessitate the formation of a multi-age classroom across two year levels.

Our Student Family Occupation [SFO] Index was 0.4839 and SFOE Index was 0.3930.

As a school, Brentwood Park Primary aims to maximise the educational opportunities and learning outcomes of our students, promoting positive self-esteem and the attainment of personal best, through the delivery of quality, differentiated educational programs. The core values of the school and the student derived definitions are:

- Respect - "A respectful person treats others in a caring and valued way."
- Responsibility – "A responsible person is someone who can be counted on by others to do the right thing at all times."
- Teamwork - "A person who displays good teamwork, works positively with others to achieve a goal."
- Excellence- "A person who shows excellence is someone who tries to be the best they can in everything they do."

The school values are displayed throughout the school and in each classroom, and form the basis of our social and work interactions whether they are student to student, student to teacher or teacher to parent. Brentwood Park Primary School provides a quality education for its students, delivered in a positive, supportive and challenging learning environment. Within our learning and teaching programs, we maintain a strong focus on literacy and numeracy, complemented by an inquiry based curriculum and a comprehensive specialist program which encompasses visual arts, performing arts, Mandarin language and, health and physical education. Our language program commenced in 2013 with the teaching of Chinese [Mandarin] in years prep to year 2. It was extended each successive year and in 2016 was inclusive of year prep [foundation] to year 6.

A rigorous benchmarking assessment schedule which is implemented biannually informs our teaching and learning programs in the two key learning areas of literacy and numeracy and, along with teacher observation and teacher judgement, ensures the teaching is targeted towards student learning needs. The teaching and learning programs are structured on researched based "best practice" educational programs and recognize that learning progresses along a developmental continuum. The programs cater for the cognitive, physical, social and emotional domains of the children and, where possible, authentically links the learning which naturally emerges to the core curriculum.

Parents, as part of the school team, are encouraged to become involved in our programs. The school strongly emphasises the importance of the home / school partnership with a high level of co-operation between parents, staff and children. Parent support is high, with parents responding to the learning team concept promoted and practised by the school. Parent participation is readily reflected in our classroom programs and whole school events and is welcomed by the staff. Parent opinion for the General Satisfaction variable of the 2016 Parent Opinion Survey resulted in a school mean of 6.10 out of a possible 7 which surpassed the state mean of 5.84. School council, in its commitment to information communication technologies [ICT], readily endorses budgets to ensure the school is well resourced and student learning is supported in a technologically rich environment.

The school has been constructed with its central core accommodated in six distinct buildings, connected by covered walkways. The core comprises an Administration Area and First Aid Room; a Multi Media Centre inclusive of computer laboratory; sixteen modern carpeted classrooms each with its own teacher resource room, wet area and shared withdrawal room; a Chinese Language and Culture classroom; an Art/Craft Facility; a Performing Arts Centre, a Canteen and Multi-Purpose Centre, inclusive of a school gymnasium. A notable feature of the classroom design is the flexibility in allowing a connecting wall to be opened to facilitate team teaching approaches, if desirable. Modern re-locatable units provide the additional classrooms.

The permanent core design and the location of additional classrooms lend itself to the cluster arrangement of year levels, promoting close planning and teaching amongst the staff.

All facilities have an abundance of natural light integrated within the overall design. As a result of an active fund-raising team, the school is now fully air-conditioned.



Framework for Improving Student Outcomes (FISO)

In response to the Framework for Improving Student Outcomes [FISO], the school adhered to the improvement priority of “Excellence in Teaching and Learning” which was delivered through its two improvement initiatives of “Building Practice Excellence” and “Curriculum Planning and Assessment”. As a school, we continued to focus on previously introduced ‘best practice’ educational programs such as the VCOP Writing program and in 2016, as detailed within our Annual Implementation Plan for English, systematically delivered additional professional development to our staff on the CAFÉ [Comprehension, Accuracy, Fluency and Expanding vocabulary] reading program. The bulk of the CAFÉ professional development was provided in semester one to maximize staff implementation throughout the year.

Additional improvement strategies were in heightening teachers’ skills in differentiation to meet the learning needs of students, particularly through assessment for learning approaches. We heightened teachers’ skill in the appropriate use of assessment of student learning data to inform the next stage of teaching. We continued to build upon our strong foundations in the use of assessment data to inform literacy and numeracy teaching and learning practices, and to establish intervention strategies for students below and above expected levels.

Achievement

Teacher assessments within the Australian Curriculum/Victorian Essential Learning Standards [AusVELS] for reading, writing and mathematics revealed 96.5%, 93.3% and 94.7% of students, collectively, in Years Prep to 6 achieved a grade of C or above, respectively, in reading, writing and mathematics. This “C” rating indicated that a student is at the standard although it is inclusive of those students who may be up to six months below the expected level. The year level percentages are presented in the following table.

Year Level	Reading	Writing	Mathematics
Foundation	94%	95%	100%
Year 1	96%	95%	96%
Year 2	96%	92%	94%
Year 3	93%	82%	84%
Year 4	100%	97%	94%
Year 5	96%	94%	94%
Year 6	100%	96%	97%

In the majority of year levels, the percentage of students achieving **at or beyond** the expected level surpassed the percentage for the preceding year and, in many of year levels, the preceding three year average for the school. This was a positive outcome given the student achievement targets set in our Annual Implementation Plan 2016.

Data solely from the National Assessment Program - Literacy and Numeracy [NAPLAN] revealed that at Year 3 and at Year 5, our absolute mean scores across all assessment areas for Reading, Writing, Spelling, Grammar and Punctuation, and Number surpassed the absolute mean scores for the State, Region, School Type, Local Government Area, Student Family Occupation and Metropolitan Region. Our strengths were particularly highlighted in Writing, Spelling, Grammar and Punctuation and Numeracy. Data for the Year 3 cohort was strong with the last three years’ trending up’ for reading, writing, spelling, numeracy, grammar and punctuation. This could be attributed to the strong focus on the implementation of The BIG SIX, VCOP and CAFÉ strategies.

Collectively, our relative growth reports illustrated that at Year 5, the percentage of students demonstrating **High Growth** were Reading 41%, Writing 22%, Spelling 30%, Grammar and Punctuation 39%, and Numeracy 27%. Students demonstrating **Medium Growth** were Reading 48%, Writing 64%, Spelling 46%, Grammar and Punctuation 43%, and Numeracy 60%. Students demonstrating **Low Growth** were Reading 11%, Writing 15%, Spelling 24%, Grammar and Punctuation 19%, and Numeracy 13%. These results are pleasing, as in most instances our percentage of students achieving low growth is **less** than the State’s nominated 25% for low growth. This in itself indicates higher percentages of students accessing the higher Medium Growth and High Growth bands. This belief is further reinforced with our percentage of students achieving medium growth comparable or more than the State’s nominated 50% for medium growth and our percentage of students achieving high growth **being higher** than the State’s nominated 25% for high growth. This is a gratifying achievement.

The increased focus on literacy programs incorporating explicit instruction in - Oral Language, Phonological Awareness, Phonics,



Vocabulary, Comprehension and Reading Fluency, known at school as The BIG SIX along with the Writing strategies incorporating Vocabulary, Connectives, Openers and Punctuation [VCOP] and the CAFÉ Daily 5 Reading strategies have contributed to the success which is reflected within our NAPLAN results and across the school. We will continue to embed these strategies in the forthcoming years.

Curriculum Framework implemented in 2016

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

Engagement

Our 2016 **Student Engagement** outcomes were again positive with every mean for the elements in the **Teaching and Learning** variable of the Student Attitudes to School survey at Year 6 once again surpassing both the **Region** and **State** means. These results were similar for Year 5 except for the **Learning Confidence** variable which was slightly below Region and State. The targets set in our Annual Implementation Plan 2016, however, were mostly achieved. Our targets were to achieve school means greater than the school's preceding three year average for nominated variables. **Learning Confidence** achieved a mean of 4.11 with a set target of 4.13. This placed us at the 51st percentile. **School Connectedness** achieved a mean of 4.5 with a set target of 4.4. This placed us at the 66th percentile. **Stimulating Learning** achieved a mean of 4.25 with a set target of 4.2 and this placed us at the 67th percentile. Trend analysis 2014 – 2016, for the first time in a number of years, illustrated a downward trend across most Teaching and Learning elements. This was surprising given the high levels of student achievement and will be closely monitored in the forthcoming years.

- Learning Confidence: 4.31 to 4.11
- School Connectedness: 4.41 to 4.50
- Stimulating Learning: 4.50 to 4.25
- Student Motivation: 4.75 to 4.65
- Teacher Effectiveness: 4.68 to 4.45
- Teacher Empathy: 4.66 to 4.45

We endeavor to support students in developing a clear understanding of themselves as learners. Our programs are enhanced with additional opportunities for students to speak confidently about themselves as learners and we continue to engage and motivate our students through the incorporation of our differentiated curriculum, whole school celebratory events and the e5 instructional model within the inquiry based approach to teaching and learning. In 2016, there remained an increased focus on incorporating information communication technology [ICT] into classroom programs. It was the second year of our fully implemented 1:1 iPad program in Years 5 and 6 and was a contributing factor to student engagement at those year levels. A balanced use of iPads and other forms of technology in Years Foundation – Year 4 was maintained throughout the year.

In 2016, our attendance rate of all students was again comparable to the median for all Victorian government schools. In 2016, we continued to aim for measurable improvement in student attendance with a particular focus on identified cohorts. We aimed to reduce the average number of absence to at least match the preceding three year average for identified year levels. In our Annual Implementation Plan 2016, we aimed to reduce absence from 22.39 days at Year Prep in 2015 to 14.49 days at Year 1 in 2016 and from 14.63 days at Year 3 in 2015 to 12.41 days at Year 4 in 2016. We achieved 14.96 days and 12.91 days respectively, through the continued implementation of Department of Education and Training [DET] strategies such as **Every Day Counts** and school derived processes such as phoning the family if a student has been absent for more than three consecutive days, ensuring that absences are recorded on mid and end of year reports and, as incentive, awarding certificates for “outstanding” and “excellent” attendance. The certificates will continue to reflect perfect attendance records for the year and less than five days absence for the year, respectively.

Wellbeing

In measuring the **Wellbeing** of students, the numerical data utilised was again the Attitudes to School survey. The **Wellbeing** variable which is inclusive of **Student Morale** and **Student Distress**, and the **Student Relationships** variable which is inclusive of **Connectedness to Peers**, **Classroom Behaviour** and **Student Safety** are recognised as the variables measuring Wellbeing.

Our 2016 Wellbeing outcomes were extremely positive with every mean for the elements in the **Student Relationships** and **Wellbeing** variables surpassing both the Region and State means. **Connectedness to Peers** achieved a mean of 4.47 which placed us at the 77th percentile and **Student Safety** achieved a mean of 4.52 which placed us approximately at the 66th percentile. **Student Morale** achieved a mean of 5.82 which placed us at the 62nd percentile and **Student Distress** achieved a mean of 6.06 which placed us approximately at the 63rd percentile. The targets set in our Annual Implementation Plan 2016 were comparable to our preceding three year average or surpassed for nominated variables. **Student Safety** achieved a mean of 4.52 with a set target of 4.46. **Student Morale**



achieved a mean of 5.82 with a set target of 5.86. The trend was evident across both Year 5 and 6 data sets with slight variations between boys and girls. In 2016, Brentwood Park maintained its commitment to the implementation of programs and initiatives in support of Student Wellbeing.

For more detailed information regarding our school please visit our website at www.brentwoodparkps.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:

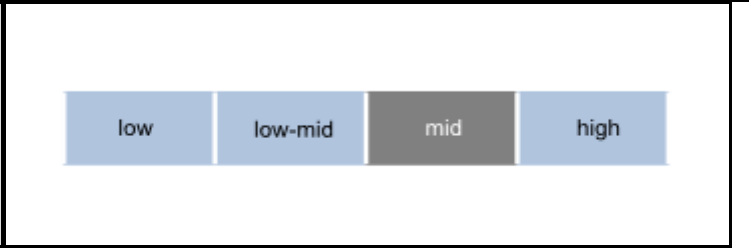
School Profile

Enrolment Profile

A total of 571 students were enrolled at this school in 2016, 270 female and 301 male. There were 33% of EAL (English as an Additional Language) students and 2% 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"> 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> Higher</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> Higher</p> <p> Higher</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>48%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>60%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>64%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>46%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>43%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	48%	41%	Numeracy	13%	60%	27%	Writing	15%	64%	22%	Spelling	24%	46%	30%	Grammar and Punctuation	19%	43%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	11%	48%	41%																							
Numeracy	13%	60%	27%																							
Writing	15%	64%	22%																							
Spelling	24%	46%	30%																							
Grammar and Punctuation	19%	43%	39%																							



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="561 853 1042 943"> <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>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	91 %	94 %	92 %	94 %	<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										
93 %	93 %	92 %	91 %	94 %	92 %	94 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>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

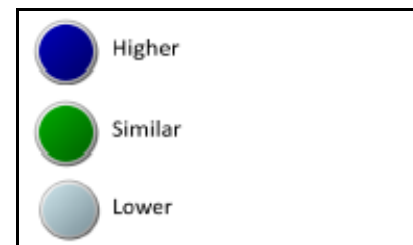
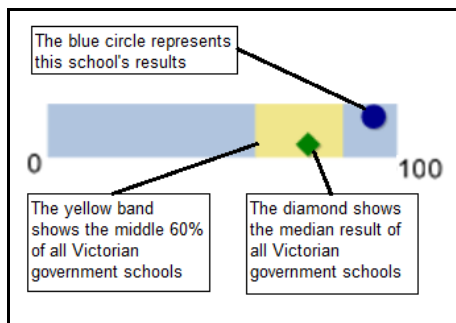
What are student outcomes?

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.

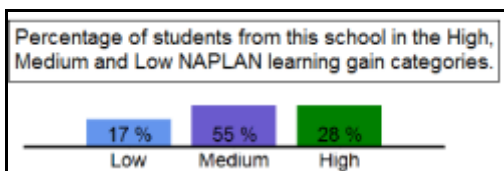
You can see these results for the latest year, as well as the average of the last four years (where available).

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/performance.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		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,830,367	High Yield Investment Account	\$389,489
Government Provided DET Grants	\$666,675	Official Account	\$20,184
Revenue Other	\$9,939	Total Funds Available	\$409,673
Locally Raised Funds	\$190,581		
Total Operating Revenue	\$4,697,562		
Expenditure		Financial Commitments	
Student Resource Package	\$3,688,046	Operating Reserve	\$10,000
Books & Publications	\$7,820	Asset/Equipment Replacement < 12 months	\$38,273
Communication Costs	\$3,978	Capital - Buildings/Grounds incl SMS<12 months	\$279,195
Consumables	\$64,888	Revenue Received in Advance	\$27,467
Miscellaneous Expense	\$129,646	School Based Programs	\$20,679
Professional Development	\$13,500	Asset/Equipment Replacement > 12 months	\$34,059
Property and Equipment Services	\$286,490	Total Financial Commitments	\$409,673
Salaries & Allowances	\$110,471		
Trading & Fundraising	\$35,616		
Travel & Subsistence	\$1,999		
Utilities	\$45,672		
Total Operating Expenditure	\$4,388,126		
Net Operating Surplus/-Deficit	\$309,436		
Asset Acquisitions	\$11,150		

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.

Our 2016 total operating revenue was \$4,697,562 and total operating expenditure was \$4,388,126. This resulted in a net operating surplus of \$309,436. Although surplus funds from the previous year were committed, as required, the larger than anticipated surplus was the result of our confirmed enrolment being significantly higher than our projected enrolment and its subsequent carry over into our confirmed SRP 2016. Some projects are yet to be completed and will be carried over. Throughout the year, expenditure was kept well within the program budgets which were approved by School Council with Finance Committee monitoring spending accordingly. We concluded the year financially sound and committed 2016 surplus funds to complete current and new School Council projects.

