

# 2016 Annual Report to the School Community



School Name: Narre Warren North Primary School

School Number: 1901



Name of School Principal:	Connie vanderVoort
Name of School Council President:	Cathy Maher
Date of Endorsement:	14 <sup>th</sup> March 2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



## About Our School

### School Context

Narre Warren North Primary School works as a supportive learning community where all students are motivated and challenged to take responsibility for their own learning. The school motto is 'We Can', the aim being for all children to reach their full potential.

Community involvement is strongly encouraged and is an important component of our school. There is strong parental involvement in a variety of school programs, particularly in Literacy support, camps and sporting events. We have approximately 100 parents with a Working With Children Check who support school programs. Student development is viewed as a shared responsibility between home and school.

School Council is committed to improving facilities to enhance and cater for our students' learning and social needs. Our Parents' and Friends' Club continued to work tirelessly in 2016 to fundraise for shade sails across the school.

There were 14 grades in operation in 2016. Literacy and Numeracy are important focuses at all levels of our school. The development of knowledge and skills through an Inquiry Learning approach based on the Inter@ct Program is also highly valued. A comprehensive eLearning program supports classroom programs. Every classroom has an Interactive Whiteboard. Students in Grades 3 to 6 have 1-1 access to chromebooks all day everyday. Students in the Junior School have access to iPads, laptops and chromebooks. Students in Grades Prep to 2 had access to 1 device between 2 students.

Specialist programs in 2016 were provided in Performing Arts, Visual Arts, Physical Education and Languages Other Than English (Indonesian). The school has a Program for Students with Disabilities, catering for a range of students with special needs. A Literacy Support Program, the Toe by Toe Program and Speech Therapy Assistant Program, are in place for students at risk.

Further opportunities for students are provided through extension programs such as 'Thinking Outside the Box'. To support and enhance the curriculum, the school offers a variety of programs and opportunities to develop and showcase individual student interests and talents, including Family Life, Life Education, Perceptual Motor Program, Transition Programs, Student Leadership and Sporting Programs, Camps, Swimming, Interschool Sport, Production, Talent Quest, Choir, Recorder, Guitar, Excursions and Incursions, Parent Education Programs, Buddies, Show Day and Clubs. Student engagement is a school priority. Empowering students by giving them more voice and choice in their learning has been a priority in 2016.

Student Welfare is recognised as vital for productive learning and a comprehensive Social Skills Program based on the '5 Golden Rules' is in place. A Chaplaincy Program runs two days a week to support our school community and plays a key role in helping children cope with the challenges and stresses of life. Restorative Practices build positive relationships and develop social and emotional competencies in young people and focuses on repairing the harm and making things right.

Positive reinforcement is a feature of our school and student achievement is regularly recognised and acknowledged. Student Leadership programs, including School Captains, House Captains and Junior School Council, are highly valued.

A Pathways to Prep Program provides pre-school children with a smooth, enjoyable and secure start into a school based environment. This program ran for 7 weeks in Term 4. Little Possums also ran for 3 year old children in the community during Terms 2 and 3.

Nonattendance is addressed through contacting parents after 3 consecutive absences to ascertain whether the child is ill. Many absences at our school are related to extended family holidays.

The Strategic Plan was implemented through the development and execution of the 2016 Annual Implementation Plan. 2017 is a School Review year.

In 2016 our school had an enrolment of 330 students. This school had 22.05 equivalent full time staff - 2 Principal Class, 16.2 Teachers and 3.85 Education Support Staff.



## Framework for Improving Student Outcomes (FISO)

In 2016 our school started to **build practice excellence** through the whole school implementation of the CAFÉ Reading Program. In 2016 the school's priority was to implement a whole school consistent Reading Program based on best practice through the exchange of knowledge and ideas learned through the research. To develop this priority we began to strengthen and build consistency and quality of teaching practice across the school in order to decrease school variation and improve outcomes in Reading; built a culture of collaboration within teams and across the school with the collective sharing of skills and expertise through daily work; begun to develop the use of consistent student assessment data to inform teaching for differentiation; and implemented the use of feedback, such as peer observations and walkthroughs, to further enhance teaching practice. School data has shown a small increase in the number of students recording 'high growth' in NAPLAN Reading, however, the implementation of CAFÉ is in its early stages. In 2017 the school's priority is to continue implementation and consolidation of the CAFÉ Program based on best practice and our focus will be on strengthening the program and building consistency within teams through the development of non-negotiables.

During 2016 the school participated in the Bastow Creating High Performance Learning Cultures program, implementing a project about giving and receiving staff-staff feedback. In 2017 we intend to use what we have learned to improve teacher practice in these areas.

Building teacher capacity towards effectively implementing 21<sup>st</sup> century pedagogy and personalizing student learning by **empowering students and building school pride** was a major focus area for 2016. In this area the school investigated through action research, approaches that gave students a greater say in the decisions that affect their learning and their lives at school, such as giving students a voice in the learning process through negotiation and collaborative decision making. In 2017 we intend to implement the action research strategies that gave students more voice in their learning.

The 2016 Student Attitude to School Survey indicates a decline in the school connectedness and safety. An increased focus on **setting expectations and promoting inclusion** will be a priority in 2017 where we will work across the community to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours.

## Achievement

Narre Warren North Primary School has continued to produce consistently good results. School data shows strong performance against state benchmarks at each year level.

When compared to all Victorian Government schools, our students are performing similarly to what is expected in English and Mathematics.

In NAPLAN our students are performing well on national reading and numeracy tests compared to the State. Grade 3 students' results are similar to the State in Reading and higher in Numeracy. In Grade 5 students' results are similar to the State.

The 2016 the Annual Implementation Plan focussed on implementing a whole school consistent Reading Program based on best practice. To develop this priority we strengthened and built consistency and quality of teaching practice across the school. The use of consistent student assessment data to inform teaching for differentiation was developed.

Teachers implemented the CAFÉ Reading Program including a CAFÉ Library. A Parent Advocate Program for Reading was also implemented and will continue in 2017.

Teachers differentiated learning and took responsibility for individual and cohort growth in Reading and Numeracy.

The Inquiry learning approach allowed students to actively investigate significant questions about the way the world works.

Information Communication Technologies (ICT) was integrated across all areas of the curriculum. Students in the Senior School had access to ICT all day every day to enhance their learning. Students in the Junior school have access to laptops (1:2) and iPads.

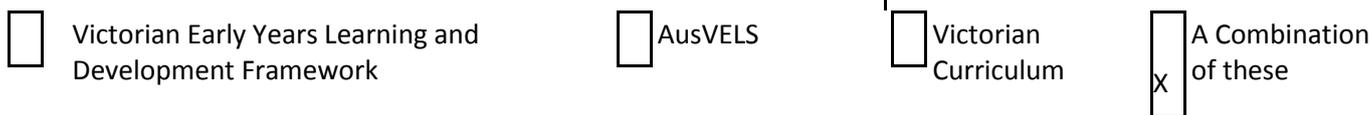


Maximising learning in English and Mathematics through building practice excellence continues to be a priority for 2017.

*In 2017 student learning will be further supported by:*

- Implementing the Victorian Curriculum.
- Ensuring a whole school consistent approach to the collection and analysis of data to inform teaching and learning.
- Implementing and consolidating the CAFÉ Program based on best practice, building consistency within teams through the development of non-negotiables.

**Curriculum Framework implemented in 2016**



**Engagement**

Students at Narre Warren North Primary School are motivated and engaged in their learning. The Student Attitudes to School Survey results indicate that students have a positive view of our school in terms of teachers, curriculum and peers.

There is a very good student attendance record at the school which is consistent with other Government schools. Students are acknowledged for high attendance while non-attendance is monitored closely as per the school Attendance Policy. Students are regularly recognised and acknowledged for their achievements.

Empowering students and building school pride was a major focus area for 2016. In this area the school investigated through action research, approaches that gave students a greater say in the decisions that affected their learning and their lives at school. These included giving students a voice in the learning process through negotiation and collaborative decision making; and increasing the use of peer / self-assessment in order to increase students' responsibility for their own learning.

The capacity of teachers to communicate clear learning intentions against agreed success criteria and give explicit and timely feedback with students was developed and implemented across the school. This continues to be a priority for 2017.

The use of ICT through collaborative learning gave students scope to be more connected to their learning. Digital coding was introduced for students in Grades 3 to 6.

Student Led Conferences, in Grades 3 to 6, enhanced student responsibility for their own learning.

As part of this focus, teachers continued to participate in 21<sup>st</sup> century pedagogy professional learning.

Enrichment programs have been developed for students working well above the expected level. Student Support Groups are established for all students on the Program for Students with a Disability. Individual learning plans were put in place for all these students as well as students working well above their expected level. These were regularly developed and reviewed in conjunction with parents.

Participation of students in student leadership roles increased with a focus on student voice and active participation in school activities. School leaders were given responsibilities during the year. Their opinions were sought on issues and feedback was gained from students on aspects of school life.

Communication with parents was increased through the use of teachers' edumail accounts and team blogs.

Empowering students and building school pride and setting expectations and promoting inclusion will continue to be a priority in 2017.

*In 2017 student engagement will be further supported by:*



-  Continuing to empower students to take responsibility for their own learning through increasing student choice and voice.
-  Communicating clear learning intentions against agreed success criteria to improve learning outcomes.
-  Giving students opportunities to provide feedback to teachers on their learning.
-  Continuing to embed ICT into the curriculum.
-  Proactively monitoring of attendance.

## Wellbeing

A goal for 2016 was to engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to school. Developing a common understanding and shared commitment to the implementation of wellbeing approaches that will make the greatest difference to students was also a focus. The Student Attitudes to School Survey results indicate that our students are connected to school, teachers and their peers but our results are lower than the State. An increased focus on setting expectations and implementing a consistent behavior management plan will be a priority in 2017.

Students are empowered to take responsibility for their social interactions. Strategies implemented included Restorative Practices and Circle Time across the school and explicitly teaching the social skills to develop social and emotional competencies. The Narre North '5 Golden Rules', developed in conjunction with students, was used to initiate a consistent approach to behaviour management, aligning social skills to rules and school values. This will be implemented fully in 2017 through the work of our Wellbeing Action Team.

In 2016 Component 1 of Kids Matter: Creating A Sense of Community was implemented. Bully Busters and cyber safety programs were delivered to students.

Our school has a comprehensive program in place to accommodate school transitions. There is continuity in programs as students move through all levels of the school and leave at the end of Year 6. End of year transition activities were developed across the school over the last two weeks of Term 4. The Prep Transition program included our very successful Pathway to Prep Program (7 weeks) and Little Possums (2 terms) for 3 year old children. The buddy system is an important factor in providing a secure, supportive environment for students entering the school at Prep, and at other levels.

Developing a shared commitment to the implementation of wellbeing approaches is our priority for 2017.

*In 2017 student wellbeing will be further supported by:*

-  Implementing a consistent behaviour management approach across the whole school.
-  Teaching students the tools and skills to develop positive and self-regulating behaviours.
-  Continuing to strengthen wellbeing programs across the school.
-  Implementing Kids Matter Component 2.
-  Investigating and implementing mental health programs, e.g. Mindfulness.

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

<http://www.narrewarrennorthps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 330 students were enrolled at this school in 2016, 153 female and 177 male. There were 4% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>51%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>53%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>64%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>41%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>38%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	51%	14%	Numeracy	32%	53%	16%	Writing	21%	64%	15%	Spelling	28%	41%	31%	Grammar and Punctuation	26%	38%	36%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	35%	51%	14%																							
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	92 %	91 %	91 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	92 %	91 %	91 %										



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><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> Lower</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

# How to read the Performance Summary

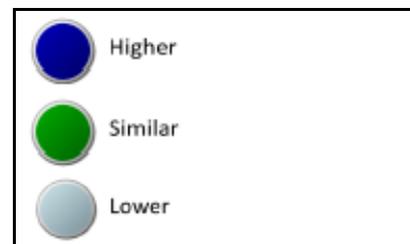
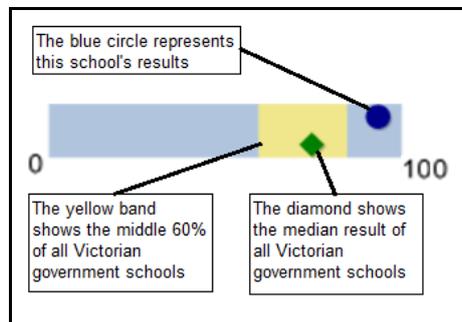
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

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

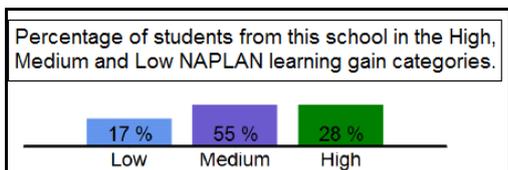
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

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

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

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

## What is a School Comparison?

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

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

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

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,311,419	High Yield Investment Account	\$53,282
Government Provided DET Grants	\$367,346	Official Account	\$13,863
Government Grants Commonwealth	\$5,600	Other Accounts	\$75,393
Revenue Other	\$7,811	<b>Total Funds Available</b>	<b>\$142,537</b>
Locally Raised Funds	\$181,643		
<b>Total Operating Revenue</b>	<b>\$2,873,819</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$2,053,402	Operating Reserve	\$83,638
Books & Publications	\$13,868	Capital - Buildings/Grounds incl SMS<12 months	\$9,000
Communication Costs	\$3,363	Maintenance - Buildings/Grounds incl SMS<12 months	\$2,780
Consumables	\$56,760	Beneficiary/Memorial Accounts	\$367
Miscellaneous Expense	\$149,059	Revenue Receipted in Advance	\$30,914
Professional Development	\$6,815	School Based Programs	\$11,715
Property and Equipment Services	\$279,828	Other recurrent expenditure	\$4,124
Salaries & Allowances	\$110,794	<b>Total Financial Commitments</b>	<b>\$142,537</b>
Trading & Fundraising	\$22,202		
Utilities	\$26,637		
<b>Total Operating Expenditure</b>	<b>\$2,722,729</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$151,090</b>		
<b>Asset Acquisitions</b>	<b>\$6,406</b>		

Student Resource Package Expenditure figures are as of 03 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.

There was an operating surplus at the end of 2016. This is a result of funds carried forward allocated to Workforce Planning, Leadership and Professional Development (\$25,029), Little Possums Grant (\$5,728), Building Projects (\$37,041) and Grounds works. Department Grants consisted of the school's Cash Grant, CSEF (Camp, Sport, Excursion Fund), (\$3,882), Chaplaincy Grant (\$20,000), Commonwealth grant for Sporting Schools (\$5,400) and teacher supervision. Locally raised grants included a Multicultural Harmony Grant (\$2,250). Locally raised funds included the Essential Items Contributions, camps, excursions and fundraising activities; and donations to the school's Building and Library Funds. Salaries and allowances included payments for Casual Relief Teachers (CRT), Little Possums and Integration Aides (\$110,794). Property and Equipment Services included Buildings and Grounds Works (\$156,994),



Refuse and Garbage (\$8,602), Security Safety and Fire Prevention (\$4,108), Contract Cleaning (\$42,736) and sanitation (\$4,079). Fundraising expenses totalled approximately \$16,442. Fundraising profit totalled approximately \$18,711. Miscellaneous expenditure included Speech Therapist costs, OSHC program, payments for camps, excursions and activities (\$132,264), ICT equipment (\$24,909) and parent reimbursements. Leased facilities and equipment included the Oval Lease (\$2,000) and the photocopier lease (\$4,116).

*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.*