2014 Annual Report to the School Community

Glen Katherine Primary School
School Number: 5260

Name of School Principal: Jill Ramsay

Name of School Council President: Charles Charalambous

Date of Endorsement: 6/11/14

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 - languages program' minimum standards until 31 December 2014.
About Our School

www.glenks.vic.edu.au

School Context

VISION
Children, Teachers, Parents: A partnership for the future

As a school community, we work together to empower students to become lifelong learners who embrace their future confidently and contribute successfully as global citizens.

PURPOSE
By placing the child at the centre of all that we do, we ensure a focused and committed effort, enabling each child to feel valued, safe, supported and successful. Our differentiated learning programs aim to challenge learners and stimulate their interest and curiosity. In developing their knowledge, skills, understandings, positive behaviours and attitudes, we equip each child with the confidence and capacity to succeed in a globalized world.

SCHOOL PROFILE
Glen Katherine Primary School is located in Eltham North, mid-way between Eltham and Diamond Creek. The school was established in 1988 and families in attendance are drawn primarily from Eltham, Eltham North, Diamond Creek, Greensborough, and Plenty. Strong links with the local kindergartens and St Helena Secondary College ensure a smooth transition process into and beyond GK. The school's enrolment sits in the mid-500 range.

Glen Katherine welcomes students and families regardless of their backgrounds, nationality and residential addresses. We provide a friendly, welcoming and caring environment to all who enrol at GK. Glen Katherine is not zoned so enrolments at this stage are not capped.

FACILITIES AND LEARNING ENVIRONMENT
The learning environment, including buildings and grounds, provides an important foundation for learning to occur. At GK, we take pride in the school environment and work to continually improve it as it has been evidenced over recent years.

There are 16 permanent classrooms, 8 relocatable classrooms plus 3 school owned spaces (Community room, Science room and Facilities store). The school's facilities include modern, carpeted, air-conditioned/heated teaching spaces, a large library, specialist art, science, and music rooms, and an activity based Out of School Hours Program which includes vacation, Curriculum Day and Prep care. The extensive well-planned grounds provide both active and passive activity zones including: a full sized gymnasium, a shared oval, hard courts, two synthetic surface tennis courts and adventure playgrounds. The Science precinct includes a dedicated classroom and environmental area called the GK Gully. In 2011, the school was announced by the state government as a specialist school in Science and Sustainability. Shade sails, a gazebo, a large, curved roof shade structure over a central courtyard and long verandahs give children ample shaded play and quiet activity spaces. A multipurpose building (MPB) provides a modern space for Music, Art as well as a half-sized gym which is used for PE, grade activities, visiting presenters, PFA functions etc. A functional kitchen and additional multipurpose space also provides a magnificent area for our Out of School Hours Care program (7am-8.40am; 3pm-6.30pm and vacation care program). The MPB is in use from 7am-6.30pm for 48 weeks of the year.

Glen Katherine is a joint member of the St Helena Sports Precinct team which has been lobbying with other community stakeholders for improvement of the joint school’s sporting facilities (St Helena SC and GK). The aim is to improve our sporting facilities by day for student use and to make the facilities available for out of school use by the broader community. Lobbying thus far has resulted in a $2.5m commitment from the current state government which will see the commencement of the first stage of the project – likely to be the development of a synthetic surfaced, competition sized soccer pitch on the existing grassed area that separates Glen Katherine and St Helena schools. This is a win-win situation for our schools and the local soccer playing community.

CURRICULUM
Glen Katherine uses AusVels curriculum as the basis for curriculum planning. English and Mathematics are the pillars of our curriculum which is where substantial teaching time is invested. Other curriculum includes Science, Music, Art, Health & PE, Technology, History, Geography, Economics and Italian. In 2015, the school has entered into a sister school arrangement with Gaoyou Experimental School in Jiangsu Province, China. This joint schools’ relationship will strengthen cultural understandings and provide learning opportunities between our two schools and countries. Eventually, the introduction of Chinese language studies at Glen Katherine may be a possibility. Information and Communication Technology is an important aspect of curriculum and is integrated across curriculum areas. Students have ready access to computers/notebooks along with a range of digital tools including cameras, smart boards, data projectors and printers. From 2015, a Bring Your Own iPad program has been introduced to Year 5 and will extend into Year 6 from 2016. Extra-curricular activities and programs include: Interschool Sport; Choir; Camps and Excursions Program; Gully Club; Buddies; Chess Club; Junior School Council; Student Leadership Program including School Captains, House Captains, Arts, LOTE, Peer Mediation & Green teams captains; Premier's Reading Challenge; a Years 1, 2 & 5 production (every 2nd year); State Schools’ Spectacular (every 2nd year) and Peer Mediation. Instrumental and vocal tuition are also available.

STAFF
Our leadership structure consists of Principal, Assistant Principal and Student Engagement & Wellbeing Coordinator. The leadership team is supported by sub-school leaders (Preps, 1/2, 3/4, 5/6 & Specialists) and grade level professional learning team leaders. Our professional learning teams comprise a well balanced mix of less experienced to very experienced teachers. There are Education Support personnel in the office, library, a Business Manager, a trained First Aid Officer, ICT technicians, Integration Aides, Out of School Hours Care Coordinator and assistants and Canteen manager.
**Curriculum Leadership**

The Assistant Principal leads curriculum and staff development. This has been a strategic decision based on the need to continually build teacher capacity and improve clarity in curriculum planning, implementation and review as well as to reduce inconsistencies and potential misconceptions across P-6. As a consequence, strong curriculum leadership is definitely impacting on improved curriculum documentation, curriculum implementation and teacher practice, all of which result in improvements to student achievement.

**Parents**

Parent participation and support is recognised as being essential to the continuing success of the school. There is no doubting the fact that children’s learning is greatly enhanced when the home/school relationship is strong and connected. Contact with parents is primarily through: the weekly 'Linkletter', our school website; Qkr & Skoolbag apps; information evenings; parent bulletins; Blogs; reporting program; direct teacher/parent contact; and through involvement on School Council, Parents and Friends Association and the Grade Communicator Program. Parent assistance in a broad range of school programs including classroom assistance is highly valued and encouraged.

**In Summary**

Overall, Glen Katherine is a school characterised by excellence, enthusiasm, goodwill, commitment and ongoing improvement. Whilst it is a school that is proud of its traditions and achievements, at the same time, it continues to be committed to ongoing improvement in order to provide the best possible learning environment and educational opportunities and outcomes for all students.

As 2014 was a year of school review, the school undertook a comprehensive self-evaluation and compiled an equally comprehensive School Review Report for an independent review in October 2014. A subsequent Reviewer’s Report clearly indicated that Glen Katherine PS met all Victorian Registration and Qualification requirements. Furthermore, the very positive and confirming report compiled by the school’s reviewer concluded that:-

*The Glen Katherine Primary School community has much to celebrate about its achievements from 2010 through 2014. Sustained high levels of student learning are evident during that period, along with good levels of student engagement and wellbeing. The review panel’s opinion, informed by a broad range of evidence, is that Glen Katherine Primary School is an effective school. A peer principal panel member’s concluding comments commending the achievement of the high aspirations identified in the previous strategic plan in a challenging context provided a concise summary of the panel’s view. Therefore this review is an opportunity for the Glen Katherine Primary School community to celebrate its many achievements. The review panel, in observing the range of exemplary practices that are in place, is of the opinion that they are very much worth celebrating.*

**Achievement**

The school is focused on continuous improvement in student outcomes at both an individual and cohort level. NAPLAN data trends show that the school Year 3 and 5 Reading and Numeracy means are consistently superior to those for the state and at the levels predicted by student intake characteristics. Year 3 Reading and Numeracy means have trended upward, are consistently in the top 20% of government primary schools, as has the Year 5 Reading mean. The 2014 Year 3 and 5 NAPLAN results reveal very high proportions of students in the top three NAP Bands for the respective year levels, and virtually no students below the National Minimum Standards.

We are proud of the increase in student achievement, particularly our Year 3 data, which we believe reflects the intensive curriculum focus over the last 4 years of the Strategic Plan. Teaching and learning structures in Reading and Numeracy have been revisited by all teachers to develop consistency in planning and practice along with clear teaching expectations and visible achievement targets. We have focused heavily on continuity and teamwork from P-6, developing a communal education philosophy – Every teacher has responsibility for every student on their learning pathway. With this in mind, the teachers in P-2 are working collectively in the Early Years in developing assessment and aligned tasks to strengthen the skills required from 3-6. This is now coming to fruition in NAPLAN results. We are yet to see the same significant gain in our 3-6 NAPLAN data however we believe the structures we have developed school wide will soon impact on whole school student achievement data increases.

Teacher knowledge has been developed in AusVELS curriculum but more importantly in understanding the developmental learning needs of each child and how this translates into teaching practice. In 2014 a continued focus on redeveloping all curriculum areas aligned to AusVELS with clear understandings of the developmental needs of students will occur. Whilst Mathematics continues to be a target area in moving student achievement, Writing, Word Study and Spelling will frame the next phase of intensive curriculum and teaching redevelopment for teachers.

**Engagement**

The P-6 student attendance level averages between 94%-95% which is below the state median. A number of families continue to take holidays during school term which adds to the number of student absences and increases the school mean. Also, a small number of students continued to have significantly higher absences in 2014 which further affects the schools’ P-6 mean.

In 2014 there was a noticeable improvement in punctuality which was pleasing. In 2015, promoting the importance of regular student attendance, recognition of excellent attendance and maintaining contact with parents of students with attendance irregularities will continue to be key strategies aimed at improving attendance and reducing what has been an upward trend of the school P-6 mean.

A comprehensive Kinder to Prep transition program continues to enable a very smooth transition to school. During the 2014 school year, incoming Prep students and their parents had several opportunities to participate in Explore GK (during May) and transition (Oct) sessions, both after school and during the school day. Parent feedback on GK’s K-P transition program is very positive and Prep students settle quickly and confidently into school routines. At the same time, the Yr6-Yr7 transition program greatly assists with the movement of students from primary to secondary school. As the majority of GK students move onto St Helena SC, the Yr6 teachers
maintain strong links with the Yr7 Co-ordinator and teachers, ensuring a smooth transition period.

Within the school, PLT leaders at each grade level oversaw transition of students from one grade level to the next and the provision of opportunities for all students to mix at cohort level as well as have an opportunity to be prepared for transition from one grade level to the next. In 2014, teaching teams (at each cohort level & Specialists) also continued to work on improving their knowledge and understandings of AusVELS with a particular focus on transition from one AusVEL level to the next.

During 2015, the school looks to strengthen existing links between K-P and 6-7. A newly appointed Engagement and Wellbeing Coordinator will have a lead role in K-7 transition which will include a review of school processes. Improving transition processes and student engagement, looking for further ways to promote student involvement, providing student voice and more leadership opportunities along with strengthening and improving the use of digital learning devices, these are all focus areas.

Parent and community engagement has been a continued focus and attempts by the school to improve home-school communications have been evident. The website serves as an up-to-date source of information for parents. Qkr, an information and payment App, was introduced to reduce paperwork as well as expedite payments for parents to make payments to the school including online ordering of lunches, making excursion, uniform payments etc. A new electronic sign (funded by the PFA and fundraising) was also installed at the front of the school enabling digital messaging to the community with improved opportunity to change messages and keep them current.

The response to the department’s Parent Opinion Survey conducted in term 3 was disappointingly small. However raw data indicated that a clear majority of respondents were positive about GK, its programs and approaches. The school’s own parent opinion survey conducted in August 2014 provided more contextual information than did the DEECD survey resulting in stronger and more positive results and opinions overall.

During 2015, continuing to improve and strengthen home school relations and communications continues to be a focus area. A further communication App, Skoolbag, will further aid the dissemination of information. The weekly Linkletter will continue to be a primary source of information and is available electronically on the school’s website. Professional Learning Teams (at grade levels and in specialist areas) will be responsible for keeping parents connected and informed using blogs and/or other forms of digital communications. Being recognized as a Science and Sustainable School, GK is committed to reducing the amount of paper based communication and instead relies on parents accessing a range of digital information provided by the school.

Wellbeing

A key aspect of our school community is a values oriented culture which is as much about empowerment and character building as it is about equipping students with specific skills, knowledge and understandings. It is our belief that a sound values-based learning culture can strengthen students’ self-esteem, optimism and personal commitment and at the same time, develop their sense of ethical judgement and social responsibility. Our school’s core values have recently been reviewed and are now Acceptance, Respect, Resilience, Responsibility and Excellence which form the basis for behaviour management, student learning, engagement and wellbeing. All classes focus on a Steps to Learning Model which forms the basis of social competency skill building and the management of student attitudes and behavior on a day by day basis.

The 2014 Student Attitudes to School Survey (SASS) mean data was generally similar to state and regional mean data. An increase in the Student Safety variable (Yrs5-6 Trend Analysis) over 3 years suggests that the school’s approach to student safety (using Values and Steps to Learning approaches) is creating a more positive, safe and respectful environment for students. At 4.52, in 2014 the school’s score exceeded both state and regional scores of 4.40 and 4.42 respectively). Year 5/6 SASS data generally showed improvement in most variable from 2013-2014 which was pleasing.

In 2015, focus will continue on building student resilience and wellbeing through:- values education including realigning all stakeholders with the school’s revised set of values ensuring clarity, awareness and understanding of the key components of each value; clarifying and promoting the school’s approach to bullying to all stakeholders (students, staff and parents); continued refinement of the ‘Steps to Learning Program’ to ensure continually improving consistency in the way teachers manage behavior as well as promote and develop positive learning behaviors in all students; explicitly teaching and addressing social and emotional development with an inclusion of mindfulness awareness.

Productivity

Throughout 2014, leadership and management of the school’s resources (human, technical, educational, financial) were in alignment with the 2014 Annual Improvement Plan’s key goals and targets. Decisions made all took into account key priorities and the continued focus on improvement of teaching and learning outcomes. Staffing decisions focused on building strong collegiate teams in which there was an expectation of both individual and collegiate capacity building at both team and whole staff level.

Continuing to look for ways and means to maintain and where possible, improve resources and facilities is always a challenge in a reducing funds environment. The school is extremely fortunate to have a dedicated group of School Council members along with a very productive and involved Parents and Friends Association and supportive parent community. To supplement government funds, the PFA raises valuable local funds along with parents who make financial contributions in a range of ways. School Council allocates locally raised funds in a considered way and as a consequence, the school has been able to continually improve facilities, resources, buildings and grounds.

In 2015, the key improvement strategies identified in the Achievement, Engagement and Wellbeing outcomes (in Strategic Plan and 2015 Annual Improvement Plan) have provided direction for resource allocation.
For more detailed information regarding our school please visit our website at http://www.glenkps.vic.edu.au
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

<table>
<thead>
<tr>
<th>Key:</th>
<th>Range of results for the middle 60% of Victorian government schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Result for this school:</td>
</tr>
<tr>
<td></td>
<td>Median of all Victorian government schools:</td>
</tr>
</tbody>
</table>

School Profile

School Enrolments

A total of 532 students were enrolled at this school in 2014, 273 female and 259 male.

Overall socio-economic profile

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

Proportion of students with English as a second language.

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

### Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English

- **Results:**
  - **0:** 100

#### Results: Mathematics

- **Results:**
  - **0:** 100

### School Comparison

- **Similar**

## NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### Results: Reading

- **Results:**
  - 1: 3
  - 2: 4
  - 3: 5
  - 4: 6

#### Results: Reading (4-year average)

- **Results:**
  - 1: 3
  - 2: 4
  - 3: 5
  - 4: 6

#### Results: Numeracy

- **Results:**
  - 1: 3
  - 2: 4
  - 3: 5
  - 4: 6

#### Results: Numeracy (4-year average)

- **Results:**
  - 1: 3
  - 2: 4
  - 3: 5
  - 4: 6

### School Comparison

- **Similar**

## NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

#### Results: Reading

- **Results:**
  - 3: 4
  - 4: 5
  - 5: 6
  - 6: 7
  - 7: 8

#### Results: Reading (4-year average)

- **Results:**
  - 3: 4
  - 4: 5
  - 5: 6
  - 6: 7

#### Results: Numeracy

- **Results:**
  - 3: 4
  - 4: 5
  - 5: 6
  - 6: 7

#### Results: Numeracy (4-year average)

- **Results:**
  - 3: 4
  - 4: 5
  - 5: 6
  - 6: 7

### School Comparison

- **Lower**

- **Similar**
### Performance Summary

**Achievement**

**NAPLAN Learning Gain Year 3 - Year 5**

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low 34%</td>
<td>Medium 56%</td>
</tr>
<tr>
<td></td>
<td>High 10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low 40%</td>
<td>Medium 80%</td>
</tr>
<tr>
<td></td>
<td>High 4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low 38%</td>
<td>Medium 44%</td>
</tr>
<tr>
<td></td>
<td>High 18%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low 43%</td>
<td>Medium 39%</td>
</tr>
<tr>
<td></td>
<td>High 18%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low 37%</td>
<td>Medium 59%</td>
</tr>
<tr>
<td></td>
<td>High 18%</td>
<td></td>
</tr>
</tbody>
</table>

NAPLAN Learning Gain does not require a School Comparison.
### Performance Summary

#### Engagement

**Student Attendance**

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94%</td>
</tr>
<tr>
<td>Yr1</td>
<td>94%</td>
</tr>
<tr>
<td>Yr2</td>
<td>95%</td>
</tr>
<tr>
<td>Yr3</td>
<td>95%</td>
</tr>
<tr>
<td>Yr4</td>
<td>94%</td>
</tr>
<tr>
<td>Yr5</td>
<td>95%</td>
</tr>
<tr>
<td>Yr6</td>
<td>95%</td>
</tr>
</tbody>
</table>

#### Student Outcomes

**Results: 2014**

**Results: 2011 - 2014 (4-year average)**

#### School Comparison

- Similar
- Similar
### Performance Summary

**Wellbeing**

**Students Attitudes to School**

Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Attitudes to School</td>
<td><img src="image" alt="Results: 2014" /></td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Results: 2011-2014 (4-year average)" /></td>
<td><img src="image" alt="Similar" /></td>
</tr>
</tbody>
</table>
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 colleges, 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.

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 Indigenous 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.


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 - Operating Statement
Summary for the year ending 31 December, 2014

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$287,608</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$72,451</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$26,595</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$731,062</td>
</tr>
</tbody>
</table>

Total Operating Revenue: $1,117,716

Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$11,718</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$7,031</td>
</tr>
<tr>
<td>Consumables</td>
<td>$109,125</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$197,310</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$17,010</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$231,362</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$380,116</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$114,014</td>
</tr>
<tr>
<td>Utilities</td>
<td>$37,880</td>
</tr>
</tbody>
</table>

Total Operating Expenditure: $1,105,566

Net Operating Surplus/-Deficit: $12,150.00

Asset Acquisitions: $0

Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitment</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$171,064</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$25,172</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$110,000</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$50,000</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$4,400</td>
</tr>
<tr>
<td>Provision Accounts</td>
<td>$64,000</td>
</tr>
<tr>
<td>Repayable to DEECD</td>
<td>$65,000</td>
</tr>
<tr>
<td>Other recurrent expenditure</td>
<td>$45,000</td>
</tr>
</tbody>
</table>

Total Financial Commitments: $534,635

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.

Financial performance and position commentary

2014 resulted in a surplus of $12,250. Government provided DET grants which included 278,288 for the quarterly term grants. The Commonwealth Grant included $69,053 for the OHSC Program and the balance for Student Teacher Supervision Payments. Locally raised funds included $198,621 for Camps & Excursions, $125,791 from OHSC fees (which saw an increase in numbers for both the morning & afternoon sessions & also the holiday program) and Parent Contributions totalled $144,000. Revenue Other included $18,266 in Bank Interest, $1818 in Commission and $5000 from Joint Facilities. $84,000 from Trading Operations which include Canteen, Uniform & Bookclub. 2014 was a non Fete year but the amazing PFA volunteers still managed to raise approx. $23,000. The PFA raised funds allowed the school to purchase an Electronic Sign for the front of the school which was installed & operational in early 2015. We were fortunate enough to receive a Building Maintenance Grant. This allowed general renovation work to be done around the school eg painting, kitchen upgrade and a general school facelift that didn’t need to be paid by the school. Our school relies on the support of our parents through fundraising efforts and payment of school charges to ensure we can provide an excellent learning environment with appropriate resources for all our students.