

2016 Annual Report to the School Community



School Name: Cockatoo Primary School

School Number: 3535



Name of School Principal:	Darrelyn Boucher
Name of School Council President:	Andrew Hutchinson
Date of Endorsement:	April 27 th 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

Cockatoo Primary School is located on the edge of the Dandenong Ranges, forty-six kilometres from Melbourne. The school draws its students from an extensive area – the immediate township of Cockatoo and the wider rural fringe. The school bus travels two routes daily to transport a total of thirty-seven students.

The ethos of our school is one of a sense of community where the welfare of all stakeholders is paramount. Cockatoo is committed to consultation, collaborative decision making and whole school planning. The school regards itself as an integral part of the community and works in active partnership with parents to nurture the academic and personal development of the students in a happy, secure and stimulating environment.

The school community promotes a positive system of values within a climate which is accepting of change and responsive to new and emerging teaching and learning initiatives. The dedication of all staff, their commitment to professional learning, progressive ideas and teamwork ensures that this atmosphere remains.

Our school's vision:

1. To provide a safe, friendly and caring environment that enhances learning, personal growth and wellbeing so that students are equipped with the necessary skills and knowledge to become responsible members of our community and the global society
2. To create a stimulating and supportive environment for all staff
3. To develop a partnership between staff, parents and the community to achieve common goals for student success.

Our school is on a pathway of continuous improvement and is dedicated to achieving excellence in teaching and learning at all levels. We are committed to ensuring that our students reach their full academic, social, emotional and physical potential. Teachers identify their students entry point to learning through strategic data collection on what they know and what they need to learn to advance their progress. Students' individual needs are catered for through the provision of a differentiated program. Students are encouraged to be active participants in their learning and are able to articulate the learning goals and success criteria for each instructional session.

In all grades, teachers use a common instructional model, provide authentic learning experiences and students are active participants in their learning. We have high expectations of our students, both behaviourally and academically.

Students have a strong voice and are represented through the Student Representative Council, class meetings, circle time, buddy program and leadership forums which are all designed to develop leadership capacity.

Welfare programs are strong at Cockatoo Primary School where restorative practices underpin our whole school approach to discipline. In 2016 welfare programs were supported by the employment of a school chaplain and a primary welfare officer who provided extra support for students in need.

Through our cultural exchange program with an Arnhem Land community, our students have developed a deep understanding and empathy for indigenous issues. Our school community's journey along the pathway of reconciliation is far. Annually our students visit Ramingining and reciprocate by hosting indigenous students who spend up to ten days in our community.

In 2012, our school established a sister school relationship with Yu Feng Experimental School in Suzhou Province, China. Since then we have annually hosted students from China in a home stay arrangement. Students from Cockatoo Primary School undertook a second annual visit to China in 2016, spending sixteen days experiencing Chinese culture and visiting our sister school.

In 2016 the school had an enrolment of 244 students supported by a staff of 13.1 full time teachers and was supported by nine ES staff members. The leadership profile was further enhanced through the employment of a substantive leading teacher with significant teaching and learning coach experience. There were eleven grades and the specialist staff conducted LOTE (Japanese), PE, Music and Art. There was one principal class member.

Selected students were provided with extra support in acquiring reading skills through the Reading Intervention Program. Numeracy support was provided through the Quicksmart Mathematics Program.

There were seven students in the Program for Students with a Disability during 2016. Our school had fourteen students identified with language disorder and funding for these students was used to employ an ES staff member who worked under the guidance of the speech pathologist to provide small group intensive language support.

The Cockatoo Primary School Council employs staff to operate a successful Before and After School Care program



which has continued to meet all quality assurance criteria.

Building strong relationships between parents, students and staff is an integral part of our school. Parents participate in the classroom and the RACV Energy Breakthrough program, attend camps, incursions and excursions, express opinions through a variety of means and are members of School Council and the PFA.

Framework for Improving Student Outcomes (FISO)

During 2016 the improvement initiatives selected were Building Practice Excellence and Empowering Students and Building School Pride. The key improvement strategies were :

- Build teacher capacity in the use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. - a great deal of work was done in this area with teachers building their skills to identify students' entry point to learning and accordingly develop differentiated programs. The GradeXpert coordinator conducted numerous professional development sessions and teacher confidence in this tracking tool and reporting program increased as a consequence. Common instructional model of practice was developed and improved pedagogy occurred in Mathematics as a result of staff professional learning. The introduction of the new planning model has had far reaching consequences for team planning and the opportunities generated for planning quality learning activities.
- Build teacher capacity to improve the student learning outcomes with a focus on shared learning, mentoring, peer coaching and feedback – This was an area of incredible development which began with quality professional learning opportunities on a Curriculum Day facilitated by Glen Pearsall. The peer coaching framework was reviewed and together with professional learning to develop coaching skills, the rigour was substantially improved. A swivel camera was purchased and staff embraced the opportunity to have teaching practice videoed and reviewed by colleagues as a result. We are very proud of the culture that exists at our school where we acknowledge and welcome opportunities to learn from each other and to give and receive meaningful targeted feedback.
- Create opportunities that encompass inquiry and student voice which connects learning to the world – Glen Pearsall provided professional learning on student voice. Consequently, all staff concentrated on linking student feedback to the learning intentions. The progress in this area is something of which all staff should be proud. With staff competently identifying students' entry point to learning, this provided another conduit for targeted feedback to students. Increasing opportunities for student voice is an area of future growth for the forthcoming year, of which one area will see students setting personalised learning goals.
- Review and refine current school programs and processes designed to enhance student well-being- Greg Neville, SSSO social worker provided two professional development sessions designed to inform staff on strategies and understandings for dealing with students who have experienced trauma and display aggressive behaviours.

Achievement

At our school, the percentage of students performing at a C grade or above was higher than the predicted score in statistically similar schools for English and Mathematics. Whilst in 2016 and 2016 results were higher than the predicted score, there is a slight improvement in student achievement within the areas of English and Mathematics in 2016 compared to the results attained in 2016.

Year 3 and 5 NAPLAN, results were equal to statistically similar schools within the areas of reading and numeracy.



In 2016 the school's focus was the explicit teaching of spelling and writing strategies, instruction in the conventions of writing, the review of the common instructional model for teaching across all areas and during team planning the explicit use of scope and sequence charts and a focus on "HOW" learning will occur. Such targeted and strategic direction has positively impacted upon student performance within English.

In 2016 the direction for the teaching of Mathematics across all grades was dependent upon the results of pre testing which identified students' entry point to their learning and as a consequence, students were placed in fluid groups according to areas of identified need. Post testing was conducted to determine skill acquisition as a result of targeted teaching. A common instructional model and scope and sequence charts which included "I Can" statements, were developed during the year. Quicksmart Numeracy Intervention program to support our students identified as below the expected level was implemented for all middle and senior grades. These strategies together with a focus on problem solving, should further impact upon the results for the 2016 school year.

Teachers, in consultation with parents, developed individual learning plans for all students performing above or below the expected standard in English and Mathematics and for all indigenous students.

Learning goals and success criterion were developed for the focus teaching group in all areas of English and Mathematics to ensure that students have a very clear understanding of what they are learning and how they will know that they have been successful. These were represented as "I will" and "I can" statements and provided the basis for specific feedback to students about their learning. Learning goals and success criterion were shared with education support staff working in the classrooms to ensure a focussed approach to instruction.

Student voice gained further momentum with students involved in inquiry based learning units. Student reflection and student input positively influenced lesson planning.

In 2016, through quality professional learning opportunities, we continued to strengthen the quality of feedback given to students about what they know, what they need to know and how they are going to get there. This ensured that students were active participants with their learning.

We have high expectations of student achievement and expect that students always give of their best and develop a very positive and strong work ethic.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

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

Engagement

Student attendance trend data for days of absence per student is slightly below the state P-6 average. The average 2016 attendance rate per year level sits within the following range: 92% - 94%. These percentages are slightly better than 60% of Victorian schools and better than the median of all Victorian government primary schools.

Our school is performing similar to statistically similar schools in the area of school attendance. However, the 4-year trend data indicates that Cockatoo Primary School is performing higher than statistically similar schools with absence rates significantly lower.

This area will always remain a priority to ensure that the current cultural change regarding school attendance remains intact.

The school has developed clear guidelines for managing student absences and this whole school approach is firmly embedded in our practices. The following actions have proven to be successful and will continue in 2017:
 Teachers will contact all parents if a student has not returned to school after two days of absence.
 Class absence data is discussed each term by all staff. During such discussions 'at risk' students are identified.
 Students whose attendance rate falls below 95% are considered at risk. These students will be monitored.
 Students whose attendance rate falls below 90% will be individually tracked with parent contact made each time an absence occurs. Attendance conferences will be held for each student whose attendance data falls below 85%.



In 2017, student punctuality will be a focus and parents of students who are habitual late comers will be contacted.

The Attitudes to School Survey data is above the State mean in all areas – student well being, teaching and learning and student relationships. The school mean for all grade 5 and 6 students is well above the 90th percentile in all areas except for one variable which sat at 87%. This data reflects that our grade five and six students' connectedness to their learning and sense of belonging is considerably above the Victorian median.

The 2016 Parent Opinion Survey results in all areas of Student Engagement were above the State median and above the 75th percentile. Our parents view our school as having a very positive learning environment for students with the all of the School Climate variables above the State mean.

Students who are engaged are active participants in their learning and want to attend school. Inquiry learning units which value student voice were developed each term. Teachers differentiated the learning to ensure that all students needs were being met and actively built their students' capacity to become independent learners.

Senior and middle level students enjoyed camping experiences during 2016 with the senior students engaging in an adventure camp and the middle students attending a local camp. The grade 2 students participated in a sleepover at school as an early introduction to the school's camping program.

During 2016, the school production was very successful. A parent wrote the script for the play at which approximately 75% of the student population performed.

Year 6 Graduation once again was a 2016 highlight where we celebrated our students' academic excellence, leadership capacity and social competence. At the final Christmas Carols performance, we celebrate the end of each year saying farewell to our grade 6 students with a song that incorporates their prep buddies.

Wellbeing

Our school has a strong program in place to support the transition of students as they enter and leave primary school and transition between grades.

During 2016, for preschool parents, we continued to provide parent information sessions on school preparedness facilitated by an early childhood lecturer. Our teachers also provided an information session which focussed on the provision of strategies for numeracy and literacy skill development. During Term 4 preschoolers attended our school for dedicated sessions designed to develop their literacy and numeracy skills and orientate them to a school environment.

The majority of Year 6 students exit to the local government secondary college. This relationship enabled a very detailed exchange of information to occur where each student's social, academic, emotional and physical needs are discussed. PSD students also undertook a very detailed transition program over a minimum of four sessions at the secondary college.

During 2016 strategies aimed to minimise anxieties that can occur as students transition to a new grade at the end of the year were successful. At the beginning of the year, Parent Information Bulletins detailed work expectations and guidelines from the new teacher. Students, where necessary, participated in class visits to teachers from higher levels each term. Students met their new teacher several times prior to the end of the school year. Once new grade lists were finalised, students met as a new class with their next year's teacher.

This format will again be utilised in 2017.

The 2016 Attitudes to School Survey data reflected results that are above the State median and well above the 75th percentile within the area of student well being.

Restorative practices formed the basis of our school's approach to discipline and the building of students' resilience and their ability to resolve conflict.

Circle Time, which encouraged student voice and built relationships, is fully embedded across all classrooms. It was effectively used to build a sense of belonging and connectedness to individual grades as well as the wider school community.

Students were supported by the school chaplaincy program both in and out of the classroom. The school chaplain organised lunchtime activities to foster self – esteem, build confidence and social competence.

With the benefit of primary welfare funding, a welfare officer was employed to support student wellbeing.

Every staff member mentored one or two students deemed at risk. They formed a special and supportive bond with their



student who was considered at risk of disengaging with school.

You Can Do It values program provided the framework for teaching the school values. Our core values of respect, getting along, organisation, confidence and resilience underpin all that is done at Cockatoo Primary School.

For more detailed information regarding our school please visit our website at cockatoops.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	
<p>Enrolment Profile</p> <p>A total of 244 students were enrolled at this school in 2016, 125 female and 119 male. There were < 10% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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"> 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> Higher</p> <p> Higher</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> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<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>31%</td> <td>44%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>45%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>59%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>72%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>53%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	44%	25%	Numeracy	32%	45%	23%	Writing	31%	59%	9%	Spelling	9%	72%	19%	Grammar and Punctuation	28%	53%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	31%	44%	25%																							
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Spelling	9%	72%	19%																							
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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>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="560 824 1043 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>92 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	94 %	93 %	94 %	92 %	<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> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	94 %	93 %	94 %	92 %										



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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p>

How to read the Performance Summary

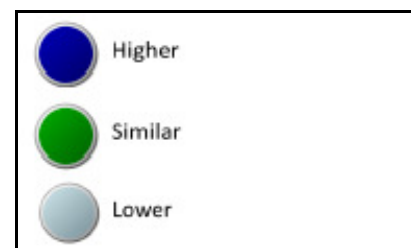
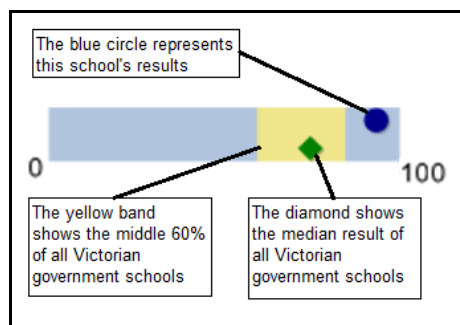
What are student outcomes?

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.

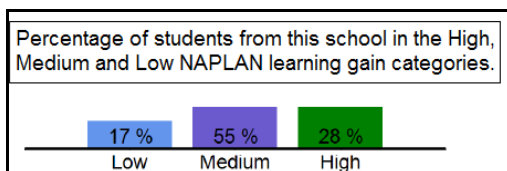
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[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

Revenue	Actual
Student Resource Package	\$1,738,709
Government Provided DET Grants	\$435,424
Government Grants Commonwealth	\$43,326
Revenue Other	\$14,382
Locally Raised Funds	\$341,488
Total Operating Revenue	\$2,573,329

Expenditure	
Student Resource Package	\$1,669,331
Communication Costs	\$7,572
Consumables	\$65,870
Miscellaneous Expense	\$278,856
Professional Development	\$22,010
Property and Equipment Services	\$127,419
Salaries & Allowances	\$189,557
Trading & Fundraising	\$93,437
Travel & Subsistence	\$4,067
Utilities	\$21,593
Total Operating Expenditure	\$2,479,712

Net Operating Surplus/-Deficit **\$93,617**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$76,010
Official Account	\$8,233
Total Funds Available	\$84,243

Financial Commitments	
Operating Reserve	\$10,000
Asset/Equipment Replacement < 12 months	\$4,251
Maintenance - Buildings/Grounds incl SMS<12 months	\$11,520
School Based Programs	\$58,472
Total Financial Commitments	\$84,243

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.

Due to a work cover injury, there was a significant absence during 2016 which contributed to a strong surplus figure. An experienced staff member on long term sick leave and replaced by a teacher in the graduate class also contributed to the significant surplus.

During 2016, the school was the recipient of donations to the value of approximately \$6000.00 from local charitable organisations to support the following programs: Ramingining Cultural Exchange Program, Breakfast Program, RACV Program and to support families in financial difficulty

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.