

# 2016 Annual Report to the School Community

School Name: Port Phillip Specialist School

School Number: 5145



Name of School Principal:	JULIET COOPER
Name of School Council President:	[Michael O'Connell]
Date of Endorsement:	[20/03/2017]

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

Port Phillip Specialist School (PPSS) is located in a central position close to the central CBD of Melbourne, public transport, close to recreational facilities including beaches and within walking proximity to retail and primary produce outlets. The grounds are maintained by students and staff. PPSS is a solid brick construction built in the 1800's, it has transformed from a primary school and as such some of its buildings still resemble its beginnings. Many of the school buildings have been refurbished and these now include an in-ground heated pool and hydrotherapy spa, sensory integration room, Independent Living Unit house, a computer resource centre, a therapy resource centre, multipurpose function rooms and serviced offices and Performing Arts Centre. This centre provides specialised teaching and learning spaces to service the needs of our Visual and Performing Arts Curriculum. Over the past four years the school has clearly articulated its Vision, Values and Mission which has guided and informed the process of the schools continuous improvement and development.

Students are drawn from a wide range of suburbs in the South East Region but customarily come from the Municipalities of Port Phillip, Bayside and Stonnington. However, a small number of students attend the school from outside the bus zone. The zone comprises a mix of socio-economic groups including a large public housing component and more affluent suburbs. Transport to and from school is provided to students who live in the transport zone at no cost to parents.

All students have an intellectual disability however; we have an increasing number of students with multiple disabilities. A large percentage of our students have Autism Spectrum Disorder (ASD) and an increasing number within our EEP are visually impaired and/or multiply disabled. Our enrolments have been between 115 and 140 over the last four years. All students are funded under the Program for Students with Disabilities (PSD).

The school consists of four sub-schools and two early education programs. Our Early Years sub school caters for ages 5 – 8, Foundation 8-11, Pathways 11-15 and Transition To Life 15 – 18 years of age.

Educational connections include strong relationships with Universities such as Monash University and La Trobe and the University of Melbourne. Research projects are administered at the school. We accept many trainee students within Allied Health. In 2016 we supported **8** Occupational Therapy students **4** Speech students and **1** Physiotherapy student as well as 3 Master of Special Education Student Teachers.

In 2016 the PPSS partnership with White Lodge Group in Singapore who has established Melbourne Specialist International School (MSIS) continued into its second year. MSIS have endorsement from the Minister of Education to deliver the Visual & Performing Arts Program developed at PPSS. PPSS and MSIS work closely together to ensure the new school delivers programs through an integrated approach. In 2016 one staff member travelled to Singapore to review the delivery of the VPA at MSIS and consult on the evolution of the new school that was established. This review will be undertaken again in 2017 to monitor growth and reputation of the delivery of the VPA at MSIS in Singapore.

#### Collaboration

Working collaboratively underpins the approach across the teaching and learning cycle at PPSS. The majority of staff work exceptionally well through collaboration

#### Community Involvement

Community involvement is perceived as weak however, 40% plus of responders attended significant events including Family Fun Day (57%), End of Term Assembly and Parent Information sessions. The school have offered a range of opportunities to engage with the school. The data shows that personal/family/work commitments are the key reason for not attending. The data also shows support for information sessions taking place during school hours rather than after school hours.

### Framework for Improving Student Outcomes (FISO)

PPSS has chosen to focus on *Building practice excellence* as our 2017 FISO objective. 2015 and 2016 was a stepping stone to this through Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.

Excellence in teaching and learning means teachers are prepared with strong knowledge in their content area(s) and have the skills to utilise high-impact pedagogical strategies to improve student learning. Teachers own learning journey is never complete and they actively seek opportunities for feedback and collaboration with others in an effort to improve student outcomes.

Teachers, principals, and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.



## Achievement

A diminishing number of our students undertake Victorian Certificate of Applied Learning (VCAL) units. This appears to be due to the increase in multiple disabilities in the cohort of students as they move into the transition years. Our curriculum incorporates VELS, AusVELS and Victorian Early Years Learning and Developmental Framework. Our key focus' for student Achievement in 2016 were in the delivery of English and Assessment practice.

Staff, supported by leadership, improved their skills in building literacy rich environments, establishing appropriate visuals to support student learning at class and individual student's levels, increase student experiences with literacy through shared and guided reading.

Building on the previous years' work with ABLES assessments, our staff have begun to develop more extensive process in measuring individual student progress against individual student goals and has developed a whole school assessment schedule.

### 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

A 2016 survey of staff on the use of our Visual and Performing Arts (VPA) demonstrated that 96% of teachers believed that the VPA continued to support students with the achievement of ILP goals. This data confirmed that gained in 2015 of Engaging students in the learning process is a one of the fundamental philosophies behind PPSS's development of the Visual & Performing Arts Curriculum. Our Arts Specialist team work collaboratively with classroom team to deliver programs aimed at extending students and meeting individual learning goals. During 2015 PPSS further extended the concepts of teaching literacy, numeracy and social skills through the modes of Visual Arts, Dance, Drama and Music. Through the information gathered during the self-reflection period, confirmation has been gained, that staff and parents believe the Visual & Performing Arts Curriculum delivered at PPSS continues to hold strong merit. The belief continues that students are more engaged in learning when learning through Visual & Performing Arts. In 2015 School wide communication was highlighted as a significant issue. Class information related to individual students and their progress is the key focus for families. Knowing when whole school events are on is a communication challenge for some people though this is not an extensive challenge relating to non-attendance of events. In 2016 we implemented a number of communication strategies including weekly Electronic news, a blog on our new website as well as classroom newsletters. The school continues to offer a range of opportunities to engage with the school. The data shows that personal/family/work commitments are the key reason for not attending. The data also shows support for information sessions taking place during school hours rather than after school hours.

## Wellbeing

In 2016 our Integrated Services Model and Committee continued to monitor the wellbeing of students through 2 meetings per week. This supported staff to meet students learning across a range of needs strengthening the skills of staff to understand and cater to the needs of students with challenging behaviour continued as a focus with Professional Development Workshops provided throughout the year as well. At the basis of these strategies is communicating effectively using visual aids to support receptive and expressive communication. Teachers, therapist and psychology continued to work together to strengthen the uses of visual for both classroom environments as a whole and to design individualized visual communications systems for students. Staff wellbeing also became a focus in 2016 with staff sessions on mindfulness, safety, happiness and wellbeing through exercise.

For more detailed information regarding our school please visit our website at <http://www.portphillip.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 special schools: Result for this school: Median of all Victorian government special schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 123 students were enrolled at this school in 2016, 46 female and 77 male. There were 7% of EAL (English as an Additional Language) students and &lt; 10% 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

Achievement	Student Outcomes																																		
<p>Teacher judgment of student achievement</p> <p>Percentage of students working at each Standard 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 style="text-align: center;"><b>Results: English</b></p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>50%</td></tr> <tr><td>B</td><td>20%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>0%</td></tr> <tr><td>F</td><td>5%</td></tr> <tr><td>1.0</td><td>5%</td></tr> <tr><td>2.0</td><td>5%</td></tr> <tr><td>3.0</td><td>0%</td></tr> </tbody> </table> <hr/> <p style="text-align: center;"><b>Results: Mathematics</b></p> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>60%</td></tr> <tr><td>B</td><td>15%</td></tr> <tr><td>C</td><td>10%</td></tr> <tr><td>D</td><td>0%</td></tr> <tr><td>F</td><td>5%</td></tr> <tr><td>1.0</td><td>5%</td></tr> <tr><td>2.0</td><td>5%</td></tr> </tbody> </table>	Level	Percentage	A	50%	B	20%	C	15%	D	0%	F	5%	1.0	5%	2.0	5%	3.0	0%	Level	Percentage	A	60%	B	15%	C	10%	D	0%	F	5%	1.0	5%	2.0	5%
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## Performance Summary

Engagement	Student Outcomes																	
<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.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>24.3</td> <td>24.4</td> <td>23.6</td> <td>22.9</td> <td>23.8</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	24.3	24.4	23.6	22.9	23.8
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<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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# 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).

## 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.

## 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.

# Changes in student achievement

## Victorian Curriculum F–10

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 Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It 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.

## Towards Foundation Level Victorian Curriculum

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

'Levels A to D' may be used for students with a disability or students who may have other developmental delays (particularly students in the lower year levels).

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.



## 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	\$4,222,759
Government Provided DET Grants	\$556,811
Government Grants Commonwealth	\$8,138
Government Grants State	\$9,725
Revenue Other	\$17,135
Locally Raised Funds	\$279,243
<b>Total Operating Revenue</b>	<b>\$5,093,810</b>

Expenditure	Actual
Student Resource Package	\$4,226,747
Communication Costs	\$21,084
Consumables	\$80,917
Miscellaneous Expense	\$133,000
Professional Development	\$21,258
Property and Equipment Services	\$379,766
Salaries & Allowances	\$132,867
Trading & Fundraising	\$20,967
Travel & Subsistence	\$8,278
Utilities	\$45,205
<b>Total Operating Expenditure</b>	<b>\$5,070,089</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$23,721</b>
<b>Asset Acquisitions</b>	<b>\$121,534</b>

**Total Operating Expenditure**      **\$5,070,089**

**Net Operating Surplus/-Deficit**      **\$23,721**

**Asset Acquisitions**      **\$121,534**

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.

*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.*

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

Funds Available	Actual
High Yield Investment Account	\$193,189
Official Account	\$886
Other Accounts	\$203,075
<b>Total Funds Available</b>	<b>\$397,150</b>

Financial Commitments	Actual
Operating Reserve	\$50,000
Asset/Equipment Replacement < 12 months	\$47,500
Capital - Buildings/Grounds incl SMS<12 months	\$73,264
Maintenance - Buildings/Grounds incl SMS<12 months	\$103,530
School Based Programs	\$107,692
Other recurrent expenditure	\$8,687
Maintenance -Buildings/Grounds incl SMS>12 months	\$6,476
<b>Total Financial Commitments</b>	<b>\$397,150</b>

**Total Financial Commitments**      **\$397,150**

# 2016 Appendix 1: Data tables

School Name: Port Phillip Specialist School

School Number: 5145

All Victorian government school teachers meet the registration requirements of the [Victorian Institute of Teaching](#).

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 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.

# 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.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** "Middle 60% low" to "middle 60% high" is the range of results for the middle 60% of Victorian government primary school type.

### Enrolment Profile

A total of 123 students were enrolled at this school in 2016, 46 female and 77 male.

< 10% of students had English as an additional language and < 10% were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Mid, Mid and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The average level of parent satisfaction with the school, derived from the annual Parent Opinion survey.

The Parent Satisfaction score is reported on a scale of 1 to 7, where 7 is the highest possible score.

Parent Satisfaction	School	State Median	Middle 60% low	Middle 60% high
	Number	Number	Number	Number
Mean score (1 to 7 scale)	5.83	5.89	5.66	6.16

### School Staff Survey

The percent endorsement by staff on school climate derived from the annual School Staff Survey.

Percent endorsement indicates the proportion of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60% low	Middle 60% high
	Percent	Percent	Percent	Percent
Percent endorsement	65.0	65.6	57.9	73.8

## ACHIEVEMENT

### Teacher judgment of student achievement

Proportion of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement		English	Mathematics
Achievement Level		Percent	Percent
	A	51.6	62.7
	B	22.2	13.1
	C	12.1	10.5
	D	1.3	1.3
	0		
	0.5		
	F	3.9	4.9
	F.5		
	1	4.6	5.6
	1.5		
	2	3.3	2.0
	2.5		
	3	1.0	
	3.5		
	4		
	4.5		
	5		
	5.5		
	6		
	6.5		
	7		
	7.5		
	8		
	8.5		
	9		
	9.5		
	10		
	10.5		
	11		
	11.5		

## ENGAGEMENT

### Average Number of Student Absence Days

Student Absence	2013	2014	2015	2016	4 year average
Average number of absence days	24.3	24.4	23.6	22.9	23.8

### Students exiting to further studies or full-time employment



Proportion of students from going on to further studies or full-time employment.

Student Exits	2013	2014	2015	2016	4 year average
<b>Percent exiting to further studies or full-time employment</b>	100.0	100.0	100.0	100.0	100.0

Note: This measure refers to data from the previous calendar year.

# 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.

Note that figures in this report are extracted from live databases and therefore may be subject to minor variations over time as updated data is received.

## WHAT IS THIS SCHOOL DOING TO IMPROVE?

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

## 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.

## 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.

# Changes in student achievement

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## TOWARDS FOUNDATION LEVEL VICTORIAN CURRICULUM

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'Levels A to D' may be used for students with a disability or students who may have other developmental delays (particularly students in the lower year levels).

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The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2016

Revenue	Actual
Student Resource Package	\$4,222,759
Government Provided DET Grants	\$556,811
Government Grants Commonwealth	\$8,138
Government Grants State	\$9,725
Revenue Other	\$17,135
Locally Raised Funds	\$279,243
<b>Total Operating Revenue</b>	<b>\$5,093,810</b>

Expenditure	Actual
Student Resource Package	\$4,226,747
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$21,084
Consumables	\$80,917
Miscellaneous Expense	\$133,000
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Property and Equipment Services	\$379,766
Salaries & Allowances	\$132,867
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## FINANCIAL POSITION AS AT 31 DECEMBER, 2016

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Asset/Equipment Replacement < 12 months	\$47,500
Capital - Buildings/Grounds incl SMS<12 months	\$73,264
Maintenance - Buildings/Grounds incl SMS<12 months	\$103,530
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Revenue Received in Advance	\$0
School Based Programs	\$107,692





Financial Commitments	Actual
DET Central Coordination	\$0
Region Coordination	\$0
School/Network/Cluster Coordination	\$0
Region/Network/Cluster Funds	\$0
Provision Accounts	\$0
Repayable to DET	\$0
Other recurrent expenditure	\$8,687
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds incl SMS>12 months	\$0
Maintenance -Buildings/Grounds incl SMS>12 months	\$6,476
<b>Total Financial Commitments</b>	<b>\$397,150</b>

Student Resource Package Expenditure figures are as of 06 Mar 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*