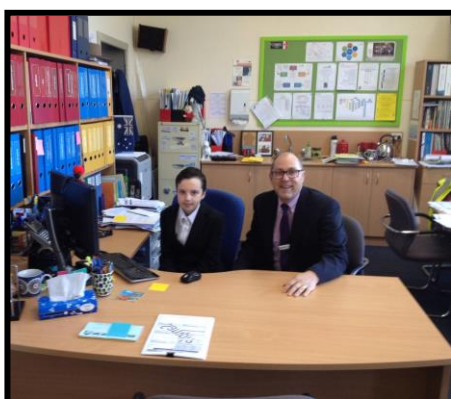


2016 Annual Report to the School Community



School Name: Amsleigh Park Primary School

School Number: 5428



Name of School Principal:

Michael Cormick

Name of School Council President:

Gregory Dellas

Date of Endorsement:

27-4-17

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

At Amsleigh Park Primary School our purpose is: *'to provide a safe, supportive and dynamic learning environment through high quality teaching that enables all students to be responsible, independent and resilient learners, well prepared for an evolving global future.'* Our purpose is complemented by our newly updated school values: Respect, Integrity, Motivation, Inclusion and Resilience, and our school motto 'Our Best Always'.

Our school, affectionately known as 'Oakleigh's Hidden Gem' is located in the quiet suburban streets of Oakleigh East. Our SFO in 2016 was 0.37 and we had a peak enrolment of 373. Diversity continues to increase across our school with 20% students coming from a non English Speaking background. In 2016 our school was organised into 16 classes with 4 specialist programs and included intervention for reading and EAL. We also introduced a Mathematics extension program for children in Grade 3 to 6, which was a highly successful, and will be continued in coming years.

A culture of high expectations is evident and the Principal and staff (inclusive of 28.16 equivalent full time staff comprising: 2 principal class, 24 teachers and 11 education support staff) operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes and ensuring that teaching reflects evidenced based best practice. The level of staff engagement is commendable with our leadership team actively supporting and empowering staff to do their job effectively and building a sense of ownership and commitment to the goals and values of the school.

Our school community is committed to continuous improvement and achieving excellence in teaching and learning. Following our triennial school review 2015 a new strategic plan was commenced in 2016, with improvement areas focused on the teaching of Writing, Inquiry Learning and Student Well-Being. Excellent progress was made in all improvement areas throughout 2016.

Our educational programs have been well crafted over a number of years and continue to evolve as we seek to achieve our goal of offering a contemporary curriculum for all students. Our learning programs are differentiated to account for the broad range of student abilities, and we continue to explore and adopt assessments such as 'Essential Assessments' for Numeracy that enable teachers to target student learning needs. More recently we have adopted CAFÉ reading on a whole school basis which enables our teaching staff to personalise learning goals for students, whilst also offering explicit teaching from the cafe menu and daily opportunities for children to develop and consolidate their skills and understandings. Our instructional model is inclusive of clear learning intentions and success criteria, tuning in, explicit teaching, opportunities to develop knowledge and skills both individually and in groups and sharing of learning success. Inquiry-based learning is also a feature of our curriculum, and we are currently further refining and building teacher capacity in this area.

Our students are respectful and well-behaved and high levels of engagement are evident in all classrooms, as indicated through our Attitudes to School Survey data. In 2016 we were pleased to see that our work over the previous 2 years to adopt the Tribes-Learning Community process has further improved student behaviour. Student attendance continues to be excellent with school averages better than state averages.

In 2016 we were able to launch a new Parents and Friends Association to further build on vital home-school partnerships. All key stakeholders work together to achieve the best possible learning outcomes for all students. Parents are welcomed into all aspects of school life including School Council (and subcommittees), Parents and Friends Association, classroom assistance/helpers, excursions/incursions and special events.

Our heritage and other buildings include bright, spacious and air-conditioned classrooms, equipped with interactive whiteboards and abundant technology. We continue to build our technology resources with a focus on portability and flexibility. These are complemented by an indoor gymnasium, extensive grounds, gardens and shaded adventure play areas. Throughout 2016 we worked extensively with our project architects, Baldasso Cortese, to design and plan for our school modernisation. The project was successfully tendered and the contract with our builder signed in December 2016. The allocation of \$5.7 million will make a significant difference to Amsleigh Park primary school, resulting in a totally modernised school that will be a valuable asset for local community for many years to come.

Framework for Improving Student Outcomes (FISO)

Amsleigh Park formed a FISO partnership with 3 other schools in 2016 with the common aim of working collaboratively to build teaching capacity for the teaching of Writing. Identifying opportunities for learning between schools, facilitating school visits for classroom teachers/curriculum leaders and sharing knowledge and resources will feature as our FISO network continues in 2017.

By working beyond our local area, exploring innovative research and embedding high quality teaching and learning, our FISO partnership seeks to improve our individual and collective practice. From these sessions, our aim will be to look for opportunities to collaborate such as undertaking learning walks in other schools within our FISO network, where we can observe and share best practice.

Achievement

At Amsleigh Park, we focus on continuous improvement and have a very clear aim to further improve student outcomes. Our teacher assessment data shows that we have maintained previous improvements (2015 = 48.6% above) in Reading with 47.8% of our students achieving above the expected level (A&B) and overall 96.3% at the expected level or higher. Our Reading growth is attributed to the introduction of 'CAFÉ Reading' and the implementation of consistent teaching practice across the whole school. In Speaking and Listening, 97.5% at the expected level or above, and Writing, 93.5% at the expected level or above, are both tracking well. Students achieving above the expected level for Writing continue an upwards trend with 26.7% above expected in 2016. Our data continues to improve in all areas of Literacy and we anticipate further growth in Writing as we focus on this strategically over the next 2 years.

Student achievement data for Numeracy - Number and Algebra shows that 95% of our students are at or above expected levels, with 38% well above the expected level (A&B) which continues an upwards trend. We remain above the state mean in all dimensions of Numeracy, but we would expect to see further growth in this area, especially the number of students achieving above the expected level.

Our Grade 3 students performed very well in NAPLAN Reading with 65% of students in Band 5 & 6 (above expected) and well above the State mean. Numeracy, Spelling and Writing are also above State means and are consistent with previous year's performances. Whilst Numeracy had improved in 2016 we have identified this is an area that our students should perform better. In response, we have adopted Essential Assessments for Numeracy, which will enable our teaching staff to plan for and target student learning needs more effectively.

Our Grade 5 students achieved mixed results in NAPLAN 2016, with Numeracy, Spelling and Grammar all above the State mean. Reading and Writing results were similar to 2015, but Reading remained in the lower range. Having undertaken significant professional learning to improve our teaching model for reading in 2015 – 2016 we will be expecting to see improved results in 2017 and beyond. The relative growth of student outcomes for Grade 5 in both Literacy and Numeracy were disappointing compared to state averages in 2016. Numeracy was stronger than literacy for this group of students.

We acknowledge that improvement of student learning can be achieved through professional learning that builds teacher capacity. Our current strategic plan clearly identifies our plans to develop teaching capacity of our staff in a number of areas inclusive of Writing, Assessment – Data Literacy, Inquiry-based learning and Well-Being.

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

At Amsleigh Park Primary School we aim to provide a *safe, supportive and dynamic learning environment* for all students. We recognise that student engagement and achievement is closely linked to wellbeing and we take an approach that focuses on the 'whole child' incorporating academic learning, social-emotional development and extra-curricular learning opportunities. Our aspiration is that every child will experience success, develop confidence, independence and resilience.

Attendance data for 2016 and our four year averages are once again in the 'similar' range to other schools. We acknowledge that students who are engaged in their learning attend school regularly. An average whole school attendance rate of 93.5% indicates that our community strongly values education and the learning opportunities provided at our school. To support student engagement and learning, clear expectations and promoting the benefits of high attendance is shared through the newsletter annually. Our teachers monitor student attendance closely and raise any concerns about ongoing absences from school with families and/or principal.

In 2016 our Engagement Professional Learning Team commenced an in-depth review of Inquiry-based learning. The findings reaffirmed that our students should develop and utilise a range of inquiry skills inclusive of research, thinking collaboration, self-management and communication. Our aim in moving forward is to further develop contemporary curriculum of inquiry learning based on the work of Kath Murdoch.

The purposeful and authentic use of ICT continues to be a focus of our learning programs. In 2016 our teachers further developed their capacity to utilise ICT as a resource for learning. Additional hardware, including iPads and netbooks, offered new opportunities and staff and students have embraced these resources. We continue to use Mathletics and Reading Eggs to consolidate and extend learning. In 2016 the school also met the requirements of the e-smart accreditation and we will continue to develop further policies and processes to promote cyber safety across the school. Additionally our teaching staff explored how coding promotes high levels of engagement in ICT programs using resources such as; Scratch, Bot, Kahootz 3 and Lego Mindstorms. As interest in this area is very high we have planned to offer increased opportunities for coding and Robotics in 2017.

Our focus on the whole child is enhanced by the Extra-Curricular activities offered all throughout the year. Our aim is to provide students with a broad range of opportunities. For example, in 2016 we introduced an opportunity to participate in the Mathematics Olympiad for our higher achieving students with great success. Our school production, 'The Legend of the Living Library,' was another highlight of the school year, along with special events such as; Education Week, German Day, the School Bush Dance and Numeracy Week. Our regular array of extra-curricular opportunities such as; Wiseones, Chess Club, Instrumental Music and Aerobics continued to engage students in stimulating and varied learning all throughout the year.

Physical Education and Sport remains a high priority at our school. In 2016 we introduced an extra PE session in addition to the specialist lesson for P-4 inclusive of PMP for preps, platoon (fundamental motor skills) session for Grade 1&2 and Middle School sport for students in Grade 3&4. This increase is aligned with our belief that physical fitness and activity is vital to student well-being and engagement.

Wellbeing

At Amsleigh Park, Student Wellbeing is a very high priority. Our teaching and support staff develop nurturing and caring relationships with the students, which is supported by a targeted program of support for individuals experiencing wellbeing related difficulties.

Our Attitudes to School Survey data greatly improved in 2016 and indicated that our students are now experiencing a more positive school life. Notably our student's perceptions of classroom behavior (66th percentile), student motivation (78th percentile), connectedness to peers (88th percentile), learning confidence (86th percentile) and teacher effectiveness (77th percentile) are all very positive. We believe these results are attributed to our whole school focus on adopting the TRIBES-Learning community process inclusive of the consistent implementation of whole school agreements, regular circle time and the use of classroom energisers. We are very proud of the improvement in our student perceptions and this area is an ongoing focus for our school.

In 2016 we continued to work through the Kids Matter Framework and completed the professional learning requirements for Component 2, focusing on Social-Emotional Learning. In addition our teaching staff, under the leadership of our Well-Being Professional Learning Team, collaboratively produced a whole school scope and sequence for Social Emotional Learning. Our previous work focusing on Component 1, 'a positive school community,' was also enhanced through the establishment of a book exchange and further promotion of the Kids Matter Framework across the community.

We continue to experience an increase in students who require more individualised learning and well-being support. In responding to this challenge we utilise a range of allied health support including a psychologist, speech therapist and social worker. In 2016 we organised occupational therapy support for students after an initial screening session. Additionally, our teaching staff develop an Individual Learning Plan for any students who are not achieving as expected or required targeted intervention.

Overall, we maintain a targeted and comprehensive approach to student well-being and we are effectively meeting the increasing challenges and complexity evident in our school community. We continue to enhance wellbeing in our school and have a range of Strategic Goals including the introduction of School-Wide Positive Behaviour Support in 2017 and beyond.




For more detailed information regarding our school please visit our website at www.amsleigh.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile

Enrolment Profile

A total of 369 students were enrolled at this school in 2016, 169 female and 200 male.
There were 23% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey





Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

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



Performance Summary


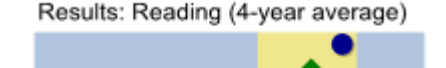

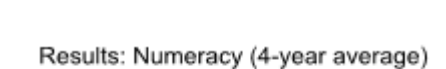



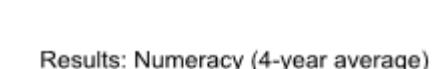
Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

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

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● 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>● Lower</p> <p>● Lower</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>	<div><p>Reading</p><table><tr><td>41 %</td><td>37 %</td><td>22 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>27 %</td><td>61 %</td><td>12 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>33 %</td><td>45 %</td><td>23 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>28 %</td><td>65 %</td><td>8 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>23 %</td><td>60 %</td><td>18 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	41 %	37 %	22 %	Low	Medium	High	27 %	61 %	12 %	Low	Medium	High	33 %	45 %	23 %	Low	Medium	High	28 %	65 %	8 %	Low	Medium	High	23 %	60 %	18 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
41 %	37 %	22 %																														
Low	Medium	High																														
27 %	61 %	12 %																														
Low	Medium	High																														
33 %	45 %	23 %																														
Low	Medium	High																														
28 %	65 %	8 %																														
Low	Medium	High																														
23 %	60 %	18 %																														
Low	Medium	High																														

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>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>94 %</td><td>94 %</td><td>92 %</td><td>93 %</td><td>94 %</td><td>93 %</td><td>94 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	92 %	93 %	94 %	93 %	94 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	92 %	93 %	94 %	93 %	94 %										

Performance Summary

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

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

How to read the Performance Summary

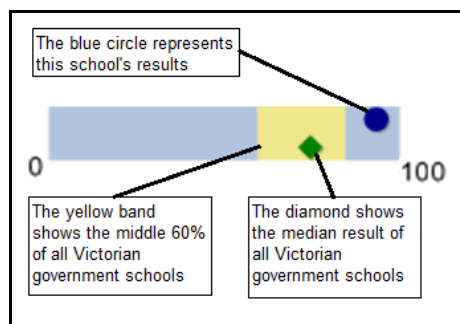
What are student outcomes?

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

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

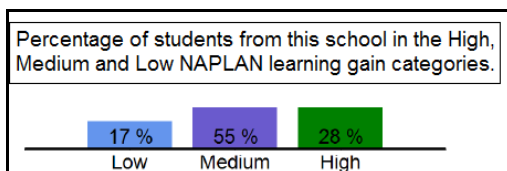
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

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

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

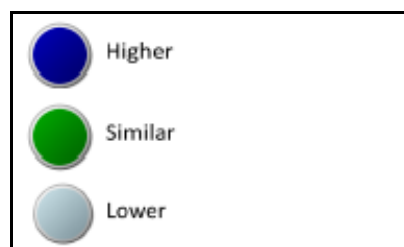
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

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

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

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



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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,545,069	High Yield Investment Account	\$127,328
Government Provided DET Grants	\$309,266	Official Account	\$48,680
Government Grants Commonwealth	\$8,053	Other Accounts	\$271,409
Revenue Other	\$10,999	Total Funds Available	\$447,416
Locally Raised Funds	\$219,341		
Total Operating Revenue	\$3,092,727		
Expenditure		Financial Commitments	
Student Resource Package	\$2,471,779	Operating Reserve	\$87,778
Books & Publications	\$2,844	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$5,400	Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Consumables	\$83,458	Maintenance - Buildings/Grounds incl SMS<12 months	\$3,000
Miscellaneous Expense	\$165,694	Revenue Receipted in Advance	\$103,363
Professional Development	\$7,140	Repayable to DET	\$34,000
Property and Equipment Services	\$126,150	Other recurrent expenditure	\$22,536
Salaries & Allowances	\$77,983	Asset/Equipment Replacement > 12 months	\$15,000
Trading & Fundraising	\$58,853	Capital - Buildings/Grounds incl SMS>12 months	\$30,000
Travel & Subsistence	\$448	Maintenance -Buildings/Grounds incl SMS>12 months	\$2,000
Utilities	\$28,430	Total Financial Commitments	\$417,677
Total Operating Expenditure	\$3,028,180		
Net Operating Surplus/-Deficit	\$64,547		
Asset Acquisitions	\$30,490		

Amsleigh Park Primary School has maintained a strong financial position in 2016. A small net operating surplus in 2016 is attributed to an increase in revenues from the International Students program and funds that were not utilised through school program budgets. A Student Resource Package surplus was attributed to an increase in enrolments in 2016 beyond school projections. In 2016 we received Commonwealth funding for the Sporting Schools Program which was expended to offer a range of sporting opportunities after school hours. The school is currently undertaking a major capital works program and \$100 000 saved over previous years are being held as a school contribution towards this project. Other financial commitments include funds to improve digital learning resources. Prudent financial management and a continuing focus on productivity and efficiency have all ensured that our school continues to utilise our resources to provide high standards of learning for students.

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.