

2016 Annual Report to the School Community



School Name: Greenvale Primary School

School Number: 890



Name of School Principal:

Angelika Ireland

Name of School Council President:

Noel Scerri

Date of Endorsement:

[Enter date here]

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

Officially opened in 1868, Greenvale Primary School relocated to its present site in Bradford Avenue in April 1988. The current enrolment is 735 students with a recent trend of increased enrolments due to the new housing growth in the area. The school employs 50.33 equivalent full-time (EFT) staff comprised of 2 Principal class (EFT 2.0), 40 teaching staff (37.6 EFT) and 13 Education Support staff (10.25 EFT). The students come from a broad catchment area, with 57% coming from Greenvale and the remaining 43% from surrounding suburbs. In the last year our EAL component was 27% and PSD students 3%.

Our goals have an ongoing focus on improving student learning in Literacy and Numeracy. Students are supported through Reading Intervention, a Program for Students with Disabilities, an EAL program, a variety of specialist programs including Physical Education, Performing Arts, Visual Arts, Italian, and a number of extra-curricular activities, including choir, lunchtime activities, camping and excursion programs. The school values are Honesty, Learning, Responsibility, Resilience and Respect. The Student Welfare program is based around the school values and encompasses programs such as Bounce Back and restorative practices.

A BER facility provides a variety of teaching and learning spaces catering for the differing learning styles of students. The school has an extensive Learning Resource Centre providing access to a broad range of resources. Our school improvement focus is on enhancing teacher capacity to facilitate continuous improvements in Literacy and Numeracy in student outcomes. Professional learning of staff is clearly linked to the strategic directions of the school. A consistent, rigorous curriculum is in place through teachers planning together and using student learning data to drive this planning. Our aim is to develop confident and resilient students through the provision of a diverse range of learning experiences and challenges which encourage curiosity, excitement for learning, thirst for knowledge and connectedness to their community.

The Digital Technologies program through which students have access to a range of technology is well supported. Foundation students use iPads, Years 1-3 use ACER Tablets and in the Years 4-6 95% of students have their own device. Each classroom and other learning spaces such as the Library have a large screen display such as an Interactive Whiteboard or TV each with their own dedicated computer. Teachers use laptops to plan collaboratively using Office 365 programs such as OneNote and OneDrive.

Our school places a strong emphasis on building community participation and has a focus on promoting Parents in Partnership. Parents are encouraged to play an active role in the education of their children. Each class aims to have a nominated Parent Representative who is part of the Community Links Committee. Parent Representatives are encouraged to be involved in activities such as classroom helpers, excursions, camps, school council and fundraising events. Whole school events such as the Family Fun Night, Family Picnic, a biennial Art Show and School Concert and an end of year Christmas Concert, Education Week, Writer's Festival and Harmony Day build on developing the partnership between home and school. Our School Council contributes to many aspects of the school including policy development, buildings and grounds improvements and fundraising. Students are encouraged to contribute to school improvement through Student Voice. Our student leaders are directly involved in leading weekly whole school assemblies.

Framework for Improving Student Outcomes (FISO)

From the sixteen dimensions in the Framework for Improving Student Outcomes (FISO), three high impact initiatives were chosen as the focus in 2016, namely 'Building practice excellence' and 'Empowering students and building school pride' and 'Building communities'.

In 'Building practice excellence', teachers focused on student learning through regular data analysis and reflections, team planning, targeted and differentiated instruction, understanding of student prior knowledge, use of the Zone of Proximal Development to maximise learning opportunities and moderation to ensure consistent judgement of student achievement. Teachers sought and were given feedback about their practice through Principal Learning Walks, staff peer observations, VIT mentoring, mentoring of new staff, weekly team planning, performance and development feedback, educational leadership meetings and from the maths, writing and eLearning coaches. Teachers planned together in collaboration each week, and each term on planning days, with all school planning shared on a digital platform. Extended opportunities for professional learning included strategic discussions about focus areas for improving teacher efficacy, allocation of staff expertise to extend teacher professional learning eg coaches – (Maths, ICT, Writing), school leadership in Maths, English, ICT, a Leading Teacher in Inquiry and a School Accountability and Improvement Leading Teacher to assist staff to support in depth analysis of student learning.

In 'Empowering students and building school pride', student leadership was promoted through a range of leadership opportunities provided to students, including Student Voice and School and Class Captains. Student leadership in school decision making was supported through the involvement of Student Voice representatives in school initiatives and the feedback from students in class meetings. The school connected to the community through a variety of events which included student led activities, local council scholarships or awards and the access to school facilities to local services outside of school hours. Positive teacher student relationships were valued for their impact on student engagement and learning and were consolidated by establishing or strengthening family links during regular parent teacher meetings. Student drive, motivation and confidence for learning was continually promoted by teachers through the use of student learning data to track and celebrate growth, weekly student awards, the development of individual learning plans and the use of restorative processes in classrooms.



In 'Building communities' various home school partnership opportunities were encouraged, and many links with the wider community were established. We linked with RMIT and Melbourne University education departments, connected with local secondary colleges and provided many opportunities for school excursions and incursions to support student learning. Student health and wellbeing outcomes were enhanced by local sport and council initiatives and access to additional sport and music opportunities at school, including instrumental music, chess, sports and dance. Parent teacher partnerships were built following meet and greet nights, three way conferences, information nights, written reports, parent representatives for each class and parent helpers in classrooms, plus differentiated homework.

Achievement

Teacher judgement of student achievement in English indicates that the percentage of students who were working above the expected level was higher than the state median of all Victorian government primary schools with the state median at 91.5% and the school median at 96.9%. Teacher assessment of student achievement in Mathematics was also above the state median of all Victorian government schools with the state median at 93.1% and the school median at 95.0%. Our student achievement in both English and Mathematics was at the high end of the middle 60% of all Victorian government schools. This measurement takes into account Foundation to Year 6 students working at or above age expected standards. Our achievements in English and Mathematics when compared to schools with similar characteristics shows our school has achieved similar results.

2016 NAPLAN assessment of students achieving in the top three bands at Year 3 indicates that our school achievement was above the state median for all Victorian government school in Reading with the state median at 71.4% and the school median at 76.4%. In Numeracy, the school median was only 0.1% below the state median. The 4 year average results for Year 3 Reading and Numeracy show that our school continues to achieve above the median for all Victorian government schools. When compared to schools with similar characteristics our school has achieved similar results.

2016 NAPLAN assessment of students achieving in the top three bands at Year 5 indicates that our school achievement was below the median for all Victorian government schools in Reading with the state median 62.2% and the school median 60.4%. In Numeracy, the school median of 59.4% was above the state median at 55.6%. The 4 year average results for Year 5 Reading and Numeracy indicate that our school achieved below the median for all Victorian government schools. In both Year 3 and Year 5 Reading and Numeracy, our school results indicate that we continue to be within the middle 60% of all Victorian government primary schools. When compared to schools with similar characteristics, our school Naplan results in Year 3 and 5 for 2016 and the 4 year average were similar to like schools in both Reading and Numeracy.

Our 2016 NAPLAN relative growth data from Year 3 to Year 5 indicates that in Reading 68.2% of students achieved medium or high growth. In Numeracy 76.5% of students achieved medium or high growth. In Writing 84%, Spelling 85%, Grammar and Punctuation 73% of students achieved medium or high relative growth. Our school goal was to continue to ensure the learning gain improves in all domains.

Improvement of student learning in English and Mathematics continues to be a focus and was continually driven through collaborative planning, consistent and purposeful assessment and data reflection. The six Theories of Action underpin all teaching and learning. Professional learning and coaching sessions in writing and mathematics were provided by consultants in order to improve teacher efficacy and capabilities. Our school continues to develop consistent and rigorous approaches to the planning and teaching of English and Mathematics. Teams share knowledge, expertise and responsibility for planning weekly programs. Teachers systematically collect and interpret data so as to be evidence informed and for this to direct the learning and teaching. Our school aims to improve the accuracy of data and more consistency of data analysis and assessment through continued professional learning sessions and use of the Victorian Curriculum.

Reading Intervention was provided to support 50 students who were identified as at risk, as they were below expected levels. 72% of those students achieved sufficient growth to enable them to no longer be at risk. Individual Learning Plans were focused on improving student achievement, both for high and low achievers.

In 2016, 17 students were supported by the Program for Students with Disabilities. One of these students had dual enrolment status. By the end of Term 1 two other students transferred to fulltime enrolment at a special setting. 13 students accessed additional speech therapy through the PSD funding. In Semester 2 eight students were assessed against individual goals and 7 PSD students were assessed against the Victorian Curriculum.

Students who were learning English as an Additional Language (EAL) were supported by EAL withdrawal classes, or by the EAL teacher working in classrooms to enhance staff skills. The EAL Developmental Continuum was used to assess and report on the development and progress of the literacy skills of 40 EAL students across Foundation to Year 6. An intervention program was provided for 10 Foundation students who were deemed at risk in Semester 2 in order to equip them with the phonological skills needed to progress with reading and writing. Throughout the year, 31 Year 5 students were trained in a Reading Buddies program to promote and strengthen engagement and reading fluency of targeted Year 1 and 2 students.



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

Attendance rates of our students when compared to schools with similar student characteristics, indicate our school has higher results, with each year level ranging between 93% to 94% attendance. Attendance was actively promoted within the school community with student attendance goals clearly stated. ‘Every Day Counts’ was highlighted each fortnight in the school newsletter with data showing progress towards our goals. Attendance was also a feature of weekly assemblies where trophies or certificates were awarded for best class attendance and punctuality. The attendance policy, protocols and processes were communicated with the community. Student Absence Learning Plans were prepared for any students taking extended leave for family holidays, with the expectation that students completed the work and submitted it on their return.

Student leadership and opportunities for personal learning were well established elements of our school that enhance student engagement and wellbeing. Students have a range of leadership roles for which to nominate including Student Voice, School Captains, House Captains, Class Captains, Reading Buddies and Buddies.

Our school has a well-established 1-1 Digital Technologies program in years 4-6. Participation in this program has become embedded as part of our school culture with an average uptake of 95%. In Years 1-3 each class has a bank of 8 tablets and the Foundation classes have a bank of 8 iPads per class. All classrooms have access to either an interactive whiteboard, interactive TV, or a large screen TV each with its own dedicated computer. In 2016 a Digital Technologies coach was employed to develop staff skills in the use of Digital Technologies in the classroom. Students were introduced to programs such as Book Creator, Glogster, Coding using Scratch and the Office 365 suite of programs which include OneNote and Sway.

To enhance student engagement in learning, teachers have planned and implemented new Inquiry units pertaining to The Humanities (Economics, Geography and History), Civics & Citizenship and Science using the new Victorian Curriculum. Staff continued developing and using whole school curriculum planning documents ensuring consistency across the school. Year levels successfully implemented questioning techniques into classrooms which enabled students to investigate and research the answers to open questions. The Curiosity Leading Teacher continued unpacking and providing professional development to all staff on the Victorian Curriculum and Theories of Action.

Wellbeing

The health and wellbeing needs of our students and teachers were prioritised. The school values underpin all interactions, and were consistently referenced and applied. Social and emotional learning was supported through the commitment of teachers to build effective relationships with students and respond to their emotional learning needs.

A consistent and restorative approach to behaviour management was utilised, and appropriate social behaviours were reinforced with reference to the whole school values of Learning, Respect, Honesty, Responsibility and Resilience. A School Values Booklet was implemented and reviewed using student, teacher and parent feedback gathered from students, staff and parent forums and via the school newsletter and website. The booklet ensured that students, staff and parents set high expectations for all learners within our learning community, and outlined student’s rights and responsibilities, expected behaviours, Bully Buster strategies and cyber safety. In Years F – 2 Bounce Back focussed lessons were implemented. In Years 3 & 4 Life Skills were developed through the Mindfulness in Action program. Reading Buddies and Foundation with Year 4 Buddies further supported the engagement and wellbeing of students.

The Student Attitudes to School – Connectedness to School factor results indicate that our school median 4.17% was below the state median 4.39%. Our 4 year average median score was equal to the state at 4.38%. Our Connectedness to School factor results were at the low end of the middle 60% of all Victorian government schools for 2016 and equal to the state over the 4 year period. When compared to schools with similar characteristics, our results were similar.

The Student Attitudes to School – Student Perceptions of Safety factor results indicate that our school median 4.33% was below the state median 4.39%. Our 4 year average median score 4.48% was above the state at 4.39%. Our Student Perceptions of Safety factor results were at the low-middle end of the middle 60% of all Victorian government schools for 2016 and above the state over the 4 year period. When compared to schools with similar characteristics, our results were similar.

For more detailed information regarding our school please visit our website at greenvaleps.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 735 students were enrolled at this school in 2016, 349 female and 386 male. There were 38% of EAL (English as an Additional Language) students and 0% 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> 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> 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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>53%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>65%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>64%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>58%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	53%	15%	Numeracy	24%	51%	26%	Writing	16%	65%	19%	Spelling	15%	64%	21%	Grammar and Punctuation	27%	58%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Grammar and Punctuation	27%	58%	15%																							



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="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	94 %	94 %	94 %	<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> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	94 %	94 %	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> Similar</p>

How to read the Performance Summary

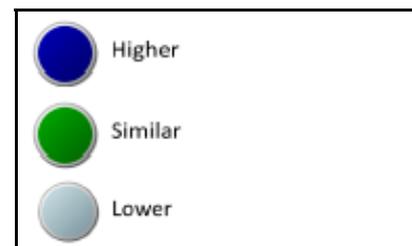
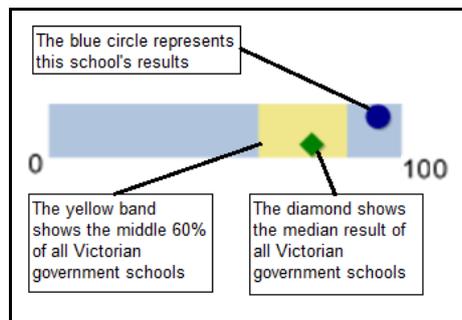
What are student outcomes?

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

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

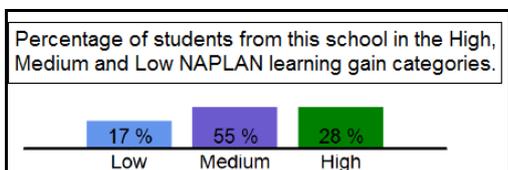
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

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

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

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

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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

[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	\$5,014,607
Government Provided DET Grants	\$794,138
Government Grants Commonwealth	\$17,704
Government Grants State	\$4,875
Revenue Other	\$30,238
Locally Raised Funds	\$520,411
Total Operating Revenue	\$6,381,974

Expenditure	
Student Resource Package	\$4,743,866
Books & Publications	\$16,482
Communication Costs	\$7,186
Consumables	\$110,240
Miscellaneous Expense	\$175,721
Professional Development	\$26,859
Property and Equipment Services	\$434,155
Salaries & Allowances	\$306,439
Trading & Fundraising	\$89,494
Utilities	\$45,795
Adjustments	(\$524)

Total Operating Expenditure **\$5,955,713**

Net Operating Surplus/-Deficit **\$426,261**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$5,559
Official Account	\$22,701
Other Accounts	\$495,980
Total Funds Available	\$524,240

Financial Commitments	
Operating Reserve	\$189,132
Asset/Equipment Replacement < 12 months	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$194,745
Revenue Received in Advance	\$130,363
Total Financial Commitments	\$524,240

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.

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.

Greenvale Primary School managed the school finances under the processes and guidelines as set out by DET internal controls. The Finance Committee, which included the Principal and Business Manager, was responsible for overseeing the budgets and reporting the financial position of the school to School Council. In 2016 extra funds were received through; Cash Grant increase due to



increased student numbers; increase in CSEF. Other Department Grants received – Furniture Grant for new portables, Peer Review Grant and RMIT Mentor Grant. Funds from the Net Operating Surplus have been allocated towards major ground developments in 2017.