

## 2015 Annual Report to the School Community

East Bentleigh Primary School

School Number: 4837



Name of School Principal:

Maria Shearn

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Name of School Council President:

Kym Mai

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Date of Endorsement:

**April 2016**

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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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

East Bentleigh Primary School is located in the South Eastern Region. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. Our school grounds and buildings are well-maintained by proactive staff and parents.

The school's SFO for 2015 is 0.3470. In 2015, the enrolment of 332 students included 19 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 5. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse.

The school has 19.4 Equivalent Full Time (EFT) staff, two Principal Class, 17.4 teachers and 9.6 Education Support (ES) staff, as well as a number of specialist staff such as instrumental, craft, dance and eurythmy teachers. Not included in the staffing numbers are the numerous people who work on a voluntary basis assisting children with literacy and numeracy, in the Stephanie Alexander Kitchen Garden Program, and in a multitude of other roles.

We offer a rich range of co-curricular programs on offer including the Stephanie Alexander Garden program, sport and physical education programs, Languages Other Than English (LOTE) – French, performing arts, music/drama, art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival.

Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School.

Currently students are organised into nine Steiner classes and six main stream classes. Class numbers in both streams are generally low with the exception of 2 larger classes and the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Australian Curriculum. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.

Having a unique situation in place at our school as a result of the two different curriculum streams, it is necessary to provide some understanding of the differences between the Mainstream curriculum and the Steiner Stream curriculum.

The methodology of our Mainstream classes is similar to other state primary schools. We have multi-aged classes that cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander Kitchen Garden Program from Class 3 -6 where they are immersed in practical, hands-on activities involved in gardening and cooking. Our mainstream classes are in our new flexible learning spaces that enable the teachers to provide a vibrant I.T.C. enhanced curriculum. Our students

in our Mainstream also have the opportunity to tap into our extensive stringed based music program.

In the Steiner stream the Foundation child's school days are filled with creative, imaginative play where they are nurtured rather than taught, and are allowed to learn by example and through imitation. There is no emphasis on formal academic content in the Steiner Prep experience until term 4, although numeracy and literacy readiness activities such as singing, storytelling, poetry, dancing, finger plays, painting, drawing and handwork are part of the daily program. Letters are introduced imaginatively through stories and pictures. Much of the teaching in all subjects is done through stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is an essential component of Steiner education. The oral approach is used all through Steiner education, and mastering oral communication is seen as integral to all learning. Regular singing and recorder playing from class one onwards, also dancing and rhythmic work undertaken each morning, all sharpen the powers of concentrated listening. Numbers are introduced in Class 1 and gradually between Class 1 and Class 3 understanding of the basic mathematical processes of addition, subtraction, multiplication and division is developed.

Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class four.

Our whole school approach to student wellbeing is based on restorative justice and positive education principles. Positive Education practices are embedded in all classroom and specialist programs. When moving around the school, a positive tone permeates the school environment, with a sense of harmony and wellbeing reflected in the behaviour and demeanour of students.

## Achievement

Student achievement is at the core of all we do. We are proud of our achievement and improvement in student learning. Our NAPLAN data indicates that both our Year 3 and Year 5 students are performing well above the state median in Reading and similar to like schools in Numeracy. Our data is not as strong in spelling and writing and we will continue to work at developing our students' skills in these domains.

Teacher capacity is continually being strengthened through a targeted professional learning program based on our identified areas of improvement. We have strengthened our practices by working in Professional Learning Teams (PLT) and a whole school approach to literacy through the use of THRASS (Teaching Handwriting, Reading and Spelling Skills) training in Literacy and whole school approaches to Numeracy.

Regular professional learning sessions particularly focused on the writing strand in literacy and the measurement strand and problem solving in numeracy will continue to strengthen teacher capacity. Writing and Numeracy – problem solving - are the domains which will receive our major focus in 2016.

A major goal in our strategic plan was to align our teaching in the core areas of Literacy and Numeracy. To achieve this aim we embarked on the development of whole school program development. Subsequently, 'Maths at East Bentleigh' and the accompanying 'Literacy at East Bentleigh' documents were completed in 2014 and reviewed and updated in 2015. Both of these documents clearly articulate the expectations and accountabilities required at each year level in each of these core areas at our school. This whole school focus on core curriculum delivery, notwithstanding our dual curriculum has developed well through the regular in school professional learning program where teachers have worked together in year level teams to interrogate student data and explore pedagogy. Teachers will continue to work in teams to improve the accuracy of their judgments relating to student achievement, which will in turn bring them more into alignment with external assessments such as NAPLAN. This will occur by ensuring teachers have opportunities to moderate student work samples.

Student Led conferences were a feature across the whole school in 2015. Students talked to their parents about their learning goals and how they set about achieving these goals. They showcased their work in all subject areas and parental feedback was very positive

Throughout the year we have continued to use a variety of on line assessment tools in order to improve teacher capacity to identify and plan a more differentiated curriculum for different ability levels. Students identified as being either 12 months above or 12 months below expected achievement have personal learning plans in place in order to pinpoint their next areas of growth.

Whole school assessment schedules in order to better track student performance over a number of years have been embedded throughout the school and we plan to continue to focus on strengthening our capacity in the core areas of Literacy and Numeracy.

In 2015 we resourced a .4 literacy support specialist who worked in a variety of ways with children most in need. In some instances our literacy support teacher worked in a team teaching capacity in classrooms, sometimes with small groups and sometimes in a one to one capacity.

## Engagement

Our strong school connectedness scores in our Attitudes to School data reflects the value placed on relationships within our school.

We have a strong student leadership program which provides students with a forum to have input into school organisation and decision making. Our AUSVELS data indicates that one of the strengths of our literacy program is the speaking and listening domain. We strongly promote public speaking opportunities within our school. All senior students are involved in formal leadership roles which they are required to apply for through a rigorous application process involving a written and oral presentation to teachers and peers.

Student-led assemblies are a feature of weekly school life. The Buddy Programs, house captains facilitating fitness programs and peer mediators assisting in the yard also provide students with opportunities to develop leadership skills and to emphasis the school's values.

We have developed whole school events such as “Education Week” and “Literacy and Numeracy Week”, which enable staff to focus on relationship development and enhance positive student behaviours across the school, with older students actively engaging with younger students.

We believe our staff actively work towards developing positive relationships with students, using restorative justice principles.

Our “Hands on Wood’ program continued to flourish in 2015 with a number of our Year 6 students involved. The rationale underpinning this program was initially to assist with engagement, connectedness and the provision of alternate pathways of success for our students. As the main rationale for this program was to increase the engagement and self-esteem of our students it was wonderful to see an overall growth in both areas for these students in other areas of their schooling.

Our students in years 3-6 all participate in the kitchen /garden program on a regular basis, mostly weekly, with the exception of our senior class 5 and 6, which due to class size, attended this program fortnightly. This program, with its hands on nature, is the perfect vehicle for embedding theoretical learning in the classroom into a real life context- literacy, maths and science in particular come alive in these sessions.

Our teachers plan engaging and differentiated classroom programs for our students which ensure student engagement.

Our proactive support staff work in collaboration with class teachers to ensure our 19 PSD students are achieving to the best of their individual abilities.

The average number of days absent per student is still above the state median and a focus for continuous improvement. Absenteeism by a small number affects the overall averages and some significant irregular attendance problems also have an impact. Overseas holidays also impact on this data. It is pleasing to note that the attitude towards punctuality has greatly improved throughout this year, although again a small

number of families require continual monitoring. The school provides transition programs for entry into Prep and from Year 6 into Year 7 as well as year level to year level transitions. Specific transitions for our Steiner cohort from Year 3 to 4 has also been implemented. A Buddy program runs between Prep and Year 6 students.

A formalised Prep transition program operates in November with incoming children attending school on four occasions. This program aims to introduce children to relevant staff and the school surroundings in preparation for the new year. Whilst the children are in the classroom, parents meet with the Principal and/or Assistant Principal and established parents who discuss how the school operates, its programs and expectations and answer any parent questions.

Visits to childcare centres and pre schools are a feature of the work that the school involves itself in. Similarly, the school works closely with a range of secondary colleges to ensure that our Year 6 students transition seamlessly into Year 7. Due to our demographic we deal with a large number of secondary colleges.

We provide additional support for transitioning students with additional needs by providing individualised transition programs based on each student's needs.

## Wellbeing

Our school's proactive stance on the value of forming strong and positive relationships is evident in our 'Attitudes to School' data. Scores in the wellbeing domains of student morale and student distress are strong and above the state mean. Parents also give us a rating in the 4<sup>th</sup> quartile for school connectedness and student motivation. We know the students value the relationships they have with their teachers at East Bentleigh P.S.

Our emphasis on personal learning supports the development of autonomous learners, with a positive sense of themselves as learners. We provide activities for our students to develop an understanding of their strengths and their potential and importantly to look for these in others, no matter how different they may be from them. We aim to teach our students to develop the skills of goal setting and learning how to understand and manage their own emotions. Additionally we aim to develop resilience and dispositions that will support learning, all traits which will serve our students well as lifelong learners. These aspirations sit well with our stated school vision:

*East Bentleigh Primary School provides a rich, inviting, child focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong learning. Students develop into healthy individuals, actively contributing to the world in which they live.*

We have continued to develop our already strong student leadership program, ensuring that students have input into the life of the school. These include student-led assemblies, buddy programs, house captains facilitating fitness programs, peer mediators assisting in the yard, computer captains ensuring that all ICT issues are managed.

Positive Psychology principles underpin all we do at EBPS. Three senior staff members are leading the implementation of positive education strategies within the school. These strategies are communicated widely, both within staff and parent communities.

We believe our staff actively works towards developing positive relationships with students. All students are aware that bullying and intolerance are not accepted at our school through a proactive whole school approach to behaviour management using restorative justice principles on which our whole school behavior management processes are based. Our Wellbeing strategic intent team led by our Wellbeing coordinator Lee Jellis have worked tirelessly on our Social and Emotional whole school program which will provide teachers with excellent activities, strategies and resources to implement within their classrooms



## Productivity

Our facilities, like many schools across Victoria are an amalgam of old and new stock. Our 55 year old 'temporary' main building has certainly been outshone by our lovely new BER building. We are 6 years into our painting/ maintenance program which was our attempt to freshen up our old stock to better blend in with our new building providing a more coordinated look for our school. We are all too aware of areas where our ageing buildings require attention and do our best within the resources we have to maintain them. Our focus for 2016 will be to maintain our ageing facility to the best of our ability.

Our school focus on environmental education and the kitchen garden program has seen much effort and expense going into the maintenance and continual development of our outdoor spaces. We are fortunate at our school to have such a committed and hard working parent group, coordinated by our Facilities coordinator, teacher Ramana Dean who works tirelessly to ensure our considerable outdoor spaces are well maintained.

All decisions made in terms of allocating resources are based on student need.

PSD funding is used in its entirety to provide support for students in receipt of this funding. Careful consideration of class compositions allows for other students to benefit from this also. Our team of 14 support staff is to be congratulated for the work they do in consultation with class teachers to support our most vulnerable students, be they PSD funded or not.

Our wonderful kitchen garden program, although most worthwhile is very expensive to run. Our garden and kitchen specialists are extra staff we must fit into our staffing mix.

After identifying a need in a cohort in our senior students in 2014 we developed the 'Hands on Wood' program. We were able to access a small amount of sponsorship out in the community at the inception of the program and have continued to fund this program through our own resources. As our Steiner stream program includes extras such as weekly instrumental and orchestra lessons, dance, craft and eurythmy, as an integral part of the program, our parents are asked to pay fees for these 'external' teachers.

Our school is proud of the opportunities to learn and grow that we provide for our students. Our aim is to educate our students for life, not just for school. Our extensive range of programs and the supportive and caring nature of our community allow us to work together to achieve this.

For more detailed information regarding our school please visit our website at  
<http://www.eastbentleigh.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.

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 332 students were enrolled at this school in 2015, 170 female and 162 male. There were 10% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### 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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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> Higher</p> <p> Lower</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>43%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>46%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	43%	39%	Numeracy	38%	46%	17%	Writing	33%	46%	21%	Spelling	21%	46%	33%	Grammar and Punctuation	29%	50%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><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. 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 2015 attendance rate by year level:</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p><span style="background-color: #ccc; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p> <p><span style="background-color: #ccc; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>														
	<table border="1" style="width: 100%; text-align: center;"> <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>89 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	92 %	92 %	93 %	92 %	90 %	91 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	92 %	92 %	93 %	92 %	90 %	91 %										

## 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><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Higher</p> <p> Higher</p>

# How to read the Performance Summary

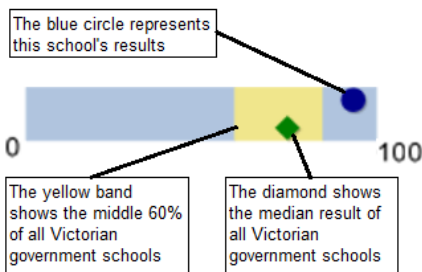
## What are student outcomes?

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

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

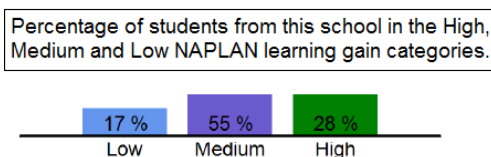
You can see these results for the latest year, as well as the average of the last four years (where available).

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

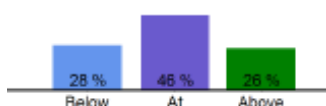


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is a School Comparison?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,627,964
Government Provided DE&T Grants	\$270,532
Government Grants Commonwealth	\$9,360
Government Grants State	\$945
Revenue Other	\$27,071
Locally Raised Funds	\$528,626
<b>Total Operating Revenue</b>	<b>\$3,464,499</b>

Funds Available	Actual
High Yield Investment Account	\$56,004
Official Account	(\$664)
Other Accounts	\$41,252
<b>Total Funds Available</b>	<b>\$96,592</b>

Expenditure	
Student Resource Package	\$2,444,183
Books & Publications	\$20,534
Communication Costs	\$3,988
Consumables	\$76,256
Miscellaneous Expense	\$173,129
Professional Development	\$16,252
Property and Equipment Services	\$164,991
Salaries & Allowances	\$327,069
Trading & Fundraising	\$46,424
Utilities	\$20,469

Financial Commitments	
Operating Reserve	\$45,000
Asset/Equipment Replacement < 12 months	\$6,600
Maintenance - Buildings/Grounds incl SMS<12 months	\$8,000
Revenue Received in Advance	\$32,815
Capital - Buildings/Grounds incl SMS>12 months	\$4,177
<b>Total Financial Commitments</b>	<b>\$96,592</b>

**Total Operating Expenditure**      **\$3,293,296**

**Net Operating Surplus/-Deficit**      **\$171,203**

**Asset Acquisitions**      **\$8,898**

Student Resource Package Expenditure figures are as of 04 March 2016 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 performance and position commentary

The allocation of resources in the form of program budgets and staffing is based on the needs of students.

The school's purpose is to provide a challenging yet caring learning environment that will equip our students with the necessary skills and knowledge to become valued contributors to the community in which they live.

Our aim is to provide a broad curriculum for all children. Program budgets are carefully targeted to support

curriculum areas which in turn support the improvement of student learning outcomes. Adequate funding is an ongoing issue of concerns for schools, therefore the management of resources must reflect the needs of the school which in turn leads to provide the best possible learning environment and learning opportunities for all students. During 2015, through judicious management the school was able to provide the necessary funds to continue our valuable but very expensive Kitchen Garden program for students in 3-6. The Bentleigh Farmers' Market on the back of the very hard work of many parents and staff has added to the school's finances allowing this valuable program to be adequately staffed and resourced.. Our financial processes continue to be efficient and well managed by our efficient Business Manager Jane Keen, ably assisted by our Office Manager Ann Tsiaves.

A major focus for expenditure in the future will continue to be in maintaining the efficient operation of the Kitchen Garden program for students in Years 3 to 6, as well as upgrading and maintaining much of our ageing current facilities and providing the diverse range of engaging real life programs throughout the school.